CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS)
2. CJUSD students will be College and Career ready through Multi-Tiered Systems of Support (MTSS) Actions/Services
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities through Multi-Tiered Systems of Support (MTSS)

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, February 20, 2019 - 6:00 p.m.

		STATUS
I.	**CALL TO ORDER & ROLL CALL - 5:30 p.m.**	
II.	**ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION** 1. 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 - *5:30 p.m.***	
V.	**OPEN SESSION - CALL TO ORDER - *6:00 p.m.***	
VI.	**FLAG SALUTE**	
VII.	**ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**	Info/Action
VIII.	**ADOPTION OF AGENDA**	Action
IX.	**STUDENT BOARD REPRESENTATIVE REPORTS** *(3 minutes each)* 1. Center High School - Maximus Gomez 2. McClellan High School - Asirah Jackson	Info

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.

	X.	**ORGANIZATION REPORTS** *(3 minutes each)*	Info
	1.	CUTA - Venessa Mason, President	
	2.	CSEA - Marie Huggins, President	
	XI.	**COMMITTEE UPDATES** *(8 minutes each)*	Info
Facilities & Op.	**1.**	**Facilities Update** - Craig Deason	
	XII.	**REPORTS/PRESENTATIONS** *(8 minutes each)*	Info
Facilities & Op.	**1.**	**Williams Uniform Complaint Quarterly Reporting** - Mike Jordan	
	XIII.	**COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA**	Public Comments Invited
		Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. 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.	
	XIV.	**BOARD / SUPERINTENDENT REPORTS** *(10 minutes)*	Info
	XV.	**CONSENT AGENDA** *(5 minutes)*	Action
		NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.	
Governance	1.	Approve Adoption of Minutes from January 16, 2019 Regular Meeting	
↓	2.	Approve Adoption of Minutes from February 6, 2019 Special Meeting	
Personnel	3.	Approve Classified Personnel Transactions	
↓	4.	Approve Certificated Personnel Transactions	
↓	5.	Approve Resolution #17/2018-19: Non-reelection of Probationary Certificated Employee	
↓	6.	Approve Resolution #18/2018-19: Non-reelection of Probationary Certificated Employee	
↓	7.	Approve Resolution #19/2018-19: Non-reelection of Probationary Certificated Employee	
Special Ed	8.	Ratify 2018/2019 Master Contracts: Maxim Services	
Curr & Instr	9.	Approve 2018-19 Consolidated Application	
↓	10.	Approve Professional Services Agreement: Kevin Bracy, Life Changes Intl. LLC	
↓	11.	Approve Memorandum of Understanding: American River College for the Upward Bound Program located on the Center High School Campus	
↓	12.	Approve Agreement # 19032: Memorandum of Understanding between Sacramento County Office of Education (SCOE) and Center Joint Unified School District for Professional Development Activities Regarding Assessments	
Facilities & Op.	13.	Approve 2018-2019 Safe School and Emergency Preparedness Plan - North Country	
↓	14.	Approve 2018-2019 Safe School and Emergency Preparedness Plan - McClellan	
↓	15.	Approve 2018-2019 Safe School and Emergency Preparedness Plan - Oak Hill	
↓	16.	Approve RFP #2019-100 Ethernet Services from Consolidated Communications to Provide Telecommunication Service - Broadband/Ethernet Service	
↓	17.	Approve RFP #2019-105 Network Equipment E-Rate YR22 from Team One Networking, Inc.	
↓	18.	Approve Contractor Change Order #3 to the Contract By and Between Bill Litchfield Construction, Inc. and Center Joint Unified School District - Center High Entry Plaza Project	
↓	19.	Approve Notice of Completion - Bill Litchfield Construction - New Campus Entry Plaza - Center High School	
Business	20.	Approve Payroll Orders: July 2018 - January 2019	

↓ 21. Approve Supplemental Agenda (Vendor Warrants): January 2019

XVI. BUSINESS ITEMS

Governance **A.** **2019 CSBA Delegate Assembly Election, Subregion 6-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.** **First Reading: Board Policies/Regulations/Exhibits** Action

BP/AR 0420 - School Plans/Site Councils
(BP/AR revised)
Policy updated to reflect **NEW LAW (AB 716)** which renames the single plan for student achievement as the school plan for student achievement (SPSA), authorizes the use of uniform complaint procedures for complaints alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA, and authorizes the use of the SPSA to satisfy the requirement for a school improvement plan when a school is identified for targeted or comprehensive support. Regulation updated to reflect AB 716 which eliminates the authority to use a school advisory committee other than a school site council to develop the SPSA, allows certain small schools to share a school site council, requires a needs assessment to identify school goals, and, if applicable, requires consultation with the school's English learner advisory committee on review of the SPSA.

BP/AR 0450 - Comprehensive Safety Plan
(BP/AR revised)
Policy updated to reflect **NEW LAW (AB 1747)** which requires the California Department of Education (CDE) to post a compliance checklist for developing the comprehensive safety plan and best practices related to reviewing and approving the plan, and requires districts to share their approved comprehensive safety plans with local law enforcement, the fire department, and other first responder entities. Regulation updated to reflect AB 1747, which adds requirements to consult with the fire department and other first responders in developing safety plans and to develop procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

BP/AR 0460 - Local Control and Accountability Plan
(BP/AR revised)
Policy and regulation updated to reflect **NEW LAW (AB 2878)** which expands the state priority on parent involvement that must be addressed in the local control and accountability plan (LCAP) to include family engagement. Policy also reflects **NEW LAW (AB 1808)** which requires consultation on plan development with special education local plan administrator(s) and, by July 1, 2019, requires districts to develop a local control funding formula budget overview for parents/guardians in conjunction with the LCAP. Policy reflects **NEW LAW (AB 1840)** which requires the State Board of Education to expand the LCAP template by January 31, 2020 to include specified information. Section on "Technical Assistance/Intervention" updated to reflect AB 1808 which establishes a single statewide system of support for districts and schools, and AB 1840 which provides that a district receiving an emergency apportionment will be deemed to have been referred to the California Collaborative for Educational Excellence. Regulation updated to reflect AB 1840 which requires data in the LCAP to be reported in a manner consistent with the California School Dashboard and requires districts to post their LCAP prominently on the homepage of their web site. Section on "Annual Updates" deleted since the annual updates follow the same process and adhere to the same template as the initial LCAP.

AR 1220 - Citizen Advisory Committees
(AR revised)
Regulation updated to clarify that the parent advisory committee and English learner parent advisory committee established to review and comment on the LCAP are not subject to Brown Act requirements, but must comply with other, less complex procedural requirements. Legal cites for school site councils revised pursuant to **NEW LAW (AB 716)**.

First Reading: Board Policies/Regulations/Exhibits (continued)

AR 3311.1 - Uniform Public Construction Cost Accounting Procedures
(AR revised)
Regulation updated to reflect **NEW LAW (AB 2249)** which revises the threshold amounts that determine the process that may be used to award contracts for public works. Regulation also revised to clarify requirements for informal bid notifications that must be sent to contractors and/or construction journals.

AR 3543 - Transportation Safety and Emergencies
(AR revised)
Regulation updated to reflect **NEW LAW (AB 1798)** which requires that all school buses be equipped with passenger restraint systems by July 1, 2035. Regulation also reflects **NEW LAW (AB 1840)** which delays until March 1, 2019 the requirement that each school bus and student activity bus be equipped with a child safety alert system, and allows for a possible six-month extension for districts with an average daily attendance of 4,000 or less under specified conditions. Regulation adds the conditions under which a student activity bus is exempt from the requirement to install a child safety alert system.

AR 4200 - Classified Personnel
(AR revised)
Regulation updated to reflect **NEW LAW (AB 2160)** which eliminates the exemption of part-time playground positions from the classified service in merit system districts, thereby making those positions part of the classified service. Regulation also reflects **NEW LAW (AB 2261)** which eliminates the exemption from the classified service, in merit system districts, of community representatives employed in advisory or consulting capacities for not more than 90 working days per fiscal year. Paragraph moved to emphasize that employees in either merit or non-merit system districts who are exempted from the classified service must fulfill obligations related to physical examinations, fingerprinting, and tuberculosis tests.

AR 5113 - Absences and Excuses
(AR revised)
Regulation updated to reflect **NEW LAW (AB 2289)** which (1) amends the definition of "immediate family" for the purpose of authorizing certain excused absences, (2) prohibits a district from requiring a physician's note for an absence by a parenting student to care for a sick child, and (3) clarifies that students may be excused from school, under specified conditions, for work in the entertainment or allied industry, participation with a nonprofit performing arts organization in a performance for a public school audience, or other reasons at the discretion of school administrators.

AR 5131.41 - Use of Seclusion and Restraint
(AR added)
New regulation reflects **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and provides that seclusion and restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others if that behavior cannot be immediately prevented by a less restrictive response. Regulation specifies the conditions for such use, reporting requirements, and a list of seclusion and behavioral techniques that are always prohibited.

BP/AR 5141.52 - Suicide Prevention
(BP/AR revised)
Policy updated to reflect **NEW LAW (AB 2639)** which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary. Regulation updated to reflect **NEW LAW (SB 972)** which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. Regulation also reflects **NEW LAW (AB 1808)** which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.

First Reading: Board Policies/Regulations/Exhibits (continued)

BP/AR 5144 - Discipline
(BP/AR revised)
Policy updated to reflect **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and to encourage staff development regarding equitable implementation of discipline. Regulation updated to revise section on "Detention After School" to more directly reflect state regulations and delete a specific timeline for advance notice to parents/guardians of a student's detention.

BP 5146 - Married/Pregnant/Parenting Students
(BP revised)
Policy updated to reflect **NEW LAW (AB 2289)** which requires notification to parents/guardians and to pregnant and parenting students of their rights under the law; authorizes an excused absence for a parenting student to care for a sick child without a physician's note; provides that a pregnant or parenting student is entitled to eight weeks of parental leave, or longer if deemed medically necessary by the student's physician; and authorizes the use of uniform complaint procedures for complaints alleging noncompliance with the law.

BP 6146.1 - High School Graduation Requirements
(BP revised)
Policy updated to reflect **NEW LAW (AB 2121)** which, under certain conditions, exempts from any district-established graduation requirements migrant students and newly arrived immigrant students participating in a newcomer program who transfer schools in grade 11-12. Policy also reflects **NEW LAW (AB 3022)** which authorizes the granting of a diploma to persons who departed California in grade 12 against their will, and adds section on "Honorary Diplomas" including item reflecting **NEW LAW (AB 2109)** which authorizes the board to grant an honorary diploma to a terminally ill student.

AR 6173.2 - Education of Children of Military Families
(AR revised)
Regulation updated to reflect **NEW LAW (AB 2949)** which allows a child of a military family to continue attending the school of origin regardless of any change of residence of the family. Regulation also adds new section on "Transportation" reflecting AB 2949, which authorizes, but does not require, districts to provide transportation to enable a child of a military family to attend the school or district of origin.

AR 6183 - Home and Hospital Instruction
(AR revised)
Regulation reorganized and updated to reflect **NEW LAW (AB 2109)** which expands the parental notification to include information regarding student eligibility for individual instruction and the duration of such instruction, requires that individual instruction in a student's home begin within five days of determining a student's eligibility, provides that students receiving individual instruction in a hospital for a partial week are eligible to attend school on days that they are not at the hospital, and provides that the absences of a temporarily disabled student must be excused until the student is able to return to the regular school program.

BB 9322 - Agenda/Meeting Materials
(BB revised)
Bylaw updated to reflect requirement effective January 1, 2019 that districts post a direct link on the homepage of their web site to the current board meeting agenda or to the district's agenda management platform. Bylaw also clarifies that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee comprised exclusively of board members.

First Reading: Board Policies/Regulations/Exhibits (continued)

BB 9324 - Minutes and Recordings
(BB revised)
Bylaw updated to reflect **NEW LAW (SB 1036)** which prohibits districts from including in board meeting minutes a student's directory information or a parent/guardian's personal information, as defined, when the student or parent/guardian requests that such information be excluded. Bylaw also includes optional statement that the minutes will summarize topics addressed during the public comment period and need not reflect the names of the individuals who comment.

XVII. ADVANCE PLANNING — Info

a. Future Meeting Dates:
- *i. Regular Meeting: Wednesday, March 20, 2019 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*

b. Suggested Agenda Items:

XVIII. CONTINUATION OF CLOSED SESSION (Item IV) — Action

XIX. ADJOURNMENT — Action

Agenda Item Number XII - 1

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction

Date: February 4, 2019 — Action Item

To: Board of Trustees — Information Item XX

From: Michael Jordan
Director of Curriculum, Instruction and Special Education

Initials: MJ **# Attached Pages: 2**

SUBJECT: Williams Complaint Process Quarter 2 Report

Mr. Grimes will provide the Williams Complaint Process Quarter 2 Report (October - December) for the 2018-19 school year. There were no complaints filed this quarter.

RECOMMENDATION: .

AGENDA ITEM # XII - 1

Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

Properly submitting this form to SCOE serves as your district's *Williams* UCP Quarterly Complaint Report per *Education Code* § 35186(d). **All fields are required.**

SUBMITTER INFORMATION

Name Person submitting form	Job Title	Phone Number Include area code
Mike Jordan	Director of Curr., Instruction, and S	916-339-4697

E-mail Address: mikejordan@centerusd.org

DISTRICT INFORMATION

School District	Year Covered by This Report	Quarter Covered by This Report
Center Joint U.S.D.	2018-2019	Quarter 2 (Oct.—Dec.)

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	0
Number of Textbook Complaints Resolved Enter 0 if none.	0
Number of Textbook Complaints Unresolved Enter 0 if none.	0

Emergency School Facilities Issues

Total Number of Emergency Facilities Complaints Enter 0 if none.	0
Number of Emergency Facilities Complaints Resolved Enter 0 if none.	0
Number of Emergency Facilities Complaints Unresolved Enter 0 if none.	0

Vacancy or Misassignment of Teachers

Total Number of Vacancy/Misassignment Complaints Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints Resolved Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints Unresolved Enter 0 if none.	0

RESOLUTION OF COMPLAINTS

Briefly summarize the nature of complaints and how they were resolved.
Enter "N/A" if no complaints were received. If you need more space, enter "sent by e-mail" and send your summary to Shannon Hansen with your report.

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

The number of UCP complaints (textbooks, facilities, and teachers categories) filed for the quarter being reported *MUST* be entered in this report. Please check the box below confirming this:

☒ **Includes All UCP Complaints**
All UCP complaints for the indicated quarter are being reported—from my district office and all school sites in my district.

By submitting this form, you certify that the information is complete and accurate, and that you have verified the accuracy of the report information by contacting each school in your district. The report includes *ALL* UCP complaints in the above categories received at school sites in the district, plus the district office.

RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to Shannon Hansen at the Sacramento County Office of Education (SCOE): **shannonh@scoe.net**.

AGENDA ITEM # XV-1

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, 2019**	**# Attached Pages**
From:	**Scott A. Loehr, Superintendent**	
Principal's Initials:		

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

January 16, 2019 Regular Meeting

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

CONSENT AGENDA

AGENDA ITEM # XV-1

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, 2019

M I N U T E S

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

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Hunt, Mr. J'Beily, Mrs. Pope, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent
Craig Deason, Assist. Supt., Operations & Facilities
Lisa Coronado, Director of Fiscal Services
David Grimes, Director of Personnel/Student Services
Mike Jordan, Director of Curriculum/Instruction/Special Ed.

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
1. Conference with Labor Negotiators, (David Grimes), Re: CSEA and CUTA (G.C. §54957.6)
2. Student Expulsions/Readmissions (G.C. §54962)

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

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

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

FLAG SALUTE - led by Jeremy Hunt

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION – the Board met in Closed Session and the following action was taken during Open Session:

2. Student Expulsions/Readmissions (G.C. §54962)
Student Expulsion 18/19-03 – Recommendation approved.

Motion: Wilson
Second: Anderson
Vote: General Consent

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

Motion: Wilson
Second: Pope
Ayes: Anderson, Hunt, J'Beily, Pope, Wilson
Noes: None

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School – Maximus Gomez

- Center HS is planning for a Winter Rally in February.
- there will be a Renaissance Rally in March; it will be a Glow Rally. This will rally will be for recognizing students with a 2.5 GPA or higher.
- currently the boys' and girls' Winter sports teams in basketball, soccer, and wrestling are undefeated in league.

2. McClellan High School – Asirah Jackson was not available to report.

ORGANIZATION REPORTS

1. CUTA - Venessa Mason, President, noted that the staff at Riles and Center HS are in love with the new cameras that have been installed at the sites. The elementary sites are looking forward to their cameras to be up and running. She again mentioned the door locks that were brought up last month; they are being used at McClellan and the elementary sites are interested in them. Mrs. Mason then noted that there are lots of things going on within the district. She requested that Scott or the Board send out a 2019 outlook letter to the staff; they are not aware of the things like All Day Kindergarten or other programs that could be offered in the next 2 years. Trustee Pope asked when the Honor Roll Breakfast at Riles would be. Mr. Borasi noted that it is next Friday.

2. CSEA - Marie Huggins, President, noted that the chapter passed the chapter's 2019 budget last night. She noted that they have a small amount of money set aside for events at the sites. They can contact the chapter with what the event is, what the need is, and when it is needed. Mrs. Huggins then noted that many employees that had VSP and now have Superior Vision have made appointments and have reported vast disparities between coverage costs from VSP and Superior Vision for the same services. She thanked the district for listening to the concerns of the affected employees, and for seeking a remedy by talking with the broker. She, and the affected employees, would like to be informed once they have a possible solution so they can make informed decisions while making appointments. Mr. Loehr noted that they have made some calls, are waiting for the answer, and were just as surprised by this as the affected employees.

COMMITTEE UPDATES

Facilities Committee Update - Craig Deason, Assistant Superintendent of Operations & Facilities, covered the following in Project updates:

- Modernizations
  - Starting to get comments back from DSA on North Country and Oak Hill. DSA approval in February
  - Review 50% constructions Documents (CDs) tomorrow for CHS
- CHS Plaza Project complete. Final change order and Notice of Completions for approval next month.
- 2019 Summer Projects
  - Technology infrastructure upgrade; Notice to Proceed for contractor next month.
  - CHS Stadium Turf Replacement
- Prop 39 – WCR Interior Lighting
  - CCC to install for free
  - Materials ordered
  - Install in February

Trustee Pope congratulated Mr. Deason on the CHS Plaza Project, even with all of the change orders along the way.

REPORTS/PRESENTATIONS

1. **Bond Oversight Committee Annual Report** - Craig Deason, Assistant Superintendent of Operations & Facilities, introduced Janet Rutledge from the Bond Oversight Committee. She noted that Mr. Deason needs to be commended for all he does for the district. She then read the following statement: "The Center Unified School District Bond Oversight Committee has been in compliance with Article 3.2a of our bylaws. And during the 2018 reporting period no bonds were sold and no expenditures incurred. And as such, the Center Unified School District Bond Oversight Committee has no activities to report to the Board."

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA - None

BOARD/SUPERINTENDENT REPORTS

Mrs. Anderson
- advised everyone to stay out of this weather.

Mrs. Pope – had nothing to report

Mr. Wilson
- noted that he attended a couple of basketball games during Christmas Break.

Mr. J'Beily
- advised everyone to stay safe, dry and healthy.

Mr. Loehr
- stated that he had a nice holiday.
- noted that the district has been working closely with the folks from CFW. He is excited about what we are doing and will let staff know as plans develop.
- noted that the district is partnering with the Sacramento County Office of Education on a visual performing arts grant.
- noted that the Governor released his budget and it currently looks good for schools.
- will be meeting with the Naming of Facilities Committee. David Grimes, Mike Jordan, Nancy Anderson, and Donald Wilson will meet with him and bring information back to the Board.
- mentioned that they are still on schedule for the Board to meet on February 6th for a Facilities Meeting.

Mr. Hunt
- noted that it is nice to see the Governor's report on STRS and PERS, and his addressing the costs for Special Education.

CONSENT AGENDA

1. Approved Adoption of Minutes from December 19, 2018 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved 2018-2019 Safe School and Emergency Preparedness Plan - Spinelli
5. Approved Notice of Completion - Biondi Paving, Inc. - Campus Fencing Upgrade at Dudley Elementary and Spinelli Elementary and Basketball Court Replacement at Spinelli Elementary
6. Approved Disposal of Surplus Equipment:
   2001 Ford F250 Pickup, VIN# 3FTNX21S61MA35928, License Plate Number 1260570
7. Approved Certification of Corrective Actions For the 2017/18 Audit Finding

CONSENT AGENDA (continued)

8. Approved Payroll Orders: July - December 2018
9. Approved Supplemental Agenda (Vendor Warrants): December 2018

Motion: Wilson
Second: Pope

Vote: General Consent

BUSINESS ITEMS

A. APPROVED - Resolution # 16/2018-19: Resolution of the Board of Education of the Center Joint Unified School District Initiating the Transfer of Territory from the Center Joint Unified School District to the Roseville Joint Union High School District and the Roseville City School District and the transfer of Territory from the Roseville Joint Union High School District and the Roseville City School District to the Center Joint Unified School District

Trustee Hunt briefly explained to the audience that with the land north of Baseline, there is construction starting to take place and the developers did not design the roads to correspond with the boundary lines. He noted that geographically we lose a little bit of land, but this is probably the right thing to do, keeping neighborhoods together. Trustee Pope noted that it didn't appear to be a lot of homes affected. Mr. Loehr noted that there will be thousands of homes build up there. It might seem like we are giving up a lot, but down the road this is the right thing to do for the community. Mr. Wilson asked if Moyer Homes was a part of this. Mr. Loehr noted that it is. Mr. Wilson abstained due to the fact that his family is related to John Moyer by marriage.

Motion: Pope
Second: Hunt

Ayes: Anderson, Hunt, J'Beily, Pope
Noes: None
Abstain: Wilson

B. APPROVED - Approval of Form J-13A - Request for Allowance of Attendance Due To Emergency Conditions

Trustee Hunt noted that this item is in regards to the district receiving ADA for the day the district was closed due to the bad air quality from the Camp Fire. Mr. Loehr noted that this is the first step of the process for getting the waiver.

Motion: Anderson
Second: Wilson

Vote: General Consent

BOARD WORKSHOP

1. Facilities Planning & Information

The Board moved to the room next door to hear information regarding the Facilities Implementation Plan.

ADVANCE PLANNING

a. *Future Meeting Dates:*
   i. *Special Meeting: Wednesday, February 6, 2019 @ 6:00 p.m. - District Office - Room 5, 8408 Watt Avenue, Antelope, CA 95843*
   ii. *Regular Meeting: Wednesday, February 20, 2019 @ 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 – 8:12 p.m.

Motion: Wilson
Second: Pope

Vote: General Consent

Respectfully submitted,

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

Donald E. Wilson, Clerk
Board of Trustees

Adoption Date

AGENDA ITEM # XV-2

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, 2019	# Attached Pages
From:	Scott A. Loehr, Superintendent	
Principal's Initials:		

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

February 6, 2019 Special Meeting

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

CONSENT AGENDA

AGENDA ITEM # XV-2

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL BOARD MEETING
PLANNING AND FACILITIES WORKSHOP

Center Joint Unified District Office - Conference Room #5
8408 Watt Avenue, Antelope, CA 95843

Wednesday, February 6, 2019

M I N U T E S

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

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Hunt, Mr. J'Beily, Mrs. Pope, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent
Craig Deason, Assist. Supt., Operations & Facilities
Lisa Coronado, Director of Fiscal Services

FLAG SALUTE - led by Jeremy Hunt

ADOPTION OF AGENDA
There was a motion to approve the agenda as presented.

Motion: Pope
Second: Wilson

Ayes: Hunt, J'Beily, Pope, Wilson
Noes: None
Absent: Anderson

Trustee Anderson arrived at 5:40 p.m.

PUBLIC COMMENTS
There was a parent that came and talked about facility equity. He also wondered why the Cross Country banner was not up. Mr. Loehr, Superintendent, noted that he would contact the principal.

FACILITIES WORKSHOP
Representatives from Caldwell Flores Winters presented slides regarding the Facilities Implementation Plan Summary for Board review. It covered an overview of the Implementation Plan, the historical and projected enrollment, the district sites and capacity, facilities assessment and general school needs, available state aid and modernization, available state aid for new construction, available local sources, proposed program sources and uses, program outcomes, and recommendations.

After the presentation, the Board discussed possible dates and times to meet again.

ADJOURNMENT - 8:17 p.m.

Motion: Wilson
Second: Anderson

Vote: General Consent

Respectfully submitted,

_____
Scott Loehr, Superintendent
Secretary to the Board of Trustees

_____
Donald E. Wilson, Clerk
Board of Trustees

_____
Adoption Date

AGENDA ITEM # XV-3

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	**Personnel Department**	**Action Item**	**X**
Date:	**February 20, 2019**	**Information Item**	_
To:	**Board of Trustees**	**# Attached Pages**	**1**
From:	**David Grimes, Director of Personnel and Student Services**		

Subject: Classified Personnel Transactions

New Hire

Cathy Best, Bus Driver
Danita Johnson, Instructional Specialist
Naomi Pacheco, Instructional Specialist
Katrina Shoup, Instructional Specialist

Promotion

Danielle Evans, Central Office Clerk-Personnel

Resignation

Rinki Chouhan, Noon Duty
Sereen Sulaiman, Noon Duty

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

Cathy Best has been hired as a Bus Driver for the Transportation Department effective date to be announced.

Danita Johnson has been hired as an Instructional Specialist at Oak Hill Elementary School effective February 4, 2019.

Naomi Pacheco has been hired as an Instructional Specialist at Center High School effective January 28, 2019.

Katrina Shoup has been hired as an Instructional Specialist at Dudley Elementary effective date to be announced.

Danielle Evans has been promoted to Central Office Clerk- Personnel effective March 4, 2019.

Rinki Chouhan has resigned from her position as Noon Duty at North Country Elementary School effective January 22, 2019.

Sereen Sulaiman has resigned from her position as Noon Duty at Wilson Riles Middle School effective January 18, 2019.

AGENDA ITEM # XV - 4

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	**Personnel Department**	**Action Item**	**X**
Date:	**February 20, 2019**	**Information Item**	
To:	**Board of Trustees**	**# Attached Pages**	**1**
From:	**David Grimes, Director of Personnel and Student Services**		

Subject: Certificated Personnel Transactions

Resignations

Rae Krasko, Center High School
Allison Lienhard, Oak Hill Elementary School
Theodore Michel, Wilson C. Riles Elementary School
Stefanie Petsick, Oak Hill Elementary School
JillYeoman, Oak Hill Elementary School

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

XV-4

Resignations

Rae Krasko submitted her intent to resign from her position as Science Teacher, Center High School, effective end of May 31, 2019.

Allison Lienhard submitted her intent to resign from her position as Fifth Grade Teacher, Oak Hill Elementary School, effective end of day on May 31, 2019.

Theodore Michel submitted his intent to resign from his position as Special Day Class Teacher, Wilson C Riles Elementary School, effective end of day on May 31, 20193

Stefanie Petsick submitted her intent to resign from her position as Second Grade Teacher, Oak Hill Elementary School, effective end of day on May 31, 2019.

Jill Yeoman has submitted her intent to resign from her position as Fifth Grade Teacher, Oak Hill Elementary School, effective end of day on May 31, 2019.

AGENDA ITEM # XV-5

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	**Personnel Department**		
Date:	**February 20, 2019**	**Action Item**	**X**
To:	**Board of Trustees**	**Information Item**	
		# Attached Pages	**2**
From:	**David Grimes** **Director of Personnel and Student Services**		

SUBJECT: **RESOLUTION #17/2018-19**

Attached for Board review and action is Resolution #17/2018-19, nonreelection of probationary certificated employee.

Recommendation: Approve Resolution #17/2018-19 as Submitted

CONSENT AGENDA

AGENDA ITEM # XV-5

BEFORE THE GOVERNING BOARD OF
CENTER JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, STATE OF CALIFORNIA

RESOLUTION #17/2018-19

WHEREAS, the Superintendent has recommended that Vicki Aasen, probationary certificated teacher of the Center Joint Unified School District, not be reelected for the 2018-19 school year.

IT IS HEREBY RESOLVED that the Governing Board of the Center Joint Unified School District, County of Sacramento, State of California, not reelect Vicki Aasen for the 2018-19 school year.

IT IS FURTHER RESOLVED that the Governing Board give the aforementioned employee Notice of Non-reelection pursuant to Education Code 44929.21.

IT IS FURTHER RESOLVED that the aforementioned employee is released from employment effective the last work day of the 2018-19 school year.

PASSED AND ADOPTED by the following vote called on this twentieth day of February 2019.

AYES:_____

NOES:_____

ABSTENTIONS:_____

ABSENT:_____

_____
President, Governing Board

_____
Date

CERTIFICATION

State of California)
) ss.
County of Sacramento)

I, Scott Loehr, Superintendent of the Center Joint Unified School District, do hereby certify and declare that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by the Governing Board of the Center Joint Unified School District at a meeting of said Board duly and regularly called at District Board Room - Room 503, located at Wilson C. Riles Middle School, 4747 PFE Road, Roseville, California, on the 20th day of February 2019.

By: _____
Scott A. Loehr
Superintendent

Dated: _____

Agenda Item# XV-6

This item has been pulled from the agenda.

Agenda Item# XV-6

AGENDA ITEM # XV-7

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: **Personnel Department**

Date: **February 20, 2019** **Action Item** X

To: **Board of Trustees** **Information Item**

 # Attached Pages 2

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

SUBJECT: **RESOLUTION #19/2018-19**

Attached for Board review and action is Resolution #19/2018-19, nonreelection of probationary certificated employee.

Recommendation: Approve Resolution #19/2018-19 as Submitted

CONSENT AGENDA

AGENDA ITEM # XV-7

BEFORE THE GOVERNING BOARD OF
CENTER JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, STATE OF CALIFORNIA

RESOLUTION #19/2018-19

WHEREAS, the Superintendent has recommended that Emily Hendersen, probationary certificated teacher of the Center Joint Unified School District, not be reelected for the 2018-19 school year.

IT IS HEREBY RESOLVED that the Governing Board of the Center Joint Unified School District, County of Sacramento, State of California, not reelect Emily Hendersen for the 2018-19 school year.

IT IS FURTHER RESOLVED that the Governing Board give the aforementioned employee Notice of Non-reelection pursuant to Education Code 44929.21.

IT IS FURTHER RESOLVED that the aforementioned employee is released from employment effective the last work day of the 2018-19 school year.

PASSED AND ADOPTED by the following vote called on this twentieth day of February 2019.

AYES:_____

NOES:_____

ABSTENTIONS:_____

ABSENT:_____

_____
President, Governing Board

_____
Date

CERTIFICATION

State of California)
) ss.
County of Sacramento)

I, Scott Loehr, Superintendent of the Center Joint Unified School District, do hereby certify and declare that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by the Governing Board of the Center Joint Unified School District at a meeting of said Board duly and regularly called at District Board Room - Room 503, located at Wilson C. Riles Middle School, 4747 PFE Road, Roseville, California, on the 20th day of February 2019.

By: _____
Scott A. Loehr
Superintendent

Dated: _____

Agenda Item Number XV-8

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum, Instruction, and Special Education

Date: February 4, 2019 — **Action Item** X

To: Board of Trustees — **Information Item**

From: Michael Jordan, Director of Curriculum, Instruction and Special Education

Initials: MJS — **# Attached Pages** 50

SUBJECT: 2018-19 Master Contract

Please ratify the Master Contract for functional behavior analysis services with

Maxim Services

RECOMMENDATION: CJUSD Board of Trustees approve the Master Contract

AGENDA ITEM # XV-8

CONSENT AGENDA

SACRAMENTO COUNTY SELPA

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

Maxim Health Care Services
#150

MASTER CONTRACT

2018–2019

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

District CENTER JOINT UNIFIED SCHOOL DISTRICT

Contract Year 2018-2019

____ **Nonpublic School**

XX **Nonpublic Agency**

Type of Contract:

XX **Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.**

____ **Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.**

____ **Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the District. Expiration Date:**____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

TABLE OF CONTENTS

I. GENERAL PROVISIONS

1. MASTER CONTRACT ____ 1
2. CERTIFICATION AND LICENSES ____ 1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS ____ 2
4. TERM OF MASTER CONTRACT ____ 2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION ____ 3
6. INDIVIDUAL SERVICES AGREEMENT ____ 3
7. DEFINITIONS ____ 4

II. ADMINISTRATION OF CONTRACT

8. NOTICES ____ 5
9. MAINTENANCE OF RECORDS ____ 5
10. SEVERABILITY CLAUSE ____ 6
11. SUCCESSORS IN INTEREST ____ 6
12. VENUE AND GOVERNING LAW ____ 6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES ____ 6
14. TERMINATION ____ 6
15. INSURANCE ____ 7
16. INDEMNIFICATION AND HOLD HARMLESS ____ 9
17. INDEPENDENT CONTRACTOR ____ 9
18. SUBCONTRACTING ____ 9
19. CONFLICTS OF INTEREST ____ 10
20. NON-DISCRIMINATION ____ 10

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION ____ 10
22. GENERAL PROGRAM OF INSTRUCTION ____ 11
23. INSTRUCTIONAL MINUTES ____ 12
24. CLASS SIZE ____ 12
25. CALENDARS ____ 13
26. DATA REPORTING ____ 13
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT ____ 14
28. STATEWIDE ACHIEVEMENT TESTING ____ 14
29. MANDATED ATTENDANCE AT LEA MEETINGS ____ 14
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ____ 15
31. STUDENT DISCIPLINE ____ 16
32. IEP TEAM MEETINGS ____ 16

33. SURROGATE PARENTS AND FOSTER YOUTH ____ 17
34. DUE PROCESS PROCEEDINGS ____ 17
35. COMPLAINT PROCEDURES ____ 17
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS ____ 18
37. TRANSCRIPTS ____ 18
38. LEA STUDENT CHANGE OF RESIDENCE ____ 19
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM ____ 19
40. PARENT ACCESS ____ 19
41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT ____ 19
42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS ____ 20
43. STATE MEAL MANDATE ____ 21
44. MONITORING ____ 21

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS ____ 22
46. STAFF QUALIFICATIONS ____ 22
47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS ____ 23
48. STAFF ABSENCE ____ 23
49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME ____ 24

V. HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY ____ 24
51. FACILITIES AND FACILITIES MODIFICATIONS ____ 25
52. ADMINISTRATION OF MEDICATION ____ 25
53. INCIDENT/ACCIDENT REPORTING ____ 25
54. CHILD ABUSE REPORTING ____ 26
55. SEXUAL HARASSMENT ____ 26
56. REPORTING OF MISSING CHILDREN ____ 26

VI. FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES ____ 26
58. RIGHT TO WITHHOLD PAYMENT ____ 27
59. PAYMENT FROM OUTSIDE AGENCIES ____ 28
60. PAYMENT FOR ABSENCES ____ 29
61. INSPECTION AND AUDIT ____ 30
62. RATE SCHEDULE ____ 30
63. DEBARMENT CERTIFICATION ____ 31

EXHIBIT A: RATES (NON-PUBLIC SCHOOL (NPS) ONLY) ____ 33
EXHIBIT B: RATES (NON-PUBLIC AGENCY (NPA) ONLY) ____ 36

2018-2019

CONTRACT NUMBER:150

LEA: Center Joint Unified School District

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Maxim Health Care Service
NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on July 1, 2018, between the (hereinafter referred to as the local educational agency "LEA" or "District") and Maxim Health Services (nonpublic, nonsectarian school or agency, hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"), and a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student.

Unless otherwise agreed in writing, the ISA and the Nonpublic Services Student Enrollment form shall acknowledge CONTRACTOR'S obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR'S nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to California Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is

expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on the applicable CDE certification. Total LEA student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the state of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this state, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR'S certification, failure to notify LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and shall also be good cause for the suspension or termination of this Master Contract by LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable Federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and LEA specifically agree, in writing, that a policy or policies, or a portion of a policy, does/do not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR'S failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2018 to June 30, 2019 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2019. In the event a subsequent Master Contract is not renegotiated by June 30, 2019, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR'S ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes LEA Procedures and each Individual Services Agreement which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (Ed. Code §§ 56366(c)(1), (2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to California Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and LEA agree otherwise in the ISA. (Ed. Code § 56366(a)(5); Cal. Code Regs., tit. 5, § 3062(e).) In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and Federal law unless the parent and LEA voluntarily agree otherwise, or an interim alternative educational setting is deemed lawful by OAH consistent with section 1415(k) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. **DEFINITIONS**

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area ("SELPA") of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. As defined in Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person has met Federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services (including but not limited to, for example, the requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, California Code of Regulations, title 5, sections 3064 and 3065 and California Education Code section 56366.1(n)(1)), or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in Federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.) Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.

e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in

accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Agreement" and may be referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and Federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided by instructional assistants, NPA behavior intervention aides, and bus aides and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held; business licenses held; documents evidencing other staff qualifications including social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents; documents evidencing financial expenditures; Federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR'S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization

affiliation, and date/time of access for each individual requesting or receiving information from LEA student's record. Such log needs not to record access to LEA student's records by: (a) LEA student's parent; (b) an individual to whom written consent has been executed by LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and Federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR'S successors and assignees. CONTRACTOR shall notify LEA, in writing, of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, Federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or an Individual Services Agreement may be terminated for cause. Cause shall include but not be limited to non-maintenance of current nonpublic school certification, failure of either LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or other material breach of this Master Contract by CONTRACTOR or LEA. For purposes of Non Public School placement, the cause shall not be the availability of a public class initiated during the period of the Master Contract unless the parent agrees to the transfer of the student to a public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (Ed. Code § 56366(a)(4)), or immediately, if CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as provided in Sections 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause, without terminating the Master Contract in its entirety. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

15. **INSURANCE**

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Business Auto Liability Insurance** for all owned scheduled, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

C. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and Federal laws.

Part A – Statutory Limits
Part B – $1,000,000/$1,000,000/$1,000,000 Employers Liability

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance**, including sexual molestation and abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA as additional insured and shall be endorsed on all policies. Certificate of Insurance, additional

insured endorsement and declaration of insurance coverages shall be provided to LEA. All premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center ("NPS/RTC"), the following insurance policies are required:

A. **Commercial General Liability Insurance** of $3,000,000 per Occurrence and $6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as named additional insureds and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no self-insured retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond or Crime** coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse** coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

Except with respect to claims arising from a Party's separate negligence or willful acts, which shall remain that Party's personal obligation, each Party agrees to defend, indemnify and hold harmless the other Party and its directors, officers, employees, agents, attorneys, volunteers, and subcontractors with respect to a claim resulting from or arising out of this Master Contract or its performance and arising from the Party's actual or alleged act, failure to act, error, or omission in the performance of their obligations under this Agreement or any governing law or regulations.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Master Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR'S original request and CONTRACTOR shall not subcontract for said services.

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when CONTRACTOR creates subcontracts for the provision of special education and/or related services (including without limitation, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Master Contract, for the duration of the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor must furnish LEA with original endorsements and certificates of insurance effective coverage required by Section 15 of this Master Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by the LEA. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured. All endorsements are to be received and approved by LEA before the subcontractor's work commences. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid and disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR'S facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after LEA student is enrolled in CONTRACTOR'S school/agency) or whether an assessment of LEA student is performed or a report is prepared in the normal course of the services provided to LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, LEA may, in its discretion, not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a nonpublic agency, CONTRACTOR acknowledges that its authorized representative has read and understands California Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within three hundred and sixty five (365) days prior to executing this Master Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute sufficient good cause for termination of this Master Contract.

20. NON-DISCRIMINATION

CONTRACTOR shall not unlawfully discriminate on the basis of gender, nationality, race or ethnicity, religion, age, sexual orientation, gender identity, gender expression, or disability or any other classification protected by Federal or state law, in employment or operation of its programs.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION ("FAPE")

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If a LEA student's services

are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide all LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for LEA student to receive a free appropriate public education after: (a) written notification to LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for an LEA student to receive a free appropriate public education shall not interfere with LEA student's receipt of special education and/or related services as specified in LEA student's IEP and ISA unless LEA and CONTRACTOR agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR'S general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education ("SBE") - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards-aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency ("LEA"), that contracts with the nonpublic school: (b) college preparation courses; (c) extracurricular activities such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and Federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR'S general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines/certifications and any state licensing requirements and shall be provided as specified in LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a licensed children's institution ("LCI"), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian, or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention Services must have on staff individuals trained as the law requires. (Cal. Code Regs., tit. 5, § 3051.23.) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

For students in grades kindergarten through 12, inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be the same as the California Education Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in LEA student's IEP and ISA.

~~When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes~~ per school day provided by CONTRACTOR shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and LEA may agree to one 30 school day period

per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Master Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for the nonpublic school or agency. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe only the same legal holidays as LEA. As of the execution of this Master Contract, these holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in LEA student's IEP and ISA. Unless otherwise specified in LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that LEA student's school of attendance is in session and LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR agrees to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in

any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all requested information in the format required by LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System ("SEIS") or comparable program/system approved by LEA/SELPA for all IEP development and progress reporting. Additional progress reporting may be required by LEA. LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

LEA shall provide CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team's recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, California English Language Development Test ("CELDT"), and the English Language Proficiency Assessments for California ("ELPAC"), as appropriate to the student and mandated by LEA pursuant to LEA and state and Federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to California ~~Education Code section 52052, in the same manner as public schools. Each LEA student placed with~~ CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with all requirements of California Education Code sections 56521.1 and 56521.2 regarding positive behavior interventions and supports. Failure to do so shall constitute sufficient good cause for termination of this Master Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with Federal and state law and implementing regulations. If the individualized education program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy consistent with California Education Code section 56521.1 regarding emergency interventions and Behavioral Emergency Reports ("BERs"). Further, CONTRACTOR shall affirmatively inform each of its employees about the policy and provide each employee a copy thereof. CONTRACTOR shall also ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within 6 days of any new hire.

Pursuant to California Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of an emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency, as suitable to the situation.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day, if an emergency intervention is used or serious property damage occurs. CONTRACTOR shall immediately complete and maintain in the file of LEA student a BER which shall include all of the following: (1) The name and age of the individual with exceptional needs; (2) The setting and location of the incident; (3) The name of the staff or other persons involved; (4) A description of the incident and the emergency intervention used, and whether the LEA student is currently engaged in any systematic behavioral intervention plan; and (5) Details of any injuries sustained by LEA student or others, including staff, as a result of the incident. The BER shall immediately be forwarded to LEA for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone.

Consistent with the requirements of California Education Code section 56521.1(g), if a BER is written regarding an LEA student who does not have a behavior intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. Consistent with the requirements of California Education Code section 56521.1(h), if a behavioral emergency report is written regarding an LEA student who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:
(1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) An intervention that precludes adequate supervision of the individual; (8) An intervention that deprives the individual of one or more of his or her senses. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and Federal law and regulations.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report within 24 hours to LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (Ed. Code §§ 56366(a)(2)(B)(i), (ii); 56345(b)(4).)

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team.

Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Special Education Information System ("SEIS") or other comparable program/system as approved by LEA solely at LEA's discretion, for all IEP planning and progress reporting. LEA shall provide training for any nonpublic school and nonpublic agency to ensure access to SEIS or the comparable program/system designated and approved for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or on the LEA-approved comparable program/system, and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or LEA-approved comparable program/system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purpose of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational setting is deemed lawful and appropriate.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with all LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or Federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR'S program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures

pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code section 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8 and 106.9; (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPPA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 *et seq.* CONTRACTOR shall include verification of these procedures to LEA.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents, with a concurrent copy sent to LEA, at least four written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR'S place of business.

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five years of the date of service. CONTRACTOR agrees to maintain the information for at least five years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of a LEA student ten (10) days prior to LEA student's annual or triennial review IEP team meeting for the purpose of reporting LEA student's present levels of performance at the IEP team meeting as required by state and Federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP team shall be provided to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within 5 business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All other assessments shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Such assessment costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge LEA student's parent(s) or LEA for the development or provision of progress reports, report cards, and/or any assessments, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive.

CONTRACTOR shall submit all transcripts on LEA-approved forms to LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Master Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of LEA student's change of residence. Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA, in writing, of LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone, with a follow-up written notification within five (5) business days to LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn without prior notice from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to LEA and the Department of Education, if required, within five (5) business days of the withdrawal, including a student's change in residence to a residence outside of LEA service boundaries, and the student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student's living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and provide travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

For services provided on a public school campus, sign in/out procedures shall be followed along with all procedures for being on campus consistent with school and LEA policy. It is understood that the public

school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with the classroom teacher who shall remain in charge of the instructional program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to LEA.

CONTRACTOR, if providing services in a student's home as specified in the IEP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot be an employee or volunteer associated with the nonpublic school or nonpublic agency service provider. Moreover, for services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in California Education Code sections 56366(a)(2)(C) and 56366.9, California Health and Safety Code section 1501.1(b), (AB1858, AB490 (Chapter 862, Statutes of 2003)) and the procedures set forth in LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a ~~LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those~~ identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. section 1411 *et seq.* and California Education Code section 56000, *et seq.*; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), 20 U.S.C. section 1401(29); California Education Code section 56031; Title 5, California Code of Regulations section 3001 *et seq.*, Title 2, California Code of Regulations section 60100 *et seq.* regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in LEA student's IEPs.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school

placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

44. MONITORING

CONTRACTOR shall allow LEA representatives access to its facilities for the purpose of periodic monitoring of each LEA student's instructional program, and shall be invited to participate in the formal review of each student's progress. LEA representatives shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR'S site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also a LCI and/or NPS/RTC, CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9 and California Health and Safety Code section 1501.1(b). LEA may also conduct its own on-site review of a NPS using the LEA's Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standards-focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and Federal regulations, and Master Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice ("CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR'S employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR'S employees and volunteers shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to LEA that none of its employees, volunteers, or subcontractors who will have, or likely may have any direct contact with LEA students, have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

The passage of AB 389 amends California Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting 2 sets of fingerprints for the purpose of obtaining a criminal record summary from the California Department of Justice ("CDOJ") and the Federal Bureau of Investigation ("FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided to LEA upon request.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services are qualified as defined in Section 7(d) of this Mater Contract, including but not limited to holding a license, certificate, ~~permit, or other document equivalent to that which staff in a public school are required to hold to render the~~ service consistent with California Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58 and Title 5 of the California Code of Regulations, sections 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and/or services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* All paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in LEA Procedures. Within thirty (30) days, CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for termination of this Master Contract by LEA.

Failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and shall also suffice as good cause for the suspension or termination of this Master Contract by LEA.

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's

classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or an LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to LEA. It is understood that unless otherwise agreed to by LEA, a public school credentialed teacher is responsible for the instructional program and all nonpublic agency related service providers shall work collaboratively with the teacher who shall remain in charge of supervising the instructional program.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable Federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, and 49406, and California Health and Safety Code section 121545 regarding the examination of CONTRACTOR'S employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030, when providing medical treatment or assistance to a student.

CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

51. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable Federal, state, and local laws, regulations, and ordinances related, but not limited to disability access, fire, health, sanitation, and building standards and safety, fire warning systems, zoning permits and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. During the duration of this Agreement, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be fully responsible for any structural changes and/or modifications to CONTRACTOR'S facilities as required to comply with applicable Federal, state, and local laws, regulations, and ordinances. Failure to notify LEA or CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by LEA.

In signing this Agreement, CONTRACTOR certifies that its facilities either comply with Federal and state and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

52. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist a LEA student with the administration of such medication after LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify a LEA student's name, the type of medication, the date, time, and amount of each administration, and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

In the event there is a LEA student who is on a prescription medication regimen, the CONTRACTOR is to: (a) first obtain a copy of the appropriate medication authorization form available from LEA student's primary regional or site nurse; or (b) in the event the student does not take prescription medication during the school day, but would only take such medication while in the care, custody and control of the CONTRACTOR, prior to the commencement of services to LEA student, CONTRACTOR is to obtain a signed copy of the appropriate medication authorization form from the District. Both the District and CONTRACTOR shall retain a copy of the Authorization.

53. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall electronically submit, within 24 hours, any accident or incident report to LEA. CONTRACTOR shall properly submit accident or incident reports as required by the District.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and California Education Code section 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's *Mandated Child Abuse and Neglect Reporting Manual.* In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Risk Management Department ("Risk Manager") of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitute sexual harassment and that is prohibited by the CONTRACTOR'S policy, as well as Federal and state law. The policy should include procedures to make complaints without fear of retaliation and procedures for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers and any independent contractor and/or subcontractor authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 et. seq. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with LEA Procedures, and will be governed by all applicable Federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be

completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and, in addition, on a LEA form with signatures in the manner prescribed by LEA. Contractor will submit invoices using the format provided by LEA. At the request of LEA, invoices may require the following information: Name of LEA student for whom service was provided; the type of service provided; (if payment for assessment is approved by LEA pursuant to Section 36 of this Master Contract, the invoice must describe whether the assessment was prepared for an initial, annual, amended, or triennial IEP); month of service; specific dates (date, month, year and times) of services coordinated pursuant to LEA-approved calendar unless otherwise specified in the IEP or agreed to by LEA; name of staff who provided the service and that individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; and verification that progress reports have been provided consistent with the ISA (consistent with IEP benchmark dates, unless otherwise specified on the ISA); and name or initials of each student for when the service was provided. In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit re-billing invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any re-billing for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the twelve-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice; (e) education and/or related services are provided to LEA students by personnel who are not

appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15 of this Master Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR'S notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after LEA's response to CONTRACTOR'S notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request,

CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

60. **PAYMENT FOR ABSENCES**

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section Seven (7) of this Master Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of LEA student's unexcused absence, CONTRACTOR shall notify LEA of such absence as specified in LEA Procedures.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section Seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

61. INSPECTION AND AUDIT

CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall also provide LEA access to all records contemplated by Section 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of interviewing CONTRACTOR'S employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code sections 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibits A and B.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services ("ERMHS") are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

Any Nonpublic School ("NPS") or residential facility requesting a change in rate for any services provided during a subsequent Master Contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director, Douglas Phillips, or designee, by January 15th of each

calendar year. Increases will only be considered for approval for entities that have received a positive review on the Quality On-Site NPS Review Rubric.

63. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

(a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The Parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1st day of July 2018 and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided herein.

CONTRACTOR	LEA Center Joint Unified School District
Nonpublic School/Agency	
By: 1/29/19 Signature Date	By: Signature Date
Andrea Smith Asst' Controller Name and Title of Authorized Representative	By: Mike Jordan, Director of Curriculum, Instruction and Special Education Name and Title of Authorized Representative
Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	Name and Title Mike Jordan Director of Curriculum, Instruction and Special Education
Nonpublic School/Agency/Related Service Provider	LEA **Center Joint Unified School District**
Address	Address 3243 Center Court Lane
City State Zip	City State Zip Antelope California 95843
Phone Fax	Phone Fax 916-339-4697

Email* (*Required)	Email Mikejordan@centerusd.org

Additional LEA Notification
(Required if Completed)

Name and Title
LEA
Address
City State Zip
Phone Fax
Email

EXHIBIT A: RATES - NON-PUBLIC SCHOOL ONLY – 2018-2019 CONTRACT YEAR

CONTRACTOR (NONPUBLIC SCHOOL) _____ **CONTRACTOR NUMBER** _____ **2018-2019 (CONTRACT YEAR)**

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

Rate Schedule. This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed
Total LEA enrollment may not exceed
(per Master Contract Section 62)

	Rate	Period
A. Basic Education Program/Special Education Instruction		
Basic Education Program/Dual Enrollment		

Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.

B. Related Services			
(1)	a. Transportation – Round Trip (NPS only, unless otherwise agreed to by LEA)		
	b. Transportation – One Way (NPS only, unless otherwise agreed to by LEA)		
	c. Transportation-Dual Enrollment		
	d. Public Transportation		
	e. Parent*		
(2)	a. Educational Counseling – Individual		
	b. Educational Counseling – Group of		
	c. Counseling – Parent		
(3)	a. Adapted Physical Education – Individual		
	b. Adapted Physical Education – Group of ____		
	c. Adapted Physical Education – Group of ____		
(4)	a. Language and Speech Therapy – Individual		
	b. Language and Speech Therapy – Group of 2		
	c. Language and Speech Therapy – Group of 3		
	d. Language and Speech Therapy – Per diem		
	e. Language and Speech - Consultation Rate		
(5)	a. Additional Instructional Assistant - Individual (must be authorized on IEP)		
	b. Additional Instructional Assistant – Group of 2		
	c. Additional Instructional Assistant – Group of 3		
(6)	Intensive Special Education Instruction**		
(7)	a. Occupational Therapy – Individual		
	b. Occupational Therapy – Group of 2		
	c. Occupational Therapy – Group of 3		
	d. Occupational Therapy – Group of 4 - 7		
	e. Occupational Therapy - Consultation Rate		
(9)	Physical Therapy		
(10)	a. Behavior Intervention – BII		
	b. Behavior Intervention – BID		
	Provided by: _____		
(11)	Nursing Services		

*Parent transportation reimbursement rates are to be determined by LEA.
**By credentialed Special Education Teacher.

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 *et seq.*)

This agreement is effective on 7/1/18 or the date student begins attending a nonpublic school if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency(LEA)	Center Joint Unified School District			Nonpublic School			
Address	8408 Watt Avenue			Address			
City, State Zip	Antelope, CA 95843			City, State, Zip			
LEA Case Manager	Cynthia Wachob			Phone		Fax	
				e-Mail			
Student Last Name	Bonds	Student First Name		Program Contact Name			
				Phone		Fax	
D.O.B.		I.D.#		e-Mail			
Grade	Level	Sex	( )M ( )F	Education Schedule – Regular School Year			
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days		Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days		Number of Weeks	
Address				Contract Begins		Ends	
City, State, Zip				Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			

ESTIMATED MAXIMUM RELATED SERVICES COST $_____N/A_____

SPECIALIZED EQUIPMENT/SUPPLIES _____ $_____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ _____$2500_____

4. Other Provisions/Attachments: _____

5. Progress Reporting Requirements: _____ Quarterly ___ Monthly ___ Other (Specify _____

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON February

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA-
(Name of Nonpublic School)	Center Joint Unified School District (Name of LEA)
(Signature) 1/29/19 (Date)	(Signature) (Date)
Andrew Smith Asst Catholic (Name and Title)	Michael Jordan Director of Curriculum, Instruction and Special Education (Name of Superintendent or Authorized Designee)

EXHIBIT B: RATES – NON-PUBLIC AGENCY ONLY – 2018-2019 CONTRACT YEAR

CONTRACTOR Maxim Healthcare Services **CONTRACTOR NUMBER** 150 **CDE TOTAL ENROLLMENT ALLOWED** _____

Rate Schedule. This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed $10,000
Total LEA enrollment may not exceed _____
(per Master Contract Section 62)

SERVICE	DESCRIPTION	RATE
Language and Speech Therapy	**PER DIEM** – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	$_____ Per Diem
	DIRECT THERAPY 1:1 or small group **CONSULTATION:** student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s) **OTHER SERVICES:** (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	$_____ Per Hour
Occupational Therapy	**PER DIEM** – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	$_____ Per Diem
	DIRECT THERAPY 1:1 or small group **CONSULTATION:** student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s) **OTHER SERVICES:** (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	$_____ Per Hour
Physical Therapy	**PER DIEM** – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	$_____ Per Diem
	DIRECT THERAPY 1:1 or small group **CONSULTATION:** student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s) **OTHER SERVICES:** (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	$_____ Per Hour
Behavior Intervention Services	**PER DIEM** – NPA provides all services at assigned school site for a flat per diem rate based on the work day for this discipline. Rate will be pro-rated if NPA staff works less than the identified work day: *Check the applicable work day:* ☐ Full Work Day ☐ Half Work Day	$_____ Per Diem
	DIRECT STUDENT AIDE 1:1 or small group, implementing behavior plan, data collection.	$_____ Per Hour
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	$_____ Per Hour
	SUPERVISING CONSULTANT: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	$ 125.00 Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting; attendance at IEP meetings.	$_____ Per Hour
Other:	**PER DIEM** – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	$_____ Per Diem

		$_____ Per Hour

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES (Education Code Sections 56365 et seq.)

This Agreement is effective on 1/29/19 or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

SELPA INFORMATION	
Student Services	Program Contact:
	Program Contact Phone: (
	Program Contact Fax: (
	Program Contact E-mail:

NPA INFORMATION	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

STUDENT INFORMATION			
Student Last:Bonds		Student First: Francisco	
DOB:9/24/2003	Grade:10	Sex: ( ) F (X) M	Student ID#:9339
Student Track: # of Days Reg School Yr: 180 # of Days Ext School Yr:0		Progress Reporting Requirements: (At least 4 per Section 36) ( ) IEP Benchmark Dates (x) Other:ASAP	
Parent/Guardian Last:DeLeon		Parent/Guardian First:Cecelia	
Parent/Guardian Phone #1: (916) - 749-5075		Parent/Guardian Phone #2:	
School Site: Center High School		SpEd Case Manager:	
Address:3111 Center Court Lane		SpEd Case Manager Phone: (916)- 338-6420	
City/Zip:Antelope, Ca 95843		SpEd Case Manager Fax: (916)-	
School Site Phone: (916)-338-6420		SpEd Case Manager E-mail:	

CONTRACT INFORMATION		
ISA Begins: January 28, 2019	ISA Ends:May 1, 2019	Master Contract Approved by Governing Board on:

SERVICE INFORMATION

	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Behavior Intervention Services	sessions minutes	sessions minutes	20 sessions minutes	sessions minutes			20 hours	$125.00	$2500.00

Other:	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

(Name of Nonpublic Agency)

(Signature) 1/29/19 (Date)

Andrea Smith Asst Controller

(Name and Title)

-LEA-

Center Joint Unified

(Name of LEA)

Michael Jordan
Director of Curriculum, Instruction and Special Education

(Signature) 1/28/19 (Date)

(Name of Superintendent or Authorized Designee)

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES (Education Code Sections 56365 et seq.)

This Agreement is effective on _____ or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

SELPA INFORMATION	
Student Services	Program Contact:
	Program Contact Phone
	Program Contact Fax
	Program Contact E-mail:

NPA INFORMATION	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

STUDENT INFORMATION			
Student Last: Lobato		Student First:Silas	
DOB:12/21/2010	Grade:	Sex: ( ) F (X) M	Student ID#:6713
Student Track: # of Days Reg School Yr: 180 # of Days Ext School Yr:0		Progress Reporting Requirements: (At least 4 per Section 36) ( ) IEP Benchmark Dates (x) Other:ASAP	
Parent/Guardian Last: Lobato		Parent/Guardian First Sara and Eric	
Parent/Guardian Phone #1: (916)-545-4972		Parent/Guardian Phone #2: (916)- 838-7081	
School Site: Oak Hill Elementary		SpEd Case Manager: Tracie Daubenmire	
Address:3909 North Loop Blvd.		SpEd Case Manager Phone: (916)- 347-0450	
City/Zip:Antelope, Ca 95843		SpEd Case Manager Fax	
School Site Phone: (916)-338-6460		SpEd Case Manager E-mail: daubenmire@centerusd.org	

CONTRACT INFORMATION		
ISA Begins: January 28, 2019	ISA Ends:May 1, 2019	Master Contract Approved by Governing Board on:

SERVICE INFORMATION

	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Behavior Intervention Services	sessions minutes	sessions minutes	20 sessions minutes	sessions minutes			20 hours	$125.00	$2500.00

Other:	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA-
(Name of Nonpublic Agency)	Center Joint Unified (Name of LEA)
(Signature) 1/29/19 (Date)	Michael Jordan Director of Curriculum, Instruction and Special Education (Signature) (Date) 1/28/19
Andrea Smith Asst Catalyst (Name and Title)	(Name of Superintendent or Authorized Designee)

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES (Education Code Sections 56365 et seq.)

This Agreement is effective on _____ or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

SELPA INFORMATION	
Student Services	Program Contact:
	Program Contact Phone:
	Program Contact Fax:
	Program Contact E-mail:

NPA INFORMATION	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

STUDENT INFORMATION			
Student Last:Seeboth		Student First: Elizabeth (Charles)	
DOB:9/24/2003	Grade:10	Sex: Transition F to M	Student ID#:5381
Student Track: # of Days Reg School Yr: 180 # of Days Ext School Yr:0		Progress Reporting Requirements: (At least 4 per Section 36) ( ) IEP Benchmark Dates (x) Other:ASAP	
Parent/Guardian Last Seeboth		Parent/Guardian First: Candace and Stephen	
Parent/Guardian Phone #1: (916)- 243-9734		Parent/Guardian Phone #2: (916)-832-9508	
School Site: Oak Hill Elementary		SpEd Case Manager: Tracie Daubenmire	
Address:3909 North Loop Blvd.		SpEd Case Manager Phone: (916)- 347-0450	
City/Zip:Antelope, Ca 95843		SpEd Case Manager Fax	
School Site Phone: (916)-338-6460		SpEd Case Manager E-mail: daubenmire@centerusd.org	

CONTRACT INFORMATION		
ISA Begins: January 28, 2019	ISA Ends:May 1, 2019	Master Contract Approved by Governing Board on:

SERVICE INFORMATION

	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Behavior Intervention Services	sessions minutes	sessions minutes	20 sessions minutes	sessions minutes			20 hours	$125.00	$2500.00

Other:	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

(Name of Nonpublic Agency)

1/24/19
(Signature) (Date)

Andrea Smith Asst Controller
(Name and Title)

-LEA-

Center Joint Unified
(Name of LEA)

Michael Jordan
Director of Curriculum, Instruction and Special Education
(Signature) (Date)

1/28/19
(Name of Superintendent or Authorized Designee)

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES (Education Code Sections 56365 et seq.)

This Agreement is effective on _____ or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided in the Master Contract and by applicable law.

SELPA INFORMATION	
Student Services	Program Contact:
	Program Contact Phone:
	Program Contact Fax:
	Program Contact E-mail:

NPA INFORMATION	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

STUDENT INFORMATION			
Student Last: Brewer		Student First: Andrew	
DOB:9/30/2009	Grade:3	Sex: ( ) F (X) M	Student ID #4620
Student Track: # of Days Reg School Yr: 180 # of Days Ext School Yr:0		Progress Reporting Requirements: (At least 4 per Section 36) ( ) IEP Benchmark Dates (x) Other: ASAP	
Parent/Guardian Last: Brewer		Parent/Guardian First: Scott and Melanie	
Parent/Guardian Phone #1: (916)- 201-7195		Parent/Guardian Phone #2: (707)- 365-7830	
School Site: Spinelli Elementary		SpEd Case Manager: Tracie Daubenmire	
Address: 3401 Scotland Drive		SpEd Case Manager Phone: (916)- 347-0450	
City/Zip:Antelope, Ca 95843		SpEd Case Manager Fax	
School Site Phone: (916)-338-6490		SpEd Case Manager E-mail: daubenmire@centerusd.org	

CONTRACT INFORMATION		
ISA Begins: January 28, 2019	ISA Ends:May 1, 2019	Master Contract Approved by Governing Board on:

SERVICE INFORMATION

	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Behavior Intervention Services	sessions minutes	sessions minutes	20 sessions minutes	sessions minutes			20 hours	$125.00	$2500.00

Other:	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

(Name of Nonpublic Agency)

(Signature) 11/29/19 (Date)

Andrea Smith Ass't Controller
(Name and Title)

-LEA-

Center Joint Unified
(Name of LEA)

Michael Jordan
Director of Curriculum, Instruction and Special Education
(Signature) (Date) 1/28/19

(Name of Superintendent or Authorized Designee)

AGENDA ITEM # XV-9

Center Joint Unified School District

Dept./Site:	**Instructional Services**	**AGENDA REQUEST FOR:**
Date:	**February 20, 2019**	**Action Item**
To:	**Board of Trustees**	**Information Item** X
From:	**Tami J'Beily** TJ **Coordinator of Fed/State Programs**	**Attached Pages: 4**

SUBJECT: 2018-19 Consolidated Application

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the 2018-19 Consolidated Application

AGENDA ITEM # XV-9

CONSENT AGENDA

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Scott A. Loehr
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/13/2018

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:
Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Scott A. Loehr
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/13/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112(Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.	09/15/2017
Charter Schools Enter the adoption date of the charter school LCAP	
Authorized Representative's Full Name	Scott A. Loehr
Authorized Representative's Title	Superintendent

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/16/2018

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Rosa Pena
DELAC review date	05/03/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	https://www.centerusd.org/
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student Support)	No

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452
Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	$181,192
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	$0
2018-19 Title II, Part A entitlement after transfers out	$181,192

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:
Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	$1,203,106
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2018-19 Title I, Part A LEA available allocation	$1,203,106

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$12,031
School parent and family engagement	$10,828
LEA parent and family engagement	$1,203
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	$45,000

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
Indirect cost reservation	$78,683
Administrative reservation	$101,783

Reservation Summary

Total LEA required and authorized reservations	$226,669
School parent and family engagement reservation	$10,828
Amount available for Title I, Part A school allocations	$965,609

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746
Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452

2018-19 Title II, Part A entitlement	$181,192
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
Total entitlement after transfers	$181,192
Repayment of funds	$0
2018-19 Allocation	$181,192
Administrative and indirect costs	$11,850
Equitable services for nonprofit private schools	
2018-19 Title II, Part A adjusted allocation	$169,342

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	$99.05
Estimated English learner student count	
Estimated English learner entitlement amount	$0

Note: $10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than $10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at http://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	
Program and other authorized activities	
English Proficiency and Academic Achievement	
Parent, family, and community engagement	
Direct administrative costs (Amount cannot exceed 2% of the estimated entitlement)	
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	
Total budget	$0

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III English learner, and to report required reservations.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total Allocation

2018-19 Title III English learner entitlement	$60,817
Transferred-in amount	$0
Repayment of funds	$0
2018-19 Allocation	$60,817

Allocation Reservations

Professional development activities	$20,000
Program and other authorized activities	$12,000
English Proficiency and Academic Achievement	$24,601
Parent, family, and community engagement	$3,000
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	$0
Indirect costs	$1,216
Total allocation reservations	$60,817

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
(3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English language proficiency and academic achievement of English learners.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
(7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2018-19 Title III English learner entitlement	$60,817
Transferred-in amount	$0
2018-19 Total allocation	$60,817
Object Code - Activity	
1000-1999 Certificated personnel salaries	$2,332
2000-2999 Classified personnel salaries	$6,779
3000-3999 Employee benefits	$552
4000-4999 Books and supplies	$1,369
5000-5999 Services and other operating expenditures	$9,115
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	$0
Indirect costs	$0
Total year-to-date expenditures	$20,147
2018-19 Unspent funds	$40,670

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated immigrant per student allocation	$92.35
Estimated immigrant student count	
Estimated immigrant entitlement amount	$0

<H4>Note: Eligibility criteria</h4>

An LEA which has 21 or more eligible immigrant students, or has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	
Direct administrative costs (Amount should not exceed 2% of the estimated entitlement)	
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	
Total budget	$0

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at http://www.cde.ca.gov/fg/ac/sa/.

2018-19 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:
Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	Yes
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes
a - Below LEA average and at or above 35% student low income
d - Desegregation Waiver on File
e - Grandfather Provision
f - Feeder Pattern

Low income measure	FRPM
Serving schools by	Highest to lowest within the LEA
LEA-wide low income %	62.44%
Available Title I, Part A school allocations	$965,609
Available parent and family engagement reservation	$10,828

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Cyril Spinelli Elementary	6032924	1	238	178	74.79	Y	N	Y	1		589.00	104842.00	$21,208	$1,103	127153.00	
McClellan High (Continuation)	3430451	3	59	42	71.19	Y	N	Y	2		511.83	21496.86	$5,004	$273	26773.86	
Arthur S. Dudley Elementary	6032908	1	649	452	69.65	Y	N	Y	3		507.00	229164.00	$51,894	$2,735	283793.00	
North Country Elementary	6108948	1	599	410	68.45	Y	N	Y	4		507.00	207870.00	$48,850	$2,478	259198.00	
Wilson C. Riles Middle	0108621	2	642	395	61.53	N	N	Y	5		507.00	200265.00	$47,062	$2,366	249693.00	a
Oak Hill Elementary	6107734	1	738	427	57.86	N	N	Y	6		473.00	201971.00	$0	$1,873	203844.00	a
Center High	3430378	3	1292	729	56.42	N	N	Y	7		0.00	0.00			0.00	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

AGENDA ITEM # XV-10

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Spinelli Elementary
To: Board of Trustees
Date: February 20, 2019
From: Julie Opfer, Principal
Principal/Administrator Initials: _____

Action Item X
Information Item _____
 # Attached Pages 4

SUBJECT:

CONSULTANT'S NAME:	Kevin Bracy
COMPANY NAME (if applicable):	Life Changes Intl. LLC
SERVICES TO BE RENDERED:	Two assemblies of "Discover the Greatness in You" & host a family event in the evening
DATES OF SERVICE:	Thursday, March 28, 2019
PAYMENT PER DAY:	$1,100.00
TOTAL AMOUNT OF CONTRACT:	**$1,100.00**
FUNDING SOURCE:	01-3010-0-5800-240-1110-1000-011-100

RECOMMENDATION: **CJUSD Board of Trustees approve the Professional Services Agreement with Kevin Bracy as presented.**

CONSENT AGENDA

AGENDA ITEM # XV-10

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 25th day of January, 2019, by and between the Center Joint Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Joint Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

*Contractor Name: Kevin Bracy Life Changers Intl. LLC
Address: 9630 Bruceville Rd, Suite 106-240 Elk Grove, CA 95757
Phone: (916) 304-2237 Taxpayer ID #:

*Full description of services to be provided: 2 assemblies and a family event. Inspirational Speaker "Discover the Greatness In You!"
Title 1 Family Night/Event

*Payment $ 1100 per total. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

*Beginning Date of Service: 3-28-19 *Frequency of Service Dates: 1 day
*Ending Date of Service: 3-29-19

Method of Payment and Tax Reporting: (check one)
___ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)
_X_ Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract $ 1100.00 Budget # 01-3010-0-5800-240-1110-1000-011 100

Reason service cannot be provided by a District employee:
No District Employee provides this Service.

Signature of CONTRACTOR*: Date*: 2/1/19
Signature of District employee requesting service: Date: 1/28/19
Date Board of Trustees Approved (if over $500.00): Date:
Personnel Approval (if cleared to start): Date:
Signature of Accounting Supervisor: Date:

***CONTRACT NOT VALID WITHOUT ALL DISTRICT SIGNATURES**

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Kevin Bracy

2 Business name/disregarded entity name, if different from above

Lifechangers International, LLC

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

☑ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

9908 White Aster Place

6 City, state, and ZIP code

Elk Grove, CA. 95757

Requester's name and address (optional)

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			-			-				

or

Employer identification number

7	1	-	1	0	0	4	2	3	7

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ▶ KB Date ▶ 01/10/2019

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Fax

To:	**Lori Edwards**	**From:**	**LifeChangers Intl.**
Fax:		**Fax:**	**(480) 247-4591**
Phone:		**Phone:**	

Date: Feb 06, 2019

Subject: Services Agreement

Comments:
Crossing my fingers this one gets to you :) My cell is 916-717-1235 if you need anything else, I am working out of the office today.

Have a great day!

Jessica
LifeChangers Intl.

BRACE YOURSELF FOR KEVIN BRACY

Your GREATNESS Coach™

"Be the GREATEST at what YOU do"

Company/Organization

Spinelli Elementary School

Date of Presentation 3/28/19

Time of Presentation(s) K-3 1:50-2:35 to 4-6 2:40-3:25 Evening 5:30-6:15

Who will attend?

K-6 students during the day. K-6 students and families for the evening event.

What is the demographic makeup of the audience?

Age Range 5 on up Sex male and female

Education _____ Cultural Mix Multiple

Other Relative Information

Free pizza and water will provided to the families from 5:30-6:15.

Should the message be targeted to one group in preference to another?

Yes ◯ No ◉ If yes, which one? _____

What is the life of the audience like from day to day?

Students are eager to come to school. Hard working parents with limited funds. Sometimes feeling overwhelmed.

BRACE YOURSELF FOR
KEVIN BRACY

Your GREATNESS Coach™

"Be the GREATEST at what YOU do"

What frustrations are they experiencing?

n/a

What new trends or changes are happening in their industry now?

Common Core is hard. School work is hard. Parents struggle helping children with their school work.

What are the sensitive issues? Are there controversial issues that should be avoided?

Please avoid religion and politics

What is the purpose or mission you want to get across to your audience?

Inspire students and families to be great. Reach for the stars!

Hard work pays off!

What is the meeting theme or slogan used by your company?

Commit to Success

BRACE YOURSELF FOR
KEVIN BRACY

Your GREATNESS Coach™

"Be the GREATEST at what YOU do"

What jargon do you want interjected during the presentation?

5. What three points of information do you want Kevin to address for this particular presentation?

Work hard to succeed

Always be your best self

What other information might be helpful for Kevin to know?

Please suggest three speech titles or ideas that might be compelling to your audience.

n/a

How do you want your audience to feel when they leave Kevin's presentation?

Happy they came to the event

Inspired to do well

BRACE YOURSELF FOR KEVIN BRACY

Your GREATNESS Coach™

"Be the GREATEST at what YOU do"

Please write down any comments, questions, or concerns you have.

_____

_____

_____

Please send Kevin Bracy the following if applicable:
•An agenda of the last meeting – N/A
•List of others who will speak before Kevin – N/A

LifeChangers Intl. LLC
9630 Bruceville Road
Suite 106-240
Elk Grove, CA. 95757
Phone: (916) 304-2237
Fax: (480)247-4591
www.kevinbracy.com
www.lifechangersintl.org

lifechangers™
INTERNATIONAL

Agenda Item Number XV-11

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	**Curriculum and Instruction**	
Date:	**February 4, 2019**	**Action Item X**
To:	**Board of Trustees**	**Information Item**
From:	**Michael Jordan, Director of Curriculum, Instruction and Special Education**	
	Initials: MJS	**# Attached Pages 16**

SUBJECT: CJUSD would like to enter into an MOU with American River College for the Upward Bound Program located on the campus of Center High School.

RECOMMENDATION: CJUSD Board of Trustees approve the MOU with American River College for the Upward Bound Program to be run on the Center High School Campus.

CONSENT AGENDA

AGENDA ITEM # XV-11

MEMORANDUM OF UNDERSTANDING
REGARDING UPWARD BOUND PROGRAM BETWEEN
LOS RIOS COMMUNITY COLLEGE DISTRICT THROUGH ITS
AMERICAN RIVER COLLEGE
AND THE
CENTER UNIFIED SCHOOL DISTRICT

This Memorandum of Understanding (MOU) is between the Los Rios Community College District, through its American River College (COLLEGE) and the Center Unified School District (DISTRICT) to form an Upward Bound Program (PROGRAM). For identification purposes only, this MOU is dated September 20, 2018. Collectively, the COLLEGE, and the DISTRICT shall be referred to as the Parties.

WHEREAS, Los Rios Community College District is a multi-college Community College District whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the DISTRICT;

WHEREAS, DISTRICT is a Unified School District located in the County of Sacramento;

WHEREAS, the Parties desire to enter into an Upward Bound Program to collaborate and provide collegiate access services to students at Center High School;

WHEREAS, the purpose of this MOU is to offer higher education access opportunities for students who may not already be college-bound or who are underrepresented in higher education, with the goal of developing college preparatory services to facilitate high school to college transfer to ultimately obtain a bachelor's degree, improve high school graduation rates, and assist high school pupils to achieve college readiness and success;

WHEREAS, extracurricular instructional support will support high school pupils' educational advancement, meet jointly approved curriculum guidelines, and follow recommendations and procedures promulgated by the DISTRICT and COLLEGE;

WHEREAS, the Parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship in regard to the PROGRAM;

NOW, THEREFORE, the Parties mutually agree as follows:

1.0 Program Requirements

1.1 The total number of high school students to be served pursuant to this MOU will be 60. This will consist of 60 students from Center High School, as identified in the PROGRAM grant award received by the COLLEGE.

1.2 PROGRAM participants will be recruited from the high schools in subsection 1.1 with assistance from DISTRICT staff. All COLLEGE PROGRAM participants must meet eligibility criteria as set forth in 34 CFR 645.3-4 and 34 CFR 645.43.

1.3 PROGRAM participation is open to any pupil attending the high schools in subsection 1.1 who meets the federally determined eligibility criteria for the PROGRAM.

1.4 Parents/legal guardians and students shall be required to complete the Upward Bound Application which includes PROGRAM participation, authorization for release of records waiver and assumption of risk. These documents shall be submitted to and be maintained by COLLEGE. Copies of all application documents and consent forms shall be retained by the COLLEGE in hardcopy and/or electronic format following FERPA security guidelines and PROGRAM requirements. Pursuant to COLLEGE Policy and Regulation, COLLEGE data concerning a student for participation in the PROGRAM shall not be shared with parents without a signed, dated release from the student authorizing the sharing of that data, unless required by federal or state law.

1.5 All applications, activities, instructional programs, equipment, educational materials, equipment, support services, enrichment opportunities, tutoring, field trips, workshops, celebration/recognition events, or any other component of the PROGRAM shall be free of charge to participating students and parent/legal guardians.

1.6 PROGRAM participants shall fulfill commitments to engage in PROGRAM provided support services, instructional support activities, enrichment activities and meet attendance, participation and conduct standards as set forth by the PROGRAM Director or COLLEGE designee. Failure of a PROGRAM participant to fulfill the commitment to engage in PROGRAM provided support services, instructional support activities, enrichment activities and to meet attendance, participation and conduct standards, as set forth by the PROGRAM Director or COLLEGE designee, may subject them to dismissal from the PROGRAM at the discretion of the PROGRAM Director and/or COLLEGE designee. PROGRAM participants who are not in good standing with DISTRICT or COLLEGE guidelines, Board Policies, Administrative Regulations, pertinent statutes, and/or regulations may be subject to dismissal from the COLLEGE PROGRAM at the discretion of the PROGRAM Director and/or COLLEGE designee.

1.7 The PROGRAM will occur during the academic year at Center High School. The Summer Session will occur on the COLLEGE campus. The PROGRAM will include the following:

1.7.1 Tutoring. PROGRAM provided tutoring will occur after regular school hours. Tutoring hours and days will be determined by collaboration

between DISTRICT staff and the PROGRAM Director, based upon availability of tutors and resources.

1.7.2 Academic support services including, but not limited to, case management services, assessments, transcript reviews, A-G pattern status reviews, financial literacy education, career exploration, internship exploration, and related services will be provided by PROGRAM staff.

1.7.3 Collegiate preparation services including FAFSA application support, college exploration, college application support, SAT prep support, and post-secondary admissions process guidance will be provided by PROGRAM staff.

1.7.4 A minimum of eight (8) Saturday support sessions will be offered within the academic year to support and enhance participant's academic skills and educational progress.

1.7.5 A six (6) week Summer Session for program participants will include academic skills development including instruction in Mathematics, Laboratory Science, Foreign Language, Composition, and/or Literature. The Summer Session will also provide cultural activities, college support services and experiential introduction to collegiate life. Financial literacy, group projects and scholarship exploration will be included.

1.7.6 Cultural/Career Field Trips and Collegiate Tours will be available to PROGRAM participants during the year. The destinations will be determined by the PROGRAM director. DISTRICT and PROGRAM Director shall collaborate and ensure adequate supervision is provided commensurate to student attendance.

1.8 Only PROGRAM participants may receive services and/or participate in activities that are provided using PROGRAM grant funds. Activities or services that are offered to meet the objectives of the PROGRAM cannot extend to non-participants, except for recruitment purposes, unless approval by the PROGRAM Director and in compliance with PROGRAM regulations. In such cases, activities and/or services attended by non-participants in the PROGRAM are not chargeable to the PROGRAM grant and are the financial responsibility of the DISTRICT.

Allowable costs and administration shall be governed by standards set forth in this Agreement, the Code of Federal Regulations, the Education Department General Administrative Regulations (EDGAR), 34 CFR 645.40 and 2 CFR Part 200 Subparts D and E.

2.0 COLLEGE Responsibilities.

2.1 COLLEGE shall perform all obligations specified in the PROGRAM requirements sections required of COLLEGE or PROGRAM.

2.2 At no cost to the DISTRICT, COLLEGE will provide the services of an Upward Bound Program Director and a Coordinator who will facilitate coordination and cooperation between COLLEGE and DISTRICT. COLLEGE will provide DISTRICT personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including supporting appropriate student outreach/recruitment activities, referrals, assessments, support of educational services, Federal Student Aid application support, and college/university admissions application support (including, but not limited to, COLLEGE's application procedures).

2.3 The PROGRAM Director and Coordinator will be responsible for reviewing student applications and all supporting documents to make eligibility determinations and select PROGRAM participants. Student application reviews, eligibility determinations for PROGRAM participation, acceptance to the PROGRAM, and authorized persistence in the PROGRAM shall be the responsibility and determination of the PROGRAM Director, and/or COLLEGE designee, and must be in compliance with all regulations and legislation applicable to the PROGRAM. The PROGRAM Director, or COLLEGE'S administrative designee, has final authority to make decisions regarding removal of students from PROGRAM participation without requirement to disclose information regarding such action or determination.

2.4 The PROGRAM Director and Coordinator will ensure each student completes an initial application that includes all consent, waiver, agreement, assessment, and recommendation information. In cases when additional documentation is required to determine PROGRAM eligibility standards, the PROGRAM Director or Coordinator are responsible to communicate requests to applicants and parent/legal guardians to obtain satisfactory documentation to verify eligibility. The DISTRICT shall support requests for documentation to support eligibility determination when reasonable and allowable under FERPA regulations.

2.5 With the input of the DISTRICT, COLLEGE will select and hire all PROGRAM faculty/Staff pursuant to its own policies, regulations and the law. All PROGRAM faculty/Staff engaged in instruction on a DISTRICT or COLLEGE campus shall not have been convicted of any sex offenses as defined in Education Code section 86010 or any controlled substance offense as defined by Education Code section 87011. All faculty/Staff who teach and provide instructional material to PROGRAM participants shall meet the minimum qualifications to provide

instruction in a California public high school. The COLLEGE is aware of the provisions of Educational Code Section 45125.1 and will comply with such provisions before commencing performance of the work of this agreement. Fingerprinting and background clearance is required for Program participants, employees, mentors, volunteers, subcontractors, or staff who may have contact with District pupils in the course of performance pursuant to this agreement.

2.6 DISTRICT personnel selected to be PROGRAM faculty/Staff shall be employees solely of COLLEGE during the time they teach PROGRAM educational materials, but will also be subject to the authority of DISTRICT regarding policies and protocols for use of DISTRICT facilities, technology, equipment, and appropriate interactions with student participants. PROGRAM faculty/Staff who are concurrently employees of the DISTRICT will be required follow policies pertaining to DISTRICT employees while interacting with PROGRAM participants and staff, utilizing DISTRICT, COLLEGE and/or PROGRAM equipment, materials, facilities or technologies. Any infraction of ethics or inappropriate use of equipment, facilities, technologies, or improper interaction with minors participating in the PROGRAM are subject to discipline from applicable employers and each faculty member shall consent to information sharing between the Parties in such cases. If COLLEGE faculty/Staff are participants in PROGRAM, such employees shall be subject to the COLLEGE Collective Bargaining Agreement with the Los Rios College Federation of Teachers in effect at the time the course or service is offered. DISTRICT certificated staff who are hired for the purpose of providing instruction or services within the scope of the PROGRAM shall be subject to the Collective Bargaining Agreement between the DISTRICT and the Sacramento City Teachers Association that is in effect at the time the course is offered or instruction provided.

2.7 The PROGRAM Director shall collaborate with DISTRICT to ensure that PROGRAM faculty/Staff possess all minimum qualifications, any certificates or other training requirements. PROGRAM instruction shall be delivered by competent, dedicated personnel who have the personal attributes necessary for providing instruction to high school students. PROGRAM faculty/staff shall attend an orientation meeting, if scheduled, and PROGRAM Director shall provide manuals, course outlines, curriculum materials, testing and grading procedures as necessary.

2.8 PROGRAM Director shall determine the number of instructors, the ratio of instructors to students, and ensure instruction in required subject areas, as defined by PROGRAM requirements are provided to program participants.

2.9 Unless otherwise provided for in a related agreement, COLLEGE will provide support personnel to perform the following support services to selected

Upward Bound participants at Center High School and at COLLEGE sites: clerical services and services associated with outreach activities, recruiting students, assessing students, supporting completion of student applications, tutoring students, reviewing students' academic progress, providing supportive access services including transportation to DISTRICT, COLLEGE and educational/cultural enrichment activities, providing extracurricular instructional services to students, and other related services as may be necessary or outlined within the Upward Bound program.

2.10 COLLEGE'S support personnel will perform PROGRAM services on duty time solely as employees of the COLLEGE, are subject to the authority of the COLLEGE and are subject to the direction, policies and regulations and procedures of the COLLEGE at all time. DISTRICT personnel may be hired for the purpose of performing work duties outlined within the PROGRAM; however, for DISTRICT personnel hired to perform duties with the scope of the PROGRAM, such personnel work will occur: (a) outside of DISTRICT duty time, (b) solely as employees of COLLEGE, as subject to the authority of COLLEGE, and (c) will also be subject to the direction of COLLEGE for all functions. COLLEGE specifically has responsibility for the implementation and direction of PROGRAM activities. COLLEGE has the primary right to control and direct faculty, para-instructional and related PROGRAM activities.

2.11 The PROGRAM is responsible for all activity fees (2 CFR 200 subpart E and 34 CFR 645.40) and supervision.

2.12 Whenever possible and within PROGRAM budget allowances, the PROGRAM Director shall coordinate with DISTRICT to provide transportation for PROGRAM participants to access PROGRAM designated support services, instructional opportunities, field trips, cultural/educational/career exploration events, and other related PROGRAM activities. When DISTRICT resources or PROGRAM budget allowances cannot meet student transportation needs, the PROGRAM Director may contract to use COLLEGE transportation services to support access needs for PROGRAM participants. If DISTRICT and/or COLLEGE resources are not available or within PROGRAM budget allowances, the PROGRAM Director may contract with a third-party transportation provider that meets minimum California high school transportation standards or local, public transit safety standards to provide access to PROGRAM related activies. All transportation options shall be provided to PROGRAM participants at no cost.

2.13 COLLEGE account officer and/or PROGRAM Director shall maintain accounts, records and other evidence pertaining to costs incurred, and cost sharing contributions (such as ledgers, payroll systems or other similar documentation) in accordance with 34 CFR 645.43 and 2 CFR 200.333. All expenses, including any contracted services by the COLLEGE or DISTRICT that may occur, must

represent actual costs expended and contributable toward the PROGRAM during the period of performance.

2.14 COLLEGE will maintain all audit information and pertinent books, document, papers and records for five years after the PROGRAM completion or termination of this MOU.

2.15 Supervision and evaluation of students participating in the PROGRAM shall be the responsibility of the PROGRAM Director and designated PROGRAM staff and shall be in accordance with COLLEGE guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations or as mutually agreed upon by the Parties.

2.16 During non-school day hours, PROGRAM participants engaged in PROGRAM activities shall be under the supervision of an employee of COLLEGE who is hired for the purposes of the PROGRAM during the designated time of such activity.

2.17 COLLEGE and the PROGRAM Director are responsible for all instructional materials and have the sole right to control and direct the instructional activities and teaching actions implemented to meet PROGRAM objectives. All instructors, including those who are DISTRICT personnel hired by COLLEGE to support the PROGRAM, will provide PROGRAM instruction and educational materials that are pre-approved by the PROGRAM Director. The PROGRAM Director possesses right of assignment for COLLEGE instructors hired to support the PROGRAM.

2.18 COLLEGE agrees to provide workspace for PROGRAM staff to provide services to participating students to meet PROGRAM objectives. PROGRAM staff will follow all COLLEGE guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations incumbent upon LRCCD employees while working on the COLLEGE campus.

2.19 PROGRAM shall provide, at its own expense, all instructional equipment and materials for activities deemed necessary to meet PROGRAM objectives. It is understood that any equipment and materials supplied by COLLEGE shall be the sole property of the COLLEGE. The COLLEGE shall determine the type, make, and model of all equipment and materials and shall be responsible for the maintenance of such equipment and materials.

2.20 All instruction will conform to PROGRAM Director approved curriculum, course outlines, and recommendations. PROGRAM Director will determine assessment methods for effectiveness of instructional materials, methods, pedagogical practices, and progress toward participants' academic and developmental goals.

3.0 DISTRICT Responsibilities.

3.1 DISTRICT shall perform all obligations specified in the PROGRAM requirements sections required of COLLEGE or PROGRAM.

3.2 DISTRICT will support recruitment efforts for the PROGRAM, facilitate access for PROGRAM staff to provide services to PROGRAM participants as allowable within school attendance days, provide space for PROGRAM staff at Center High School and will provide requested student information as required for PROGRAM reporting and compliance. PROGRAM staff, services and activities will follow COLLEGE, COLLEGE, PROGRAM and DISTRICT procedures and protocols, as well as any corresponding local policies, practices, and requirements to fulfill PROGRAM objectives and reporting requirements.

3.3 DISTRICT shall provide PROGRAM staff with access to interact with DISTRICT staff and students for the purpose of recruiting, assessing eligibility, enrolling, and registering PROGRAM participants. PROGRAM staff will observe all DISTRICT and COLLEGE policies and procedures regarding access and interactions with prospective PROGRAM participants and DISTRICT staff.

3.4 DISTRICT shall provide PROGRAM staff with access to interact with DISTRICT staff and student PROGRAM participants for the purpose of assessing academic progress, facilitating tutoring appointments, tracking PROGRAM activities supporting objectives, contacting students with reminders of PROGRAM activities using paper, electronic and/or social media methods, and recording the progress of PROGRAM participants.

3.5 PROGRAM staff will observe all DISTRICT and COLLEGE policies and procedures regarding contacts and interactions with PROGRAM participants and DISTRICT staff.

3.6 The DISTRICT shall be responsible for all ADA and Individual Education Plan issues for its students; DISTRICT shall be responsible for any academic accommodations deemed necessary for participation in PROGRAM instruction, events, or other related activities unless otherwise agreed upon by the Parties.

3.7 The DISTRICT agrees to provide workspace for PROGRAM staff at Center High School to provide services to students to meet PROGRAM objectives. PROGRAM staff will follow all DISTRICT guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations incumbent upon DISTRICT employees while working on DISTRICT campuses.

3.8 DISTRICT and/or the Parties will furnish, at its own expense, all non-instructional materials, specialized equipment, and other necessary equipment required for all DISTRICT students participating in PROGRAM activities. It is understood that any equipment and materials supplied by DISTRICT shall be the sole property of the DISTRICT. The DISTRICT shall determine the type, make, and model of all equipment and materials and shall be responsible for the maintenance of such equipment and materials

4.0 Joint Responsibilities.

4.1 The PROGRAM Director, in coordination with the DISTRICT, will provide the necessary application forms and information to DISTRICT pupils at Center High School. The PROGRAM and DISTRICT will offer PROGRAM participation opportunities to first generation, low-income students without regard to ethnic group identification, race, color, gender, sexual orientation, sexual identity, religion, national origin, ancestry, disability, political affiliation or belief, marital status or any other protected status group within federal compliance regulations. The DISTRICT and PROGRAM Director shall ensure that each applicant receives equal and full consideration for PROGRAM participation within PROGRAM compliance regulations.

4.2 Pedagogical decisions and instructional materials shall involve a collaborative effort between appropriate DISTRICT staff, PROGRAM instructors and the PROGRAM Director to deliver an innovative intervention program to ensure student participants are prepared for college-level work upon high school graduation. Final determinations regarding pedagogical decisions and instructional materials shall be the responsibility of the PROGRAM Director and/or the COLLEGE designee.

4.3 PROGRAM Director and DISTRICT may collaborate to determine best practices and curriculum to promote participant academic success.

4.4 The Parties will provide adequate classroom space at their facilities, or other mutually agreed upon location(s), to conduct the contemplated instruction and PROGRAM related activities, and do so without charge to either party or students. While using DISTRICT facilities, the COLLEGE and DISTRICT, and PROGRAM participants shall follow all DISTRICT guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations incumbent upon DISTRICT employees while working on DISTRICT campuses. While using COLLEGE facilities, the COLLEGE and DISTRICT, and PROGRAM participants shall follow all COLLEGE guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations incumbent upon DISTRICT employees while working on DISTRICT campuses.

4.5 For purposes of this MOU, COLLEGE and DISTRICT shall utilize Joint Use Facilities. Instruction shall occur on the campuses of COLLEGE, or an alternative location mutually agreed upon by the DISTRICT and COLLEGE.

4.6 All records of student attendance at PROGRAM related activities, assessments and achievements shall be maintained by the PROGRAM. DISTRICT shall support requests for documentation to support demonstration of PROGRAM objectives when reasonable and allowable under FERPA regulations. The Parties agree to protect personally identifiable information of all student and parent/legal guardian applicants and participants, LRCCD and COLLEGE (including PROGRAM) staff, DISTRICT staff, and all parties supporting PROGRAM activities, services and enrichment opportunities provided within the scope of the PROGRAM with full compliance to FERPA regulations and PROGRAM reporting requirements. Data obtained by the PROGRAM may only be used for determining applicant eligibility, accomplishment of PROGRAM objectives, required federal PROGRAM reporting including post-PROGRAM participation collegiate tracking, assessing academic need, determinations for program persistence, demonstration of academic progress, data analysis for PROGRAM improvement, or as required for PROGRAM audit compliance. PROGRAM participant files shall be available to participants upon demand within FERPA required regulations and shall be maintained by COLLEGE and/or the PROGRAM.

4.7 Both COLLEGE and DISTRICT shall ensure that students participating in the PROGRAM are provided ancillary and support services as may be needed to meet PROGRAM objectives, including but not limited to counseling, guidance, FAFSA application, college application, financial literacy and college placement assistance.

4.8 **Data Sharing**. All sharing of information between the COLLEGE and the DISTRICT shall be in compliance with federal and state laws, including the Federal Educational Rights and Privacy Act ("FERPA") and the California Education Code and shall be used solely for PROGRAM. Where exceptions to those laws allow COLLEGE and the DISTRICT to share information without the consent of the students and/or parents/legal guardian(s), COLLEGE and the DISTRICT will follow the requirements of FERPA and State law. No data shall be shared by either party until the other party is satisfied, in its sole discretion, as to the safety and security of that data in the other party's control. Where there is no exception, sharing information will require a signed, dated release from the student and parent/legal guardian explicitly authorizing the sharing of personally identifiable information about the student. 20 U.S.C § 1232g and 34 CFR 99.

4.9 PROGRAM and COLLEGE shall report all of the following information to the U.S. Department of Education as required for PROGRAM participation and grant maintenance in the Annual Performance Report:

4.9.1 The total number of high school pupils, by school-site, enrolled in the PROGRAM. This report will include family financial status, first-generation to college status, and level of academic need. Data will be aggregated by gender and ethnicity. Data will be reported in compliance with all applicable federal privacy laws.

4.9.2 The total number of activities by PROGRAM category, type, by school-site and by PROGRAM participants.

4.9.3 The total number and percentage of successful Summer Session completions, by course category and type and by school-site, of by PROGRAM participants.

4.9.4 High school persistence and graduation data aggregated by PROGRAM participant.

4.9.5 Date of post-secondary enrollment and college persistence data will be reported for all PROGRAM participants for a minimum of five years after exiting PROGRAM.

5.0 Term

5.1 The term of this agreement is from September 1, 2017 to August 31, 2022.

6.0 Termination

6.1 **Termination for Cause.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach of this MOU. Termination will be effective no sooner than 15 calendar days after a written demand to comply or cure is provided and the party fails to comply or cure. This remedy is in addition to any other remedy which may be provided for by law.

6.2 **Termination for Convenience.** This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other party at least 45 days' prior to the end of a semester of its intent to terminate the Agreement. All classes currently in progress shall continue until the completion of the semester. Any students currently enrolled in COLLEGE courses under this MOU shall be allowed to complete those courses prior to the termination of this MOU

6.3 The indemnification provisions, insurance, data sharing provisions, documentation, and audit provisions, contained in this MOU shall survive termination.

7.0 Insurance.

7.1 COLLEGE and DISTRICT shall obtain and maintain the following insurance for claims which may result from each party's participation in this Agreement:

7.1.1 **Workers' Compensation.** Claims under workers' compensation benefit acts: Worker's Compensation Statutory Limits shall be as required by Article I (commencing with Section 3700) of Chapter 4 of Part 1 of Division 4 of the California Labor Code (as it may, from time to time, be amended).

7.1.2 **Commercial General Liability.** Claims for damages because of bodily injury, occupational sickness or disease, or death of its employees and of any person other than its employees; claims for damages insured by usual personal injury liability coverage which are sustained (i) by any person as a result of an offense directly or indirectly related to the employment of such person by the party, or (ii) by any other person; claims for damages, other than to the construction itself, because of injury to or destruction of tangible property, including resulting loss of use; and claims for contractual liability arising from the party's obligations under this Agreement. Commercial General Liability coverage shall include premises-operations, independent contractor's protective, products and completed operations (for four years), broad form property damage, or other coverage as approved by the other, in the following limits of liability:

7.1.2.1 **Bodily Injury.** Bodily injury liability of $1,000,000 each occurrence and $3,000,000 aggregate, products and completed operations.

7.1.2.2 **Property Damage.** Property damage liability of $1,000,000 each occurrence; $1,000,000 single limit and $3,000,000 aggregate.

7.2 **Required Provisions.**

7.2.1 **Additional Insured.** Each party shall ensure that the other party is named as an additional insured on all insurance policies, except the workers' compensation policies.

7.2.2 **Cancellation.** Each policy shall bear an endorsement precluding cancellation or termination of the policy or reduction in coverage unless the other party has been given written notice of such intended action at least 30 days prior to its effective date.

7.2.3 **Certificates and Policies.** Upon request, each party shall provide the other with certificates and endorsements, if applicable, evidencing said insurance.

7.2.4 **Liability Insurance Policy Limits.** The insurance required by this section 7.0 shall be written with a deductible of not more than $50,000 or an amount approved by the other party to the agreement.

7.3 **Self-Insurance.** For so long as each party is a public agency, then it may elect to self-insure for any or all of the property and liability insurance coverage required by this Section 7. If a party is permitted to self-insure hereunder and elects to do so, that party shall be liable to the other for the full equivalent of insurance coverage which would have been available to the other party if all required insurance policies had been obtained by the self-insuring party from a third party insurer, in the form required by this Agreement, and shall pay on behalf of or indemnify the other party for all amounts which would have been payable by the third party insurer. In addition, a self-insuring party shall act with the same promptness and subject to the same standards of good faith as would apply to a third party insurance company.

7.4 **Waiver of Subrogation.** COLLEGE and DISTRICT each waives any and all rights to recover against the other or against the elected officials, officers, employees, and agents for any loss or damage to such waiving party arising from any cause covered by any property insurance required to be carried pursuant to this section or any other property insurance actually carried by such party. CJUSD and LRCCD, from time to time, will cause their respective insurers to issue appropriate waiver of subrogation rights endorsements to all property insurance policies carried in connection with this Agreement.

8.0 <u>Indemnification:</u>

8.1 **Indemnification by COLLEGE.** COLLEGE agrees to indemnify, defend and save DISTRICT, its Board, elected officials, authorized agents, officers, representatives and employees harmless from and against any and all liability, loss, expense (including reasonable attorney's fees and other defense and court costs) or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage arising out of the intentional or negligent acts or omissions of COLLEGE, its Board, elected officials, agents, officers, representatives, employees and contractors, relating to COLLEGE's performance of its obligations under this MOU, except that which is caused by the negligence or intentional misconduct of DISTRICT, its Board, elected officials, authorized agents, officers, representatives, employees and contractors.

8.2 **Indemnification by DISTRICT.** DISTRICT agrees to indemnify, defend and save COLLEGE, its Board, elected officials, authorized agents, officers, representatives and employees harmless from and against any and all liability, loss, expense (including reasonable attorney's fees and other defense and court costs), or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage arising out of the intentional or negligent acts or omissions of DISTRICT, its elected officials, agents, officers, representatives, employees, students and contractors, relating to DISTRICT's performance of its obligations of this agreement, except that caused by the negligence or intentional misconduct of COLLEGE, its Board, elected officials, authorized agents, officers, representatives, employees and contractors.'

8.3 Where both parties are at fault, the parties intend to apply the principals of comparative fault to the defense and indemnity obligations of this MOU.

9.0 GENERAL PROVISIONS.

9.1 **Construction of MOU.** The parties hereto acknowledge and agree that (i) each party hereto is of equal bargaining strength, (ii) each party has actively participated in the drafting, preparation and negotiation of this Agreement, (iii) each party has consulted with such party's own, independent legal counsel, and such other professional advisors as such party has deemed appropriate, relative to any and all matters contemplated under this Agreement, (iv) each party and such party's legal counsel and advisors have reviewed this Agreement, (v) each party has agreed to enter into this Agreement following such review and their rendering of such advice, and (vi) any rule of construction to the effect that ambiguities are to be resolved against the drafting parties shall not apply in the interpretation of this Agreement, or any portions hereof, or any amendments hereto.

9.2 **Conflicting Provisions.** In the event of an apparent conflict between provisions of this MOU, the more specific provision shall control.

9.3 **Successors and Assigns.** The terms, covenants, agreements and conditions of this MOU shall be binding upon, inure to the benefit of and apply to, the respective successors and assigns of DISTRICT and the COLLEGE.

9.4 **Negation of Joint Venture or Partnership.** Nothing herein contained shall be in any way construed as expressing or implying that the parties hereto have joined together in any joint venture, partnership or in any manner have agreed to or are contemplating the sharing of profits and losses among themselves in relation to any matter relating to this MOU.

9.5 **Counterparts.** This MOU may be executed in counterpart originals, each of which shall be deemed an original, but all of which, together shall constitute one and the same instrument.

9.6 **Entire Agreement.** This MOU constitutes the entire agreement between the parties with regard to the PROGRAM and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU.

9.7 **Waivers and Amendments.** All waivers of the provisions of this MOU must be in writing and signed by the appropriate authorities of DISTRICT and COLLEGE, and all amendments hereto must be in writing and signed by the appropriate authorities of DISTRICT and COLLEGE.

9.8 **Severability**. If any provision of this MOU proves to be illegal, invalid or unenforceable, the remainder of this MOU will not be affected by such finding, and in lieu of each provision of this MOU that is illegal, invalid or unenforceable, a provision will be added as a part of this Agreement as similar in terms to such illegal, invalid or unenforceable provision as may be possible and be legal, valid and enforceable.

9.9 **Notices and Demands.** A notice, demand or other communication under this MOU by either party to the other must be in writing and will be deemed to have been given upon receipt or refusal thereof, if it is sent by registered or certified mail, postage prepaid, return receipt requested, deposited with any nationally-recognized overnight carrier that routinely issues receipts, or delivered personally, to the address set forth below, or at such other address with respect to either such party as that party may, from time to time, designate in writing and forward to the other as provided in this section.

If to DISTRICT:
Center Unified School District
8408 Watt Avenue
Antelope, CA 95843
Attn: Mr. Scott Loehr, Superintendent

If to COLLEGE:
Los Rios Community College District
1919 Spanos Court
Sacramento, CA 95825
Attn. Director General Services

9.10 **Non-Discrimination.** Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person on the grounds of one or more of the following actual or perceived characteristics, or due to the association with a person or group with one or more of the following actual or perceived characteristics: ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status, and shall comply with all applicable laws pertaining to employment.

IN WITNESS WHEREOF, the parties hereto are executing this Agreement on the dates set forth below, to be effective as of the Effective Date.

Center Unified School District,
a School District

By:_____
Name:_____
Title:_____
Date:_____

Los Rios Community College District,
a Community College District

By:_____
Name: Jamey Nye
Title: Vice Chancellor Ed and Tech
Date: 1/11/19

Agenda Item Number XV-12

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	**Curriculum and Instruction**	
Date:	**February 4, 2019**	**Action Item X**
To:	**Board of Trustees**	**Information Item**
From:	**Michael Jordan, Director of Curriculum, Instruction and Special Education**	
	Initials: MJS	**# Attached Pages: 3**

SUBJECT: CJUSD would like to enter into an MOU with the Sacramento County Office of Education for professional development activities regarding assessments. The activities will include examining CAASPP, ELPAC, and Dashboard data as well as revision of district pacing and assessment plans.

RECOMMENDATION: CJUSD Board of Trustees approve the MOU with the Sacramento County Office of Education for professional development services.

CONSENT AGENDA

AGENDA ITEM # XV-12

Sacramento County Office of Education

P.O. Box 269003
Sacramento, CA 95826

MEMORANDUM OF UNDERSTANDING

Agreement #19032
2018-2019

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, hereinafter referred to as "**SCOE**," and **Center Unified School District,** hereinafter referred to as "**District.**"

The purpose of this MOU is to detail the roles and responsibilities of **SCOE** and the **District** in regard to delivering instructional support services to staff. Once signed by both parties, this MOU is in effect, and may be terminated by either entity in writing, but not less than seven business days prior to the first day of service.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOE.

A. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.

MOU Contact:	Services provided by:
Tami Wilson	Tami Wilson / Kou Vang
(916) 228-2350	(916) 228-2350 / (916) 228-3922
twilson@scoe.net	twilson@scoe.net / kouvang@scoe.net

2. Provide the following service:
   Provide professional development on the purpose of assessments, examine district data (e.g., CAASPP, ELPAC, Dashboard), revisit the assessment options available in the district curriculum, and facilitate revision of district pacing and assessment plans.
   June 6, 2019
   8:30 AM–3:30 PM (lunch on their own)
   Location of the service
   Center Unified School District
   8408 Watt Avenue
   Antelope, CA 95843
3. SCOE will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.
4. Provide an evaluation of services.
5. Provide training materials. Any and all training material are the exclusive property of SCOE. **District** and its agents must obtain written permission from SCOE before it disseminates, markets, or otherwise uses the training materials.
6. Invoice **District** within 30 days of execution of this MOU:
   Center Unified School District
   8408 Watt Avenue
   Antelope, CA 95843

B. District agrees to:

1. Provide a primary contact person for all work under this MOU.
   Becky Lawson
   (916) 338-7584
   rlawson@centerusd.org
2. Ensure the site principal/district representative is present during services.
3. Participate in an evaluation of services.
4. Provide facility for training.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).

C. Fiscal: District agrees to pay SCOE $4,400 within 60 days of invoicing.

D. General Provisions

1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.

   a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

3. **Nondiscrimination**. Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

4. **Insurance.** All parties shall maintain in full force Commercial Liability Insurance with limits of no less than $1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this agreement.

5. **Entire Agreement.** This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Nancy Herota, Ed.D.
Assistant Superintendent, Educational Services

Signature Date

Center Unified School District
Scott Loehr, Superintendent

Signature Date

12.21.18
Director Approval Date

12.21.18
Director Approval Date

AGENDA ITEM # XV-13

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: January 14, 2019

To: Board of Trustees

From: Jason Farrel, Principal

Action Item X

Information Item

Attached Pages: 102

Principal's Initials:

SUBJECT: APPROVAL OF SAFETY PLAN

Please approve North Country's 2018/19 Safe School and Emergency Preparedness Plan.

AGENDA ITEM # XV-13

CONSENT AGENDA

NORTH COUNTRY ELEMENTARY SCHOOL

Safe School

And

Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

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.

Table of Contents

PART 1 CRISIS MANAGEMENT
- Section 1 Incident Command System
- Section 2 Staging Areas
- Section 3 Lockdown Procedures
- Section 4 Evacuation Procedures
- Section 5 Student Release Procedures
- Section 6 School Partnerships
- Section 7 Resources
- Section 8 Communications
- Section 9 Crisis Phone Directory
- Section 10 Letters Home
- Section 11 Aftermath
- Section 12 Training and Updating

PART 2 CRISIS READINESS
- Section 1 Activity in the Vicinity
- Section 2 After Hours Crisis Procedures
- Section 3 Bomb Threat
- Section 4 Bus Accident
- Section 5 Chemicals/Biohazard/Gas Odor
- Section 6 Death/Suicide
- Section 7 Earthquake
- Section 8 Fire/Explosion
- Section 9 Flood
- Section 10 Gas Odor
- Section 11 Hostage Situation
- Section 12 Hostile Visitor
- Section 13 Kidnapping/Attempted Kidnapping
- Section 14 Medical Emergency
  - Abdominal Pain
  - Artificial Respiration
  - Bleeding
  - Bone Injuries
  - Breathing - Unconscious Person
  - Burns
  - Choking (Heimlich Maneuver)
  - Convulsions or Seizures
  - Diabetics
  - Dog/Animal Bites
  - Ears

Electric Shock
Eyes
Fainting
Fracture
Frostbite
Head Injury
Heart Attack
AED Steps
Nosebleeds
Pandemic Flu Plan
Poisoning
Puncture Wounds (knife and gunshot)
Seizure
Shock
Sunstroke
Wounds
Section 15 Missing Student
Section 16 Public Demonstration
Section 17 School Site as Mass Care and Welfare Shelter
Use of Facility:
Shelter Management:
Condition of Facility:
Food Services:
Custodial Services:
Security:
Signage and Publicity:
Closing the Shelter:
Reimbursement:
Section 18 Severe Weather
Section 19 Shooting/Stabbing

PART 3 SITE ACTION PLAN
Section 1 District and Site Mission Statements
Section 2 Description of School Climate
Section 3 School Climate Goals
Section 4 Description of Physical Environment
Section 5 Physical Environment Goals
Section 6 Signature Sheet
APPENDIX A STAFF LIST
APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS
APPENDIX C SHUT-OFF
APPENDIX D EMERGENCY EVACUATION ROUTES

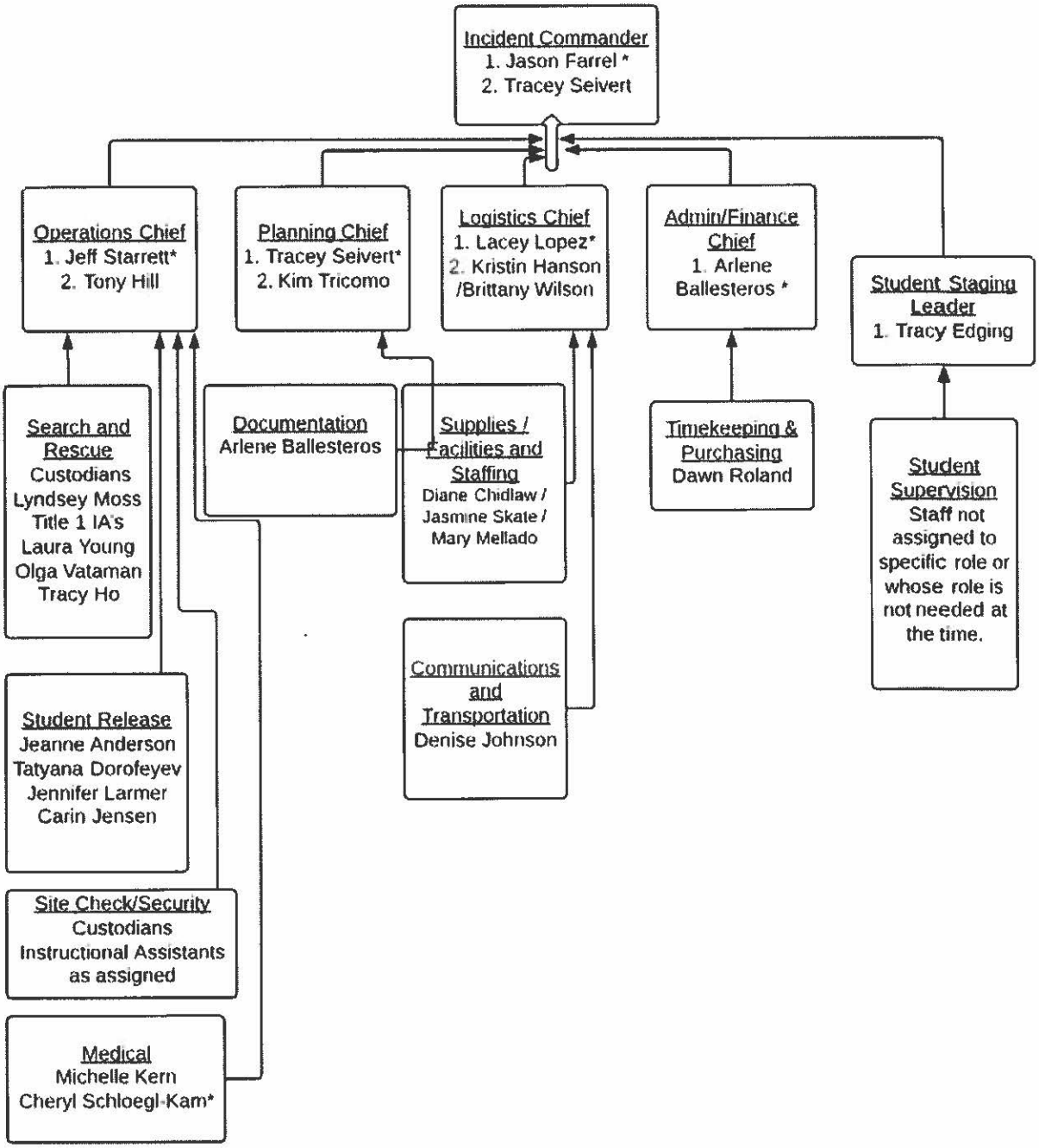
APPENDIX E OFF CAMPUS EVACUATION MAP
APPENDIX F EMERGENCY OPERATIONS CENTER (EOC) FORM
APPENDIX G CHILD ABUSE REPORTING LAW
APPENDIX H CHILD ABUSE REPORTING FORM
APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE
APPENDIX J DRESS CODE
APPENDIX K SUSPENDABLE OFFENSES
APPENDIX L PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS
APPENDIX M HATE MOTIVATED BEHAVIOR
APPENDIX N NON DISCRIMINATION/HARASSMENT

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



*** ICS Radio**

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

Logistics Chief: Report to Command Post (immediately or upon handing off students)
The Logistics Chief manages the team and reports directly to the Command Post. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.
Transportation - 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.
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
Off-Site Evacuation Coordinator- organizes 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.
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 Command Post. 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/Keep in contact with S & R and Medical
Implement roll call protocol based on Staff List/NoCo building map
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
Situation Analysis- will provide ongoing analysis of situation and resources status - *What if...*
Report safety conditions that may cause danger
Staffing Assignment- 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.
Maintain an activity log (scribe) and write after-action report
Communications- will work to ensure that a communication system is in place (phones, walkie-talkies, etc). Will communicate crisis progress or changes within the site and with District Office.

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 predetermined 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.

Search and Rescue: 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 predetermined 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.

Student Staging Leader/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 reassigned 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. Report to Command Post if directed to do so; otherwise, maintain finance duties as described. Provide a cost-accounting update for the IC as requested. Keep an envelope or box for all receipts and overtime cards.

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:

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 that 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 NoCo 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: "CODE RED LOCKDOWN", which will identify a real event.

A. Classes in progress (not during lunch)
   a. Ignore any fire alarms. Assume duck and cover position. Build barrier if CODE RED signal is given.

B. Class enroute in progress
   a. Direct class to nearest building. Ignore any fire alarms.

C. Lunch is in session
   a. 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 and guide students who are outside into classrooms. 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. Ignore any fire alarms.

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. Use duct tape in emergency bucket to secure door arm if you cannot lock door or for double protection.
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 the off site 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 (folders) and student emergency information.
- 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 the off site 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

Information regarding specific health concerns and personal phone numbers is available in the office.

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 made via e-mail or messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. All Staff members have access to two-way radios.

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
    - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
    - Angela Espinoza, 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
- McClellan High School: (916) 338-6445

Section 10 Letters Home

Established 1858

8408 Watt Avenue □ Antelope, CA 95843-9116
(916) 338-6413 □ Fax (916) 338-6322

BOARD OF TRUSTEES
Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT
Scott A. Loehr

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 xxxxxxxxxxxxxxxxxxxx. 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.

Sincerely.

Principal

Established 1858

8408 Watt Avenue ▯ Antelope, CA 95843-9116
(916) 338-6413 ▯ Fax (916) 338-6322

BOARD OF TRUSTEES
Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT
Scott A. Loehr

Dear Parents:

As part of our disaster preparedness program we ask that each child's family prepare a snack-pack to be kept at school. In the event of major disaster which might delay you from picking up your children from school, this pack will provide a source of nourishment and comfort. Please involve your children in putting together this pack and a share a short explanation of its potential use. Have your child bring the bag to his/her classroom the first week of school.

In a heavy-duty 1-gallon ZIP-LOCK bag, place the items listed below:

(1) *can* of fruit drink *(no pouches, no boxes because they leak)*
(1) bottle of water
(3) small non-perishable snack packages – please choose commercially vacuum-packed items such as beef jerky, a granola bar, a fruit roll-up, cheese and crackers or a small pull-top *can* of fruit with a plastic spoon
(1) small packet of wet wipes
(1) note of reassurance and a small picture, as these may be a source of comfort in the event of an emergency and extended separation

Please do not send items that need to be refrigerated. Items that are perishable or need to be refrigerated will be sent back home with the student.

Please make sure the bag is marked clearly with your child's name, grade, teacher and room. Packs will be returned to students at the end of the school year.

Having these supplies on-site will better enable us to care for the students in an actual emergency, and they will also be a source of comfort to them. Your child will not be permitted to take something from the kit if s/he forgets a snack or wants a drink. The kits are for true emergencies only.

If you have any questions about this program, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

Principal

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 affected 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:

- Arson Prevention (every other year – odd years)
- Bloodborne Pathogens for School Employees (every other year – even years)
- Code Red Lockdown Training (annually)
- CPR Training
- NIMS/ICS video (discuss components annually, can watch video every other year) Mandated Child Abuse Reporter Training (annually)
- Triage Training (every other year – even years)

* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

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. Twin Rivers Police Department will be able to provide an overview of the incident. Call (916)566-2777.
- 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 Center Joint Unified School District's (CJUSD) Office.
- Assign law enforcement 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 law enforcement or fire guidance.
- If law enforcement 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 law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

Section 3 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:

_____

_____

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

Department_____
Dept Phone No._____
Home Address_____
Date:_____

Person monitoring the call

Department_____
Dept. Phone No._____
Home Address_____

Section 4 Bus Accident

The definition of a bus accident is: A motor vehicle accident resulting in property damage in excess of one thousand dollars ($1,000), or personal injury, on public or private property, and involving a school bus, youth bus, school pupil activity bus, or general public paratransit vehicle transporting a pupil.

- CHP will respond to every bus accident with students on board. No students and adults are able to leave the scene without CHP approval.
- All students participate in bus evacuation drills every October to review procedures in the event of an accident.
- In the event of a serious bus accident involving injuries:
    - Call 911 and inform your principal and the CJUSD office 916-338-6409. After hours contact your principal.
    - Evacuate the bus, and move a safe distance away. Take all student emergency information with you.
    - Triage injured passengers using START triage procedures.
    - CHP will want student and adult roster and seat locations.

<u>Field Trip Preparedness for Staff Members</u>

- 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 cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts.
- 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.
- Bus drivers review safety and evacuation procedures at the beginning of each field trip before departure.

Section 5 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 affected 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 (pre cut 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 6 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 7 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 8 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.

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.

Fire Extinguishers

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

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

Fire Extinguisher Inspections

The 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.

Custodians check fire extinguishers monthly and log that they are functioning properly.

Section 9 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 returning to building under earthquake.)

Minor Flooding

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

Section 10 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 11 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:

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 338-6480 or the administrator at 916-773-4641. The office's number and instruction on how to reach the office should be posted by your phone for a substitute or parent.
5. Institute Run, Hide, Fight strategies.
6. 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.
7. Office will immediately dial 911 and contact the superintendent.
8. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
9. Remain in your room until an "all clear" signal is given.
10. 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.

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. Follow Run, Hide, Fight procedures: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defence as a last resort

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 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. We
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 run away from the intruder to the nearest classroom or safe location to hide.
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 12 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. All staff and students 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 PTO 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 13 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 14 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, using the appropriate online form, to the office of the principal no later than 24 hours from the occurrence.
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 alright?"
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.

<u>Burns</u>

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 how to proceed with treatment, it is better to seek medical help rather than to attempt first aid. Be aware of all students with diabetes on site.

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

Diseases and Conditions

By Mayo Clinic Staff

- Chest discomfort or pain. This discomfort or pain can feel like a tight ache, pressure, fullness or squeezing in your chest lasting more than a few minutes. This discomfort may come and go.

- Upper body pain. Pain or discomfort may spread beyond your chest to your shoulders, arms, back, neck, teeth or jaw. You may have upper body pain with no chest discomfort.
- Stomach pain. Pain may extend downward into your abdominal area and may feel like heartburn.
- Shortness of breath. You may pant for breath or try to take in deep breaths. This often occurs before you develop chest discomfort, or you may not experience any chest discomfort.
- Anxiety. You may feel a sense of doom or feel as if you're having a panic attack for no apparent reason.
- Lightheadedness. In addition to chest pressure, you may feel dizzy or feel like you might pass out.
- Sweating. You may suddenly break into a sweat with cold, clammy skin.
- Nausea and vomiting. You may feel sick to your stomach or vomit.
- Heart palpitations. You may feel as if your heart is skipping beats, or you may just be very aware that your heart is beating.

Heart attack symptoms can vary widely. For instance, you may have only minor chest discomfort while someone else has excruciating pain.

One thing applies to everyone, though: If you suspect you're having a heart attack, call 911 or your local emergency medical services number. Place 2-3 baby aspirin under the tongue.

If you don't have access to emergency medical services, have someone drive you to the nearest hospital. Drive yourself only as a last resort, if there are absolutely no other options.

Movies and TV often portray heart attacks as dramatic, chest-clutching events. But, heart attacks often begin with subtle symptoms — such as discomfort that may not even be described as pain.

It can be tempting to try to downplay your symptoms or brush them off as indigestion or anxiety. But don't "tough out" heart attack symptoms for more than five minutes. Call 911 or other emergency medical services for help.

Women may have all, none, many or a few of the typical heart attack symptoms. While some type of pain, pressure or discomfort in the chest is still a common symptom of a heart attack in women, many women have heart attack symptoms without chest pain, such as:

- Pain in the neck, back, shoulders or jaw
- Shortness of breath
- Abdominal pain or "heartburn"
- Pain in one or both arms
- Nausea or vomiting
- Dizziness or fainting
- Unusual or unexplained fatigue, possibly for days

Older adults and people with diabetes may have no or very mild symptoms of a heart attack, so it's especially important not to dismiss heart attack symptoms in people with diabetes and older adults even if they don't seem serious.

References

1. Tintinalli JE, et al. Chest pain. In: Tintinalli's Emergency Medicine: A Comprehensive Study Guide. 8th ed. New York, N.Y.: The McGraw Hill Companies; 2016. http://www.accessmedicine.com. Accessed March 25, 2017.

2. Warning signs of a heart attack. American Heart Association. http://www.heart.org/HEARTORG/Conditions/HeartAttack/WarningSignsofaHeartAttack/Warning-Signs-of-a-Heart-Attack_UCM_002039_Article.jsp#.WNXmmWe1vb0. Accessed March 24, 2017.

3. What is a heart attack? National Heart, Lung, and Blood Institute. https://www.nhlbi.nih.gov/health/health-topics/topics/heartattack. Accessed March 24, 2017.

4. Papadakis MA, et al., eds. Heart disease. In: Current Medical Diagnosis & Treatment 2017. 56th ed. New York, N.Y.: McGraw-Hill Education; 2017. http://www.accessmedicine.com. Accessed March 25, 2017.

5. Heart attack symptoms in women. American Heart Association. http://www.heart.org/HEARTORG/Conditions/HeartAttack/WarningSignsofaHeartAttack/Heart-Attack-Symptoms-in-Women_UCM_436448_Article.jsp#.WNXhfWe1vb0. Accessed March 24, 2017.

6. Deedwania PC. Silent myocardial ischemia: Epidemiology, pathophysiology and diagnosis. http://www.uptodate.com/home. Accessed March 25, 2017.

June 03, 2017
Original article:
http://www.mayoclinic.org/diseases-conditions/heart-attack/in-depth/heart-attack-symptoms/art-20047744

AED Steps

Automated external defibrillators can help save lives during sudden cardiac arrest. However, even after training, remembering the steps to use an AED the right way can be difficult. In order to help keep your skills sharp, we've created a quick step-by-step guide that you can print up and place on your refrigerator, in your car, in your bag or at your desk. This way, you can review the AED steps anytime, at your convenience, and keep them fresh in your memory.
Before Using the AED
These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.

6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

To see the steps to use an AED performed, watch our video Using an AED. Or, for online, in person and blended training courses, visit our AED training page.

Norovirus

Norovirus is highly contagious and persistent. There's no vaccine to prevent it, but there are some things you can do to lower the risk of transmission.

- Wash your hands after using the toilet, changing a diaper, or caring for a sick person. Use soap and running water for at least 20 seconds. If you don't have access to soap and water, use an alcohol-based hand sanitizer.
- When caring for a sick person, wear gloves and use plastic bags to dispose of soiled materials or diapers. Use disinfectant or a chlorine bleach solution on contaminated surfaces. Handle contaminated clothes carefully and launder them right away.
- Don't consume food or beverages prepared by a sick person.
- Wash your hands before preparing or eating food.
- Wash all produce before cutting into or eating it.
- Don't eat raw or undercooked seafood.
- If you're sick, stay home. This is especially important if you work in food service, healthcare, or education. Sick children shouldn't attend school, day care, or other activities.
- Put off travel plans until you're fully recovered.

Norovirus virus can still be spread for up to two weeks after symptoms subside. Because there are many different strains of the virus, having it once doesn't protect you from getting it again.

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 for new and updated information.

<u>Poisoning</u>

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.

<u>Puncture Wounds (knife and gunshot)</u>
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.

<u>Seizure</u>

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 15 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 should wear, or have on their person 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 In

- 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 Twin Rivers Police and the parents and alert the superintendent. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for law enforcement. 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:
    a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
    b. Obtain photo, if available.
    c. Home address, phone number, parents' contact numbers
    d. Class schedule, special activities
    e. 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 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 law enforcement'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 16 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 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 17 School Site as Mass Care and Welfare Shelter

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility:
Upon request, and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

2. Shelter Management:
The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

3. Condition of Facility:
The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.

4. Food Services:
Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of, and in cooperation with, the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services:
Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:
In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity:

The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter:

The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.

Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

Section 18 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 19 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 the 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

Our mission is to empower learners and inspire leaders in a safe and nurturing community.

North Country Vision Statement

To achieve our mission, North Country Staff will:

- Set & follow clear expectations for student behaviors and procedures
- Encourage staff, parent, and community teamwork
- Consistently teach and practice the 7 Habits
- Establish attainable short and long-term goals & celebrate successes

Collective commitments are the values and habits that a faculty puts into action on behalf of our students. They are directly aligned with our school's mission and vision. These collective commitments were agreed upon as a staff through consensus, with an overwhelming majority of support.

- We will consistently teach Leader in Me strategies to reinforce positive student interactions
- We will be positive, contributing members of our collaborative teams
- We will foster an attitude of mutual respect amongst every member of the staff
- We will support students in the use of Leadership Notebooks to create, track, and adjust goals as necessary throughout the year
- We will utilize District Pacing Guides to plan instruction and assessment of student learning
- We will initiate small and whole group instruction based on students' needs
- We will be given opportunities to engage in professional development to enhance our skills
- We will utilize a variety of instructional strategies to promote success for all students
- We will identify & teach age/grade level specific technology skills needed for the 21st century

Section 2 Description of School Climate

People and Programs:
Create a "caring and connected" school climate.

North Country has a Multi-Tiered System of Supports in place which provides all learners access to all programs and supports offered, if appropriate and beneficial to the learner.

Objective 1: Creating a caring school climate – Staff Collaboration

We are in our seventh year as a 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 students' 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.

Related Activities:

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
- Move on to key concepts to help students understand the true meaning of each principle
- 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/Connectedness

Provide students with meaningful leadership roles and responsibilities

Related Activities:

Make leadership an obvious part of class, school and family events

- Celebrate as students meet their goals; involve students in the planning of celebrations. Celebration page in every leadership notebook
- Provide students with meaningful leadership roles and responsibilities
- Support students in designing and leading school wide initiatives and projects
- Maintain high standards for behavior, decrease student referrals which 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 Lighthouse Team monthly to plan and support community service projects and school wide activities

Cooperative learning Big Buddy activities between older and younger students

- Instills empathy in older students
- Develops a sense of competence 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

Student Recognition

- Monthly recognition for Leadership, caring and outstanding effort.
- Awards Assemblies are held during each grading period and for special events
    - Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
    - Student recognition during Spirit Day
    - Separate Leadership Award assemblies
    - Assemblies are run by the Student Lighthouse Team

- Positive DOJO points used schoolwide to recognize positive student behaviors. Incentives for students and classes can be earned.
- North Country cash awarded to students to spend at NoCo Store once weekly

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 at the beginning of the year to reinforce expectations
- Sexual Harassment Policy defined to 4th-6th graders via video presentation approved by the district
- Seven Habits principles embedded within the curriculum which includes ethical issues, focusing on priorities and building relationships with others
- WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students

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 and give them a feeling of belonging

- Video Production Club
- School Broadcast Club
- After school G.A.T.E. program
- TLC Timberwolf Learning Club grades 1-6 (Title I program for emerging readers)
- Misc. Leadership roles based on individual student strengths
- Student Lighthouse Team grades 2-6
- EL Homework Club
- 5th/6th Grade Math Homework Club

School-wide events, programs and assistance for students

- STEAM Rotation (Weekly on Thursday and Friday)
- ISPS (In School Postal System)
- Great Kindness Challenge
- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts
- 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
- Welcoming PE interns from Sac State University to work with students

Provide students with a sense of fairness and understanding that all are respected equally

- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy- Teachers reinforce daily
- Teachers/staff practice empathic listening out on the playground for issues students perceive are greater than they can handle, and then offer responses that communicate to students that the problem will be addressed
- Greet students each day with eye contact and use student's first name to establish a positive connection with school and teacher
- Integrate/model empathy, compassion and fairness throughout the instructional day

Objective 3: Parent/Student Communication

Help parents, students and community to understand the 7 Habits language and value of a leadership model. Include parents in school wide activities. Combine with PTO whenever possible.

Related Activities:

Introduce parents to The Leader In Me through correspondence that includes a 7 Habits overview

- Send parents a list of recommended books that reinforce the 7 Habits
- Character education- The Leader In Me; one habit highlighted monthly
- Encourage parent classroom volunteers
- Title I and Leader In Me parent nights
- Involvement with PTO family activities
- Invite parents to Spirit Day Assemblies

Events

- Fall festival
- Monthly PTO meetings
- North Country student store
- Scholastic book fairs

- Penguin Patch – participation in Santa's Breakfast
- Participation in school-wide events
- Student assemblies
- Open House event
- Family Reading night
- Father/Daughter Dance
- Mother/Son Event
- Community outreach (Kids Can food drive, Pennies for Patients)

Communication methods to keep parents aware of school news and activities

- Sunday Snapshot email
- Social Media: Instagram, Facebook, Twitter
- Remind text messages
- North Country website featuring school calendar and teacher e-mail
- Thursday folders
- Title I parent informational night to explain the program and what is available for students in all grade levels
- Parent information handbook available on school website. Parent handbook includes school-wide discipline plan.
- Automatic dialing/email system to inform parents about occurring events (minimum days, special events)
- PTO 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/events
- Teachers will contact parents via phone or email 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
- Student-Led Parent Teacher conferences are held twice each year
- Student recognition awards
- Encourage long term volunteers (United Way and RSVP)

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

Related Activities:

Goal Setting/Leadership Notebooks

- School-wide Wildly Important Goals which drive the goal creation to classrooms and individual students
    - All classes develop a classroom goal-aligned to school goals
    - All students will develop an academic goal-aligned to classroom goals
- All students will develop a personal 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

School-wide events, programs and assistance for students

- ISPS (In School Postal System)
- Lexia Core 5 Reading
- 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
- Great Kindness Challenge
- Student Lighthouse Team plans community service events
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Student recognition awards
- Multi-Tiered Systems of Support (MTSS) including:
    - Student Success Plan
    - 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
    - Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
    - Small group differentiated instruction
- Varied clubs and activities to cover student interests
- Leadership Day

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, in all aspects of their lives.
- 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
- Plan in place to increase understanding by putting key concepts in place
- Classroom/school greeters
- Safe School Ambassadors

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
- Implementation of Baldrige Leadership tools
- Alignment of "Leader In Me" and Common Core Standards

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, which is connected to the multi-purpose room and library, faces the parking lot.

Four sets of relocatable 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 2016. 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 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.
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

Inventory System – Engraved ID, Security Storage

All school-site equipment 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 is distributed to all staff members with copies in the office available to parents and law enforcement
        i. The plan is updated yearly and approved by SSC and The Board of Trustees
        ii. The plan is reviewed by the staff at least once a year
        iii. The District's Safety Committee meets periodically to make review recommendations which is then shared with staff members at North Country

2. Safety information is included in the parent handbook given out at the beginning of the year and posted on North Country's website
    a. The staff is instructed to implement a lock down if there is any doubt regarding an unknown person on campus
    b. All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
    c. Classrooms remain locked during the school day
    d. 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
    e. Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
    f. 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
    g. The District's Volunteer Policy requires fingerprint clearance, TB check and Megan's Law database check
    h. The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis

3. Threat Assessment Training
    a. Administrators and school psychologist have been trained in Targeted Threat Assessment. Team meets to discuss potential threats and creates a plan to address them. SRO is part of the school and district Threat Assessment teams.

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. Character Education Program – The Leader In Me is integrated throughout the curriculum which includes the concept of "carrying your own weather", filling others' buckets and determining what is and what is not in one's circle of control
    c. Red Ribbon Week and other assemblies carry a "Be Proactive" theme with specific emphasis on proactive behavior, respecting others and expanding your circle of influence
    d. Freeze bell will prompt a "cool down, calm down" frame of mind as students stop, then walk toward classroom lines
    e. Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
    f. Sexual Harassment information for students in grades 4-6
    g. 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. Healthy snacks are encouraged
    c. Cardio activities are included during PE and Sac State PE interns are requested each year
    d. Fifth grade takes part in an annual PE assessment
    e. Hearing and Vision screenings are scheduled through the District's nurse and may be requested by a teacher, parent or SST member
    f. Resources for vision, medical and dental are available through the District nurse or through the district's Healthy Start program
    g. Notification of contagious disease (or lice) is facilitated by the District's nurse or health assistant
    h. All adults working with students must have been screened for TB
    i. Students sent home for lice must be screened by District health personnel before returning to class
    j. District health personnel review student shot records annually
    k. Dental screening for all students through district's Healthy Start program
    l. Frequent hand washing or anti-bacterial wipes are used in classrooms as frequently as possible

m. Counselors/mentors/tutors available for foster students and students designated "HOMELESS" through Healthy Start
n. Mental health referral available through ERMS

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
Jason Farrel	Principal	
Tracey Seivert	Assistant Principal	
Ruben Ybarra	Teacher	
Allysha King	SSC Parent	

APPENDIX A STAFF LIST

North Country School Staff List

Jason Farrel, Principal
Tracey Seivert, Assistant Principal
Diane Chidlaw, Title 1 Coordinator

Day, Lori	AM Kdg	Pine 2	Ballesteros, Arlene	Secretary
Donnelly, Elizabeth	AM Kdg	Pine 2	Edging, Tracy	Office Assist
Lopez, Lacey	PM Kdg	Pine 1	Treadwell, Michael	Lead Custodian
Rittenhouse, Penny	PM Kdg	Cypress 4	Drummond, Duane	Custodian
Wallace, Jannell	Transitional	Pine 1	Roland, Dawn	Library Tech
			Bennefeld, Michael	Computer Tech
Jackson, LoAnne	1st	Maple 2	Brown, Shannon	SDC - I/S PH
Johnson, Denise	1st	Maple 1	Crow, Roxana	SDC - I/S PH
Martin, Jolyn	1st	Cypress 1	Dorofeyev, Tatyana	Bilingual Aide
Ybarra, Ruben	1st	Maple 3	Dorsey, Tanya	SDC - I/S PH
			Harris-Knott, Niesha	SDC - I/S PH
Anderson, Jeanne	2nd	Oak 3	Huff, Christina	SDC - I/S PH
Hanson, Kristin	2nd	Oak 1	Judd, Sydney	SDC - I/S PH
Johnson, Alissa	2nd	Cedar 2	Kern, Michelle	SDC - I/S PH
Larmer, Jennifer	2nd	Oak 2	Leonard, Kelly	SDC - I/S PH
Wilson, Brittany	2nd	Oak 1	May, Manda	SDC - I/S PH
			Moss, Lyndsey	RSP - I/S
Kennedy, Jim	3rd	Willow 1	Pickett, Gianna	SDC - I/S PH
Richwine, Doreen	3rd	Willow 2	Pickett, Maria	SDC - I/S PH
Smith, Melody	3rd	Sequoia 2	Pirtle, Lisa	SDC - I/S PH
Starrett, Jeff	3rd	Willow 3	Poland, Jasmine	SDC - I/S PH
			Snow, Samantha	SDC - I/S PH
Brady-Kennedy, Kiara	4th	Cypress 2	Strilets, Tatiana	SDC - I/S PH
Catson, Jessica	4th	Cypress 3	Swan, Kelsey	SDC - I/S PH
Smith, Jolinda	4th	Sequoia 3	Vataman, Olga	Speech Assist
			Cosio, Tina	I/A Title 1
Herrera, Steven	5th	Laurel 1	Gunther, Terri	I/A Title 1
Hill, Tony	5th	Cottonwood 3	Heeran, Liz	I/A Title 1
Tricomo, Kim	5th	Sequoia 1	Hinnenkamp, Evangeline	I/A Title 1
			Plummer, Tamara	I/A Title 1
Hare, Trish	6th	Aspen 3	Ramirez, Claudia	I/A Title 1
Sockwell, Andrea	6th	Cottonwood 2	Sutter, Suzanne	I/A Title 1
			Brackett, Amby	Kitchen
Shepard, Dawn	SDC	Cypress 5	Jones, Regina	Kitchen
Smith, Monica	SDC	Cottonwood 1	Mellado, Mary	Kitchen
Gray, Ryan	Psychologist	Birch 2	Skate, Jasmine	Kitchen Manager

Ho, Tracy	Speech	Birch 3	Beasley, Arnold	Noon Duty
Jensen, Carin	ELD	Laurel 3	Chouhan, Rinki	Noon Duty
Schloegl-Kam, Cheryl	RSP	Cedar 3	Elliott, Elizabeth	Noon Duty
Young, Laura	Speech	Birch 1	Impson, Sara	Noon Duty
			Riddles, Tiffany	Noon Duty
			Smith, Theresa	Noon Duty

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

TEACHER /STAFF	EXT	BLDG	
Anderson, Jeanne	214	OAK 3	2nd
Ballesteros, Arlene	481	HEMLOCK	Secretary
Bennefeld, Michael	125	ASPEN 2	Computer Tech
Brady-Kennedy, Kiara	208	CYPRESS 2	4th
Catson, Jessica	209	CYPRESS 3	4th
Chidlaw, Diane	525	SPRUCE	Title 1
Day, Lori	212	PINE 2	AM Kindergarten
Donnelley, Elizabeth	210	CYPRESS 4	PM Kindergarten
Edging, Tracy	482	HEMLOCK	Office Asst.
Farrel, Jason	485	HEMLOCK	Principal
Gray, Ryan	522	BIRCH 2	Psych
Hanson, Kristin (WilHan)	216	OAK 1	2nd
Hare, Trish	126	ASPEN 3	6th
Herrera, Steven	134	LAUREL 2	5th
Hill, Tony	129	COTTONWOOD 3	5th
Ho, Tracy	523	BIRCH 3	Speech/Lang.
Jackson, LoAnne	218	MAPLE 2	1st
Jensen, Carin	135	LAUREL 3	ELD
Johnson, Alissa	131	CEDAR 2	2nd
Johnson, Denise	219	MAPLE 1	1st
Kennedy, Jim	204	WILLOW 1	3rd
Kitchen	489	HEMLOCK	
Larmer, Jennifer	215	OAK 2	2nd
Lopez, Lacey	213	PINE 1	AM

TEACHER / STAFF	EXT	BLDG	
Shepard, Dawn	211	CYPRESS 5	SDC
Smith, Jolinda	203	SEQUOIA 3	4th
Smith, Melody	202	SEQUOIA 2	3rd
Smith, Monica	127	COTTON WOOD 1	SpEd/Inclusion
Sockwell, Andrea	128	COTTON WOOD 2	6th
Starrett, Jeff	206	WILLOW 3	3rd
Title 1	525	SPRUCE	
Title 1	524	BIRCH 4	
Title 1 Reading Lab	133	LAUREL 1	
Tricomo, Kim	201	SEQUOIA 1	5th
Vataman, Olga	135	LAUREL 3	Speech/Lang.
Vitale-Seivert, Tracey	486	HEMLOCK	Assistant Principal
Wallace, Jannell	213	PINE 1	TK
Wilson, Brittany (WilHan)	216	OAK 1	2nd
Ybarra, Ruben	217	MAPLE 3	1st
Young, Laura	521	BIRCH 1	Speech/Lang.
Misc.			
Collaboratory	109	LIBRARY	
Cypress Work Room	222	CYPRESS	
IEP/SST Meeting Room	105	HEMLOCK	
Maple Work Room	224	MAPLE	
Media / Science Lab	130	CEDAR 1	
Oak Work Room	223	OAK	
Sequoia Work	220	SEQUOIA	

			Kindergarten
Martin, Jolyn	207	CYPRESS 1	1st
Nurse	103	HEMLOCK	
OT	124	ASPEN 1	
Richwine, Doreen	205	WILLOW 2	3rd
Rittenhouse, Penny	212	PINE 2	PM Kindergarten
Roland, Dawn	106	HEMLOCK	Librarian
Schloegl-Kam, Cheryl	132	CEDAR 3	RSP

Room			
Staff Lounge	104	HEMLOCK	
Student Phone	116	HEMLOCK	
Willow Work Room	221	WILLOW	
CDC	332-5185		
Twin Rivers Police	Officer Rahlf		
OFFICE	481 or 482		
ALL CALL (Emergencies)	8 # 0		

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

EOC Messagae Form

Student/Staff Accountability

DATE: **TIME:**

TEACHER:

ROOM #:

COMPLETED BY:

# of Students enrolled in this class ☐

# of Students marked absent in this class ☐

Please list students marked absent by name:

# of Students unaccounted for* in this class ☐

** You didn't mark them absent and they are not with your class at this time.*

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured):

Injuries

Tally and insert in the grid below. If none, enter "0".

	NUMBER
FATALITIES	

Names:

Unable to treat in site. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problmes, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	

Burns, major multiple fractures, back injuries wth or without spinal cord damage

Names:

MINOR INJURIES	

First Aid attention only

PROPERTY DAMAGE	CIRCLE ONE
Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground	**MAJOR**
Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line	**MODERATE**
Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows	**MINOR**

RESOURCES NEEDED *(Circle all that apply)*

Ambulance **Utilities** **Other:**

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

APPENDIX G CHILD ABUSE REPORTING LAW

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.govwww.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 pornogra- phy; 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 Website at www.ag.ca.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))**

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.orgwww.safestate.org

APPENDIX H CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT

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

A. CASE IDENTIFICATION — TO BE COMPLETED BY INVESTIGATING CPA
VICTIM NAME
REPORT NO./CASE NAME
DATE OF REPORT

B. REPORTING PARTY
NAME/TITLE
ADDRESS
PHONE ( ) | DATE OF REPORT | SIGNATURE

C. REPORT SENT TO
☐ POLICE DEPARTMENT ☐ SHERIFF'S OFFICE ☐ COUNTY WELFARE ☐ COUNTY PROBATION
AGENCY | ADDRESS
OFFICIAL CONTACTED | PHONE ( ) | DATE/TIME

D. INVOLVED PARTIES
VICTIM: NAME (LAST, FIRST, MIDDLE) | ADDRESS | BIRTHDATE | SEX | RACE
PRESENT LOCATION OF CHILD | PHONE ( )
SIBLINGS:

NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE
1.				4.			
2.				5.			
3.				6.			

PARENTS:

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX	RACE	NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX	RACE
ADDRESS				ADDRESS			
HOME PHONE ( )	BUSINESS PHONE ( )			HOME PHONE ( )	BUSINESS PHONE ( )		

E. INCIDENT INFORMATION
IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX ☐
1. DATE/TIME OF INCIDENT | PLACE OF INCIDENT (CHECK ONE) ☐ OCCURRED ☐ OBSERVED
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE
☐ FAMILY DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ SMALL FAMILY HOME ☐ GROUP HOME OR INSTITUTION
2. TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ASSAULT ☐ NEGLECT ☐ 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 8572 (Rev. 1/93)

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

On line:
http://www.dhhs.saccounty.net/CPS/Pages/Emergency-Response/GI-Suspected-Child-Abuse-Report.aspx

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, 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 mis assignments. 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.

   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.

   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.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. 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.

August 2013

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 DRESS CODE

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.

2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.

3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.

4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heelies (shoes with skates extended) and high heels are inappropriate and considered unsafe.

5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.

6. Straps and suspenders must be fastened and worn over the shoulders at all times.

Reference Education Code Chapter 325 SB 1269
Center Unified School District BP 5132.1

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District
Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
*48900(a-2): Use of Force or Violence (S)
*48900(b): Weapons (S)
*48900(c): Drugs or Alcohol, Possession/Use of (S)
*48900(d): Drugs or Alcohol, Sale of (S)
*48900(e): Robbery/Extortion (S)
*48900(f): School Property Damage (S)
*48900(g): Property Theft (S)
*48900(h): Tobacco, Possession/Use(S)
*48900(i): Language, Obscene/Profanity (S)
*48900(j): Drugs, Paraphernalia (S)
*49800(k): Disrupted School Activities / Defiance of Authority(S)
*48900(l): Stolen Property, Possession of (S)
*48900(m): Firearm, Imitation (S)
*48900(n): Sexual Assault (S)
*48900(o): Harassment, Witness (S)
*48900(p): Soma, Selling of (S)
*48900(q): Hazing (S)
*48900(r): Bullying/Harassment (S)
*48900(t): Aids or Abets Physical Injury(S)
*48900.2: Sexual Harassment (S)(E)
*48900.3: Hate Violence (S)(E)
*48900.4: Harassment, threats, intimidation (S)(E)
*48900.7(a): Terroristic threats against school officials or property (S)(E)
*48900.7(b): Terroristic Threat (S)(E)
*48915(a-1): Caused Serious Physical injury (S)(E)
*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
*48915(a-3): Possession of any Controlled Substance (S)(E)
*48915(a-4): Robbery/Extortion (S)(E)
*48915(a-5): Assault or Battery on a School Employee (S)(E)
*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
*48915(c-2): Brandishing a Knife (E)**
*48915(c-3): Sales of Controlled Substance (E)**
*48915(c-4a): Sexual Assault(E)**
*48915(c-4b): Sexual Battery (E)**
*48915(c-5): Possession of an Explosive (E)**

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 MOTIVATED BEHAVIOR

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.

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school level complaint process/grievance procedures as described in AR 5145.7-Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance and support to students who are victims of hate- motivated behavior and to students who exhibit such behavior.

Non Discrimination/Harassment

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

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

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

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

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

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6413

Any student who feels that he/she is being harassed should immediately contact the Coordinator for non discrimination, 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 non discrimination. 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.

AGENDA ITEM # XV-14

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: January 25, 2019 **Action Item XX**

To: CJUSD Board **Information Item _____**

From: David L. French

 # Attached Pages 100

Principal's Initials: WSH

SUBJECT: McClellan High School Safety Plan for 2018-2019

With input from our school site council, we have developed our Safety Plan for the 2018-2019 school year. School Site Council approved these plans at a meeting on January 22, 2019.

The final Safety Plan is attached, along with the sign-in sheet and minutes from the January 22, 2019 School Site Council meeting, and the signed roster indicating the council's approval of these plans.

Recommended action:
Please approve this plan for the 2018-2019 school year.

CONTENT NOT VERIFIED

AGENDA ITEM # XV-14

McClellan High School

Safe School

And

Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

Revised December, 2018

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.

Table of Contents

PART 1 CRISIS MANAGEMENT
- Section 1 Incident Command System
- Section 2 Staging Areas
- Section 3 Lockdown Procedures
- Section 4 Evacuation Procedures
- Section 5 Student Release Procedures
- Section 6 School Partnerships
- Section 7 Resources
- Section 8 Communications
- Section 9 Crisis Phone Directory
- Section 10 Letters Home
- Section 11 Aftermath
- Section 12 Training and Updating

PART 2 CRISIS READINESS
- Section 1 Activity in the Vicinity
- Section 2 After Hours Crisis Procedures
- Section 3 Bomb Threat
- Section 4 Bus Accident
- Section 5 Chemicals/Biohazard/Gas Odor
- Section 6 Death/Suicide
- Section 7 Earthquake
- Section 8 Fire/Explosion
- Section 9 Flood
- Section 10 Gas Odor
- Section 11 Hostage Situation
- Section 12 Hostile Visitor
- Section 13 Kidnapping/Attempted Kidnapping
- Section 14 Medical Emergency
  - Abdominal Pain
  - Artificial Respiration
  - Bleeding
  - Bone Injuries
  - Breathing - Unconscious Person
  - Burns
  - Choking (Heimlich Maneuver)
  - Convulsions or Seizures
  - Diabetics
  - Dog/Animal Bites
  - Ears

Electric Shock
Eyes
Fainting
Fracture
Frostbite
Head Injury
Heart Attack
AED Steps
Nosebleeds
Pandemic Flu Plan
Poisoning
Puncture Wounds (knife and gunshot)
Seizure
Shock
Sunstroke
Wounds
Section 15 Missing Student
Section 16 Public Demonstration
Section 17 School Site as Mass Care and Welfare Shelter
Use of Facility:
Shelter Management:
Condition of Facility:
Food Services:
Custodial Services:
Security:
Signage and Publicity:
Closing the Shelter:
Reimbursement:
Section 18 Severe Weather
Section 19 Shooting/Stabbing

PART 3 SITE ACTION PLAN
Section 1 District and Site Mission Statements
Section 2 Description of School Climate
Section 3 School Climate Goals
Section 4 Description of Physical Environment
Section 5 Physical Environment Goals
Section 6 Signature Sheet
APPENDIX A STAFF LIST
APPENDIX B SAFETY DRILLS
APPENDIX C SHUT-OFF MAP
APPENDIX D EMERGENCY EVACUATION ROUTES

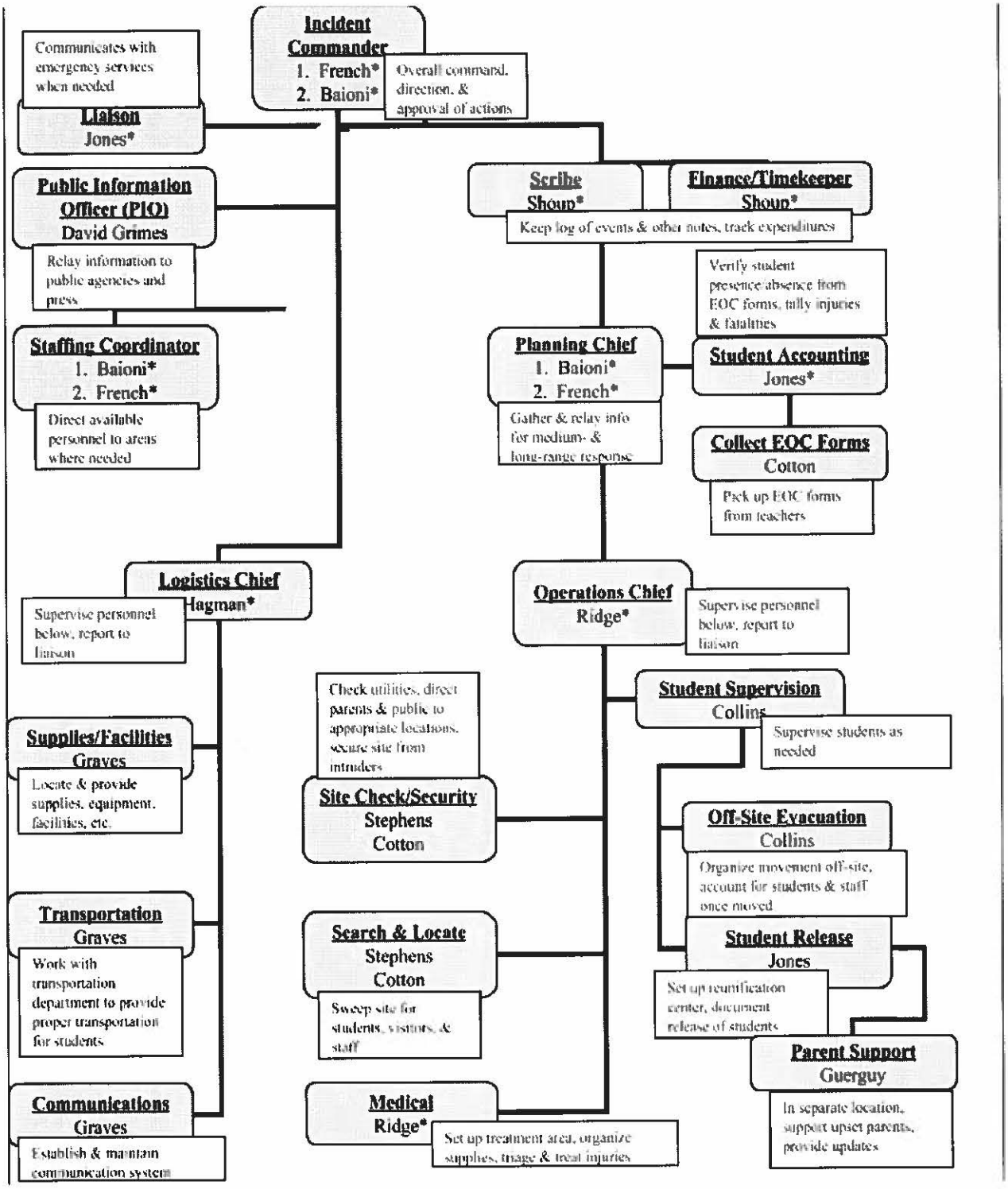
APPENDIX E OFF CAMPUS EVACUATION MAP
APPENDIX F EMERGENCY OPERATIONS CENTER (EOC) FORM
APPENDIX G CHILD ABUSE REPORTING LAW
APPENDIX H CHILD ABUSE REPORTING FORM
APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE
APPENDIX J DRESS CODE
APPENDIX K SUSPENDABLE OFFENSES
APPENDIX L PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS
APPENDIX M HATE MOTIVATED BEHAVIOR
APPENDIX N NON DISCRIMINATION/HARASSMENT

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.

McClellan High School
Incident Command System



*** ICS Radio**

Note: Positions are fluid; staff will be assigned as needed.

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

Logistics Chief: Report to Command Post (immediately or upon handing off students)
The Logistics Chief manages the team and reports directly to the Command Post. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.
Transportation - 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.
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
Off-Site Evacuation Coordinator- organizes 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.
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 Command Post. 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/Keep in contact with S & R and Medical
Implement roll call protocol based on Staff List/NoCo building map
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
Situation Analysis- will provide ongoing analysis of situation and resources status - *What if...*
Report safety conditions that may cause danger
Staffing Assignment- 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.
Maintain an activity log (scribe) and write after-action report
Communications- will work to ensure that a communication system is in place (phones, walkie-talkies, etc). Will communicate crisis progress or changes within the site and with District Office.

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 predetermined 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.

Search and Rescue: 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 predetermined 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.

Student Staging Leader/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 reassigned 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. Report to Command Post if directed to do so; otherwise, maintain finance duties as described. Provide a cost-accounting update for the IC as requested. Keep an envelope or box for all receipts and overtime cards.

Section 2 Staging Areas

Indoor Command Post:
1. Main Office
2. Room #7

Outdoor Command Post:
1. Picnic tables outside McCauley Gymnasium
2. Lower parking lot near weight room

Triage Area:
1. McCauley Gymnasium
2. Middle parking lot

Parent Reunification Area: North parking lot

Bus Staging Area: North parking lot

Media Staging Area: South parking lot

Off-Site Evacuation Location: (See appendix D for maps)

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. 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 NoCo 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: "**CODE RED LOCKDOWN**", which will identify a real event.

A. Classes in progress (not during lunch)

a. Ignore any fire alarms. Assume duck and cover position. Build barrier if **CODE RED** signal is given.

B. Class enroute in progress

a. Direct class to nearest building. Ignore any fire alarms.

C. Lunch is in session

a. 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 and guide students who are outside into classrooms. 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. Ignore any fire alarms.

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. Use duct tape in emergency bucket to secure door arm if you cannot lock door or for double protection.
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 the location determined. 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 (folders) and student emergency information.
- 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 the determined location.

<u>Evacuation of Students with Disabilities</u>

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.

<u>Exit Route</u>

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 Partnerships (See appendix D for maps)

Section 7 Resources

	Phone #	Room/Ext #	Health Concerns	Special Skills
High School Teachers				
Baioni, Kim		8/447		
Collins, Chris		Sci/444		
Graves, William		3/444		
Hagman, Aaron		6/444		
Ridge, Tim		4/444		
Preschool Teachers				
Chris Berger		1/6446		
Pat Stayton		0/6446		
Karina Dominguez		2/6446		
Office Personnel				
French, David		Ofc/445		
Guerguy, Carla		Ofc/443		
Jones, Lin		Ofc/440		
Shoup, Teri		Ofc/440		

Preschool Aides			
Kathaleen Morgan			
Debby Sabella			
Amy Branton			
Kitchen Personnel			
Kari Knutson			
Campus Monitor			
Jerry (JC) Cotton			
Custodian			
Dennis Stephens			

Information regarding specific health concerns and personal phone numbers is available in the office.

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 is not, communication will be made via e-mail or messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. All staff members have access to two-way radios.

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
    - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
    - Angela Espinoza, 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
- McClellan High School: (916) 338-6445

Section 10 Letter Home

The letter below shall be provided to families at the beginning of each school year.

Established 1858

8408 Watt Avenue ▯ Antelope, CA 95843-9116
(916) 338-6413 ▯ Fax (916) 338-6322

BOARD OF TRUSTEES
Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT
Scott A. Loehr

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.

Sincerely.

David L. French
Principal, McClellan High School

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 affected 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:

- Arson Prevention (every other year – odd years)
- Bloodborne Pathogens for School Employees (every other year – even years) {August 13, 2018}
- Code Red Lockdown Training (annually) {November 5, 2018}
- CPR Training (TBA)
- NIMS/ICS video (discuss components annually, can watch video every other year) {November 5, 2018}
- Mandated Child Abuse Reporter Training (annually) {Online training, due by August 31, 2018}
- Triage Training (every other year – even years) {August 13, 2018}
- Automated External Defibrillator (AED) Training (annually) {TBA}

* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

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. Twin Rivers Police Department will be able to provide an overview of the incident. Call (916) 566-2777.
- 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 Center Joint Unified School District's (CJUSD) Office.
- Assign law enforcement 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 law enforcement or fire guidance.
- If law enforcement 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 law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

Section 3 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:

_____

_____

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

Department_____
Dept Phone No._____
Home Address_____
Date:_____

Person monitoring the call

Department_____
Dept. Phone No._____
Home Address_____

Section 4 Bus Accident

The definition of a bus accident is: A motor vehicle accident resulting in property damage in excess of one thousand dollars ($1,000), or personal injury, on public or private property, and involving a school bus, youth bus, school pupil activity bus, or general public paratransit vehicle transporting a pupil.

- CHP will respond to every bus accident with students on board. No students and adults are able to leave the scene without CHP approval.
- All students participate in bus evacuation drills every October to review procedures in the event of an accident.
- In the event of a serious bus accident involving injuries:
    - Call 911 and inform your principal and the CJUSD office 916-338-6409. After hours contact your principal.
    - Evacuate the bus, and move a safe distance away. Take all student emergency information with you.
    - Triage injured passengers using START triage procedures.
    - CHP will want student and adult roster and seat locations.

<u>Field Trip Preparedness for Staff Members</u>

- 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 cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts.
- 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.
- Bus drivers review safety and evacuation procedures at the beginning of each field trip before departure.

Section 5 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 affected 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 (pre cut 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 6 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 7 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 8 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.

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.

Fire Extinguishers

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

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

Fire Extinguisher Inspections

The 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.

Custodians check fire extinguishers monthly and log that they are functioning properly.

Section 9 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 returning to building under earthquake.)

Minor Flooding

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

Section 10 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 11 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:

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 338-6480 or the administrator at 916-773-4641. The office's number and instruction on how to reach the office should be posted by your phone for a substitute or parent.
5. Institute Run, Hide, Fight strategies.
6. 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.
7. Office will immediately dial 911 and contact the superintendent.
8. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
9. Remain in your room until an "all clear" signal is given.
10. 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.

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. Follow Run, Hide, Fight procedures: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defence as a last resort

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 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. We
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 run away from the intruder to the nearest classroom or safe location to hide.
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 predetermined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

Section 12 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. All staff and students 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 PTO 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 13 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 14 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, using the appropriate online form, to the office of the principal no later than 24 hours from the occurrence.
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 alright?"
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.

<u>Burns</u>

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 how to proceed with treatment, it is better to seek medical help rather than to attempt first aid. Be aware of all students with diabetes on site.

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

Diseases and Conditions

By Mayo Clinic Staff

- Chest discomfort or pain. This discomfort or pain can feel like a tight ache, pressure, fullness or squeezing in your chest lasting more than a few minutes. This discomfort may come and go.

- Upper body pain. Pain or discomfort may spread beyond your chest to your shoulders, arms, back, neck, teeth or jaw. You may have upper body pain with no chest discomfort.
- Stomach pain. Pain may extend downward into your abdominal area and may feel like heartburn.
- Shortness of breath. You may pant for breath or try to take in deep breaths. This often occurs before you develop chest discomfort, or you may not experience any chest discomfort.
- Anxiety. You may feel a sense of doom or feel as if you're having a panic attack for no apparent reason.
- Lightheadedness. In addition to chest pressure, you may feel dizzy or feel like you might pass out.
- Sweating. You may suddenly break into a sweat with cold, clammy skin.
- Nausea and vomiting. You may feel sick to your stomach or vomit.
- Heart palpitations. You may feel as if your heart is skipping beats, or you may just be very aware that your heart is beating.

Heart attack symptoms can vary widely. For instance, you may have only minor chest discomfort while someone else has excruciating pain.

One thing applies to everyone, though: If you suspect you're having a heart attack, call 911 or your local emergency medical services number. Place 2-3 baby aspirin under the tongue.

If you don't have access to emergency medical services, have someone drive you to the nearest hospital. Drive yourself only as a last resort, if there are absolutely no other options.

Movies and TV often portray heart attacks as dramatic, chest-clutching events. But, heart attacks often begin with subtle symptoms — such as discomfort that may not even be described as pain.

It can be tempting to try to downplay your symptoms or brush them off as indigestion or anxiety. But don't "tough out" heart attack symptoms for more than five minutes. Call 911 or other emergency medical services for help.

Women may have all, none, many or a few of the typical heart attack symptoms. While some type of pain, pressure or discomfort in the chest is still a common symptom of a heart attack in women, many women have heart attack symptoms without chest pain, such as:

- Pain in the neck, back, shoulders or jaw
- Shortness of breath
- Abdominal pain or "heartburn"
- Pain in one or both arms
- Nausea or vomiting
- Dizziness or fainting
- Unusual or unexplained fatigue, possibly for days

Older adults and people with diabetes may have no or very mild symptoms of a heart attack, so it's especially important not to dismiss heart attack symptoms in people with diabetes and older adults even if they don't seem serious.

References

1. Tintinalli JE, et al. Chest pain. In: Tintinalli's Emergency Medicine: A Comprehensive Study Guide. 8th ed. New York, N.Y.: The McGraw Hill Companies; 2016. http://www.accessmedicine.com. Accessed March 25, 2017.

2. Warning signs of a heart attack. American Heart Association. http://www.heart.org/HEARTORG/Conditions/HeartAttack/WarningSignsofaHeartAttack/Warning-Signs-of-a-Heart-Attack_UCM_002039_Article.jsp#.WNXmmWe1vb0. Accessed March 24, 2017.

3. What is a heart attack? National Heart, Lung, and Blood Institute. https://www.nhlbi.nih.gov/health/health-topics/topics/heartattack. Accessed March 24, 2017.

4. Papadakis MA, et al., eds. Heart disease. In: Current Medical Diagnosis & Treatment 2017. 56th ed. New York, N.Y.: McGraw-Hill Education; 2017. http://www.accessmedicine.com. Accessed March 25, 2017.

5. Heart attack symptoms in women. American Heart Association. http://www.heart.org/HEARTORG/Conditions/HeartAttack/WarningSignsofaHeartAttack/Heart-Attack-Symptoms-in-Women_UCM_436448_Article.jsp#.WNXhfWe1vb0. Accessed March 24, 2017.

6. Deedwania PC. Silent myocardial ischemia: Epidemiology, pathophysiology and diagnosis. http://www.uptodate.com/home. Accessed March 25, 2017.

June 03, 2017
Original article:
http://www.mayoclinic.org/diseases-conditions/heart-attack/in-depth/heart-attack-symptoms/art-20047744

AED Steps

Automated external defibrillators can help save lives during sudden cardiac arrest. However, even after training, remembering the steps to use an AED the right way can be difficult. In order to help keep your skills sharp, we've created a quick step-by-step guide that you can print up and place on your refrigerator, in your car, in your bag or at your desk. This way, you can review the AED steps anytime, at your convenience, and keep them fresh in your memory.
Before Using the AED
These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.

6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

To see the steps to use an AED performed, watch our video Using an AED. Or, for online, in person and blended training courses, visit our AED training page.

Norovirus

Norovirus is highly contagious and persistent. There's no vaccine to prevent it, but there are some things you can do to lower the risk of transmission.

- Wash your hands after using the toilet, changing a diaper, or caring for a sick person. Use soap and running water for at least 20 seconds. If you don't have access to soap and water, use an alcohol-based hand sanitizer.
- When caring for a sick person, wear gloves and use plastic bags to dispose of soiled materials or diapers. Use disinfectant or a chlorine bleach solution on contaminated surfaces. Handle contaminated clothes carefully and launder them right away.
- Don't consume food or beverages prepared by a sick person.
- Wash your hands before preparing or eating food.
- Wash all produce before cutting into or eating it.
- Don't eat raw or undercooked seafood.
- If you're sick, stay home. This is especially important if you work in food service, healthcare, or education. Sick children shouldn't attend school, day care, or other activities.
- Put off travel plans until you're fully recovered.

Norovirus virus can still be spread for up to two weeks after symptoms subside. Because there are many different strains of the virus, having it once doesn't protect you from getting it again.

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:

- Modify, postpone, or cancel large school events.
- Increase space between people at school to at least 3 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run continuous fan on HVAC system 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.
- Coordination with Sacramento County Public Health at their request.

<u>Poisoning</u>

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 15 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 should wear, or have on their person 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 In

- 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 Twin Rivers Police and the parents and alert the superintendent. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for law enforcement. 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:
    a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
    b. Obtain photo, if available.
    c. Home address, phone number, parents' contact numbers
    d. Class schedule, special activities
    e. 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 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 law enforcement'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 16 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 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 17 School Site as Mass Care and Welfare Shelter

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility:
Upon request, and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

2. Shelter Management:
The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

3. Condition of Facility:
The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.

4. Food Services:
Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of, and in cooperation with, the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services:
Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:
In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity:

The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter:

The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.

Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

Section 18 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 19 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 the 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.

McClellan High School Mission Statement

McClellan students will achieve academic and personal success and become responsible, productive citizens. They will develop knowledge and skills that will prepare them for success in a variety of post-graduation options and in their adult lives.

Motto: Developing integrity, responsibility, and respect - for now and for the future.

Vision: The staff of McClellan High School commits to the following vision for our school and ourselves:

- We will develop and maintain a safe, nurturing family environment, supporting our diverse population of staff and students.
- We will build positive connections with students to help them achieve independence and success academically, socially, physically, and emotionally.
- We will provide challenging, engaging academic courses based on current standards and focused on student learning.
- We will provide a variety of extracurricular opportunities, facilitating student connection to school and student growth.
- We will direct students to a broad variety of post-graduation options, and we will equip them with the knowledge and skills they need to achieve success.
- We will be highly qualified in our positions, continuously learning and improving our skills.

Section 2 People and Programs: Create a "caring and connected" school climate.

Description of School Climate

McClellan High School is a continuation high school, primarily serving students in grades ten through twelve who have become credit-deficient in the comprehensive high school setting. Because we have a student population of approximately 100, our staff is able to know each student by his or her name. We provide an opportunity for students to be successful in a "family" setting where teachers and staff are able to know and interact positively with every student. Students receive a standards-based curriculum presented by dedicated staff, and ongoing evaluation of student progress allows teachers to address individual student needs and gaps in learning. In addition to fostering academic success, McClellan staff works with students to help them develop personal qualities of integrity, responsibility, and respect. We model these characteristics, and we teach and encourage their growth in our students.

McClellan has one principal, five teachers, one counselor, two secretaries, a custodian and a campus monitor. The principal leads the staff in collaborative decision-making regarding school policies and procedures. The principal leads the teaching staff in overall academic direction to match with district goals and philosophies, but the teachers are respected as authorities in their curricular areas and are given freedom to develop the scope and sequence of the classes they teach. The counselor works with students to ensure they are on track for graduation, and also supports students in dealing with personal challenges. All staff build relationships with students to foster their success academically and personally.

Many of our students have experienced personal obstacles. Some are foster and homeless youth, many are in the lower socio-economic categories, and a large number of our students have family turmoil or other struggles outside the school arena. Thus, we strive to create a safe, family atmosphere of genuine care for every student. We work to make school a stable place where students are respected and loved, but are also challenged to grow and succeed. Students are taught that there are three simple steps to success:

1. Respond to failure with thoughtful change
2. Work hard
3. Refuse to give up

Our parents and community members are respected partners. Parents are given access to student grades, and multiple means are used to communicate with and involve parents. Staff are expected to keep grades updated weekly and to return communications within 24 hours.

In addition to the continuation high school program at McClellan, the district Independent Study program is based here. Students from upper elementary grades through high school meet with the independent study teacher once a week or more to go over lessons and receive one-on-one instruction to supplement the courses they take online using the Edgenuity program. We also offer book-and-paper independent study for students unable to access the online courses.

There is also an inclusion preschool housed at the McClellan site, comprised of two combined programs. One program is designed to accommodate special needs preschool-age children, offering teachers and aides trained in supporting children who qualify for special education. The other program is for typically-developing children, and offers a low-cost preschool for parents who can volunteer to help in the classroom. Combining these two populations provides

behavioral models for the special needs children while giving the typically-developing children opportunities to learn about diverse peers. The preschool has three teaching staff, instructional aides to match the needs of the students with IEPs, and a varying number of parents. Approximately 30 children attend the preschool.

McClellan also hosts a classroom devoted to adult education. Adult students working toward their GED or completing online courses to complete high school diploma requirements meet on Tuesdays, Wednesdays, and Thursdays from 9:00 am until 12:00 pm each week the high school is in session. This section of the campus is fenced off from the high school side and has its own entrance. Attendance in the adult education programs here has been approximately 5-15 students.

Section 3 School Climate Goals

The School Climate

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

Objective #1: At least 70% of the students will earn a cumulative GPA of 2.00 or higher by the end of each trimester.

Activities:

- Teachers will note students below 70% each week on a D/F sheet.
- Students who earn an F in any class will be cut from 6 to 4 classes for at least one grading period, until they earn back full enrollment by passing all classes in a grading period.
- Three times a grading period, the schedule will include an hour-long study hall for students to make up missing work and bring grades up to 70% or better. Students already achieving at this level will be invited to the gym for a movie & refreshments.
- Students failing classes may be scheduled into an extra support class.
- Students failing classes may be placed on a Check-In-Check-Out program monitored by the principal.
- Twice a grading period, Monday staff meetings will be focused on student concerns and recognition where teachers, the counselor, and principal will discuss student concerns and students to be commended. For concerns, action steps and persons responsible will be determined. For commendation, teachers will fill out recognition certificates.
- Students achieving honor roll will be recognized at the end of each trimester.

Objective #2: Attendance – Students will have an average daily attendance rate of 90%. Suspension rate will decrease from prior years. Habitual truancy rate will decrease from prior years.

Activities:

- Staff will monitor attendance records in Aeries
- Staff will print & mail truancy letters to parents/guardians
- Principal will conduct SART meetings with students who are habitually truant
- After each grading period ends, students with perfect attendance will be recognized at an honor roll assembly.
- Twice a grading period, Monday staff meetings will be focused on student concerns and recognition where teachers, the counselor, and principal will discuss student concerns and students to be commended. For concerns, action steps and persons responsible will be determined. For commendation, teachers will fill out recognition certificates.

Objective #3: Students and parents will be informed and engaged in their children's school and their children's grades and attendance.

Activities:

- Students and/or parents will be given a Homelink letter. Students will be directed in how to establish an account and log in.
- Teachers will encourage and may require students to access grades online and have parents sign printed grade reports.
- Automated phone calls will go home for a variety of reasons:
    - School announcements
    - Students earning less than 70% in a class
    - Students absent without excuse
- A school newsletter will be emailed periodically, containing articles about school activities, success ideas, and upcoming events.
- Staff will also keep current McClellan's website.

Section 4 Place
Create a physical environment that communicates respect for learning and for individuals.

Description of Physical Environment

The School's Location & Physical Environment

McClellan High School is located in the northern region of Antelope at the North end of Sacramento County. The immediate area around the school includes single family dwellings and vacant land.

Description of School Grounds

The school site encompasses approximately 10 acres. The campus is made up of mainly permanent structures and one re-locatable. The office faces the parking lot which is across the walkway from the multi-purpose room. The re-locatable houses the schools weight room which is at the south end of our campus. These buildings are fenced off after hours. There is a grass field that includes a baseball backstop and a memorial grove with benches, and there is an asphalt area that includes basketball courts. McClellan High School is fenced around its perimeter, with one ungated entry in front of the office. The rest of the gates around campus are closed during the day. Three preschool rooms have doors that open toward the main (north) parking lot. These are not fenced or gated.

During the school day, staff members and administrators provide campus supervision. The entire blacktop is easily seen if standing outside facing west. A safe schools officer is available if needed. McClellan has one campus monitor from 7:30 am until 2:30 pm.

Maintenance of School Buildings/Classrooms

McClellan is an older site; the original facilities were built in 1960. Buildings have been re-purposed and refitted with plumbing, wiring, and HVAC systems as needed to keep facilities up to date. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. District maintenance and grounds keeping and the custodian perform maintenance, cleaning, and repairs to keep the site in good condition. It is the practice of McClellan High School 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. Additionally, health and fire department inspectors contribute to school safety.

Internal Security Procedures

McClellan High School 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 or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of McClellan High School.

Site administration and staff 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. McClellan High School 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, walkie-talkies, 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.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

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 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: The physical environment of McClellan High School will be free of hazards.
Related Activities:
· To ensure a safe physical environment, all staff will observe the school facility during their duties each day and report any concerns observed immediately to the principal, school secretary, or custodian. The school secretary will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

Objective #2: Staff will understand the Safety Plan procedures and their role in the Incident Command System.
Related Activities:
· Staff training in safety measures and procedures will occur during staff meetings.
· All staff and students will take part in safety drills each month.
· Staff will practice various aspects of safety procedures in drills each month.
· At least once a year, staff and students will participate in a district-wide safety drill, following a scenario involving multiple safety procedures.

Objective #3: The campus will be evaluated for security concerns.
· Administration and staff will conduct a site vulnerability assessment each year take appropriate action to address areas where safety and security can be improved.

Section 6 Signature Sheet (Signatures on separate page)

McClellan High 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:

Members	Principal	Teacher	Other School Staff	Parent or Community Member	Student
David L. French	X				
Kim Baioni		X			
Carla Guerguy			X		
Lin Jones			X		
Vanessa Andrade				X	
Annette Mitchell				X	
Asirah Jackson					X
Shon Davis					X
Diego Campbell (Alt.)					X
Numbers of members in each category	1	1	2	2	3

School Site Council Membership
McClellan High School
2018-2019

Date: January 22, 2019

Item: McClellan High School Safety Plan for 2018-2019

Motion: Vanessa Andrade

Second: Asirah Jackson

Signature below indicate approval of item above.

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David L. French	X				
Kim Baioni		X			
Carla Guerguy			X		
Lin Jones			X		
Asirah Jackson					X
Shon Davis					X
Diego Campbell (alt.)					X
Vanessa Andrade				X	
Annette Mitchell				X	
John L. Schmidt				X	
Numbers of members of each category:	1	1	2	2	3

[1] *EC* Section 52852

APPENDIX A STAFF LIST

	Phone #	Room/Ext #	Health Concerns	Special Skills
High School Teachers				
Baioni, Kim		8/447		
Collins, Chris		Sci/444		
Graves, William		3/444		
Hagman, Aaron		6/444		
Ridge, Tim		4/444		
Preschool Teachers				
Chris Berger		1/6446		
Pat Stayton		0/6446		
Karina Dominguez		2/6446		
Office Personnel				
French, David		Ofc/445		
Guerguy, Carla		Ofc/443		
Jones, Lin		Ofc/440		
Shoup, Teri		Ofc/440		

Preschool Aides			
Kathaleen Morgan			
Debby Sabella			
Amy Branton			
Kitchen Personnel			
Kari Knutson			
Campus Monitor			
Jerry (JC) Cotton			
Custodian			
Dennis Stephens			

APPENDIX B SAFETY DRILLS

Date	Drill	Focus	Period	Done
Tues - 8/14	Fire	EOC Forms - Accuracy	1	
Mon - 9/10	Fire	Triage	3	
Thur – 9/20	Earthquake (duck & cover and evacuate)	Security – No One Left Behind	2	
Tues 10/2	Intruder	Shelter in Place	6	
Thur - 10/18	Bomb Threat	Alternate Evacuation Route	2	
Wed – 10/24	Fire	Non-Class Evacuation	Between 2nd & 3rd	
Tues - 11/6	Fire	Search & Rescue, Security	4	
Tues 11/27	Intruder	Lockdown Procedures	4	
Wed - 12/12	Fire	Triage Review	5	
Fri - 1/11	Fire	Alternate Evacuation Route	3	
Mon 1/28	Intruder	Lockdown Procedures	2	
Fri - 2/8	Fire	EOC Forms - Accuracy	4	
Fri – 2/22	Earthquake (duck & cover & evacuate)	Search & Rescue, Reunification	1	
Wed – 3/6	Fire	Non-Class Evacuation	Between 3rd & 4th	
Thur – 3/21	Earthquake (duck & cover & evacuate)	EOC Forms, Triage	6	
Mon - 4/1	Bomb Threat	Search & Rescue, Security	3	
Thur – 4/25	Fire	All of the Above	1	
Wed – 5/1	Fire	Non-Class Evacuation	Between 1st & 2nd	
Tues 5/7	Intruder	Off-Site Evacuation	5	
TBA	District Wide Drill	Search & Rescue, Evacuation Staging/Reunification	Special	

Monday	Tuesday	Wednesday	Thursday	Friday
3	5	4	4	3

1st	2nd	3rd	4th	5th	6th
3	3	3	3	2	2

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

EOC Messagae Form

Student/Staff Accountability

DATE: **TIME:**

TEACHER:

ROOM #:

COMPLETED BY:

# of Students enrolled in this class ☐

# of Students marked absent in this class ☐

Please list students marked absent by name:

# of Students unaccounted for* in this class ☐

** You didn't mark them absent and they are not with your class at this time.*

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured):

Injuries

Tally and insert in the grid below. If none, enter "0".

	NUMBER
FATALITIES	

Names:

Unable to treat in site. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problmes, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	

Burns, major multiple fractures, back injuries wth or without spinal cord damage

Names:

MINOR INJURIES	

First Aid attention only

PROPERTY DAMAGE	CIRCLE ONE
Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground	**MAJOR**
Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line	**MODERATE**
Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows	**MINOR**

RESOURCES NEEDED *(Circle all that apply)*

Ambulance **Utilities** **Other:**

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

APPENDIX G CHILD ABUSE REPORTING LAW

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.govwww.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 pornogra- phy; 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 Website at www.ag.ca.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 depart-
ment 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 report- er, 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))**

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.orgwww.safestate.org

APPENDIX H CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT

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

A. CASE IDENTIFICATION — TO BE COMPLETED BY INVESTIGATING CPA
VICTIM NAME:
REPORT NO./CASE NAME:
DATE OF REPORT:

B. REPORTING PARTY
NAME/TITLE
ADDRESS
PHONE ( ) | DATE OF REPORT | SIGNATURE

C. REPORT SENT TO
☐ POLICE DEPARTMENT ☐ SHERIFF'S OFFICE ☐ COUNTY WELFARE ☐ COUNTY PROBATION
AGENCY | ADDRESS
OFFICIAL CONTACTED | PHONE ( ) | DATE/TIME

D. INVOLVED PARTIES
VICTIM
NAME (LAST, FIRST, MIDDLE) | ADDRESS | BIRTHDATE | SEX | RACE
PRESENT LOCATION OF CHILD | PHONE ( )

SIBLINGS

NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE
1.				4.			
2.				5.			
3.				6.			

PARENTS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX	RACE	NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX	RACE
ADDRESS				ADDRESS			
HOME PHONE ( )	BUSINESS PHONE ( )			HOME PHONE ( )	BUSINESS PHONE ( )		

E. INCIDENT INFORMATION
IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX ☐
1. DATE/TIME OF INCIDENT | PLACE OF INCIDENT | (CLICK ONE) ☐ OCCURRED ☐ OBSERVED
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE
☐ FAMILY DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ SMALL FAMILY HOME ☐ GROUP HOME OR INSTITUTION
2. TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ASSAULT ☐ NEGLECT ☐ 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 8572 (Rev. 1/93)

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

On line:
http://www.dhhs.saccounty.net/CPS/Pages/Emergency-Response/GI-Suspected-Child-Abuse-Report.aspx

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, 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 mis assignments. 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.

   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.

   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.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. 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.

August 2013

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 DRESS CODE

Student Appearance/Dress Code

The CUSD Board of Trustees and McClellan staff believe proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future. Students are expected to attend school in clean, neat clothing.

Following a dress code policy at school should be seen as preparation for successful habits in the workforce. At all times, student attire should be suitable for employment in the community.

While there is a certain amount of subjectivity in applying any dress code, it should be noted that the **decisions of the administration shall be final in dress code matters.**

All students shall abide by the following:

1. Shoes must be worn at all times. Shoes must have a sufficiently hard sole to be safe. Soft-soled or cloth-soled shoes (such as house slippers) are not permitted.
2. Hats may be worn as long as they follow other dress code rules. Hoods, doo rags, or similar may not be worn anywhere on campus at any time. Hats cannot be worn indoors.
3. Clothing, jewelry, and personal items (backpacks, purses, key chains, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco advertising or references, which depict weapons, or which advocate violence or racial, ethnic, or religious prejudice. Images of characters violating school rules are also prohibited.
4. Clothes shall be sufficient to conceal undergarments at all times. Shirts must cover the entire torso, including the chest, back, and midriff. Skirts or shorts shorter than mid-thigh are prohibited.
5. Tattoos, brands, and other body marks need to be appropriate, following all dress code rules. Inappropriate tattoos would include those that contain profanity, gang references, or are considered to be outside the bounds of decency, safety, and good taste. If a tattoo is deemed inappropriate by the administration, the student will be required to cover the tattoo before entering school campus and keep it covered the entire day or else receive a dress code referral with the consequences below.
6. No gang symbols or references will be worn, written on student belongings and/or displayed on the student's skin or hair, including marks shaved into eyebrows. The school board has given school staff the authority to request that any clothing or accessory that may have a gang connotation be removed or not worn. Students displaying gang-related behavior, as determined by the administration, will be subject to more stringent dress code restrictions.
7. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

Consequences:

Students not in compliance with dress code will be sent to the office to change into clothes provided by the school when available, or they may call home and wait for someone to bring them appropriate clothing. Students will be kept in office until they are dressed appropriately or until the school day ends. Class periods missed will count as unexcused absences.

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District
Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
2 *48900(a-2): Use of Force or Violence (S)
3 *48900(b): Weapons (S)
4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
5 *48900(d): Drugs or Alcohol, Sale of (S)
6 *48900(e): Robbery/Extortion (S)
7 *48900(f): School Property Damage (S)
8 *48900(g): Property Theft (S)
9 *48900(h): Tobacco, Possession/Use(S)
10 *48900(i): Language, Obscene/Profanity (S)
11 *48900(j): Drugs, Paraphernalia (S)
12 *49800(k): Disrupted School Activities / Defiance of Authority(S)
13 *48900(l): Stolen Property, Possession of (S)
14 *48900(m): Firearm, Imitation (S)
15 *48900(n): Sexual Assault (S)
16 *48900(o): Harassment, Witness (S)
17 *48900(p): Soma, Selling of (S)
18 *48900(q): Hazing (S)
19 *48900(r): Bullying/Harassment (S)
20 *48900(t): Aids or Abets Physical Injury(S)
21 *48900.2: Sexual Harassment (S)(E)
22 *48900.3: Hate Violence (S)(E)
23 *48900.4: Harassment, threats, intimidation (S)(E)
24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
25 *48900.7(b): Terroristic Threat (S)(E)
50 *48915(a-1): Caused Serious Physical injury (S)(E)
51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
52 *48915(a-3): Possession of any Controlled Substance (S)(E)
53 *48915(a-4): Robbery/Extortion (S)(E)
54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
56 *48915(c-2): Brandishing a Knife (E)**
57 *48915(c-3): Sales of Controlled Substance (E)**
58 *48915(c-4a): Sexual Assault(E)**
59 *48915(c-4b): Sexual Battery (E)**
60 *48915(c-5): Possession of an Explosive (E)**

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 MOTIVATED BEHAVIOR

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.

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school level complaint process/grievance procedures as described in AR 5145.7-Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance and support to students who are victims of hate- motivated behavior and to students who exhibit such behavior.

Non Discrimination/Harassment

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

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

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

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

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

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6413

Any student who feels that he/she is being harassed should immediately contact the Coordinator for non discrimination, 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 non discrimination. 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.

AGENDA ITEM # XV-15

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Oak Hill Elementary	Action Item X
To:	Board of Trustees	Information Item _____
Date:	2/8/2019	
		# Attached Pages 99
From:	Patty Spore, Principal	
Principal/Administrator Initials: _____		

SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS PLAN: FEBRUARY 2017 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.

RECOMMENDATION: The CJUSD Board of Trustees approve the Oak Hill Safety Plan

CONSENT AGENDA

AGENDA ITEM: XV - 15

OAK HILL ELEMENTARY

Safe School

And

Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

Revised January, 2019

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.

Table of Contents

PART 1 CRISIS MANAGEMENT
- Section 1 Incident Command System
- Section 2 Staging Areas
- Section 3 Lockdown Procedures
- Section 4 Evacuation Procedures
- Section 5 Student Release Procedures
- Section 6 School Partnerships
- Section 7 Resources
- Section 8 Communications
- Section 9 Crisis Phone Directory
- Section 10 Letters Home
- Section 11 Aftermath
- Section 12 Training and Updating

PART 2 CRISIS READINESS
- Section 1 Activity in the Vicinity
- Section 2 After Hours Crisis Procedures
- Section 3 Bomb Threat
- Section 4 Bus Accident
- Section 5 Chemicals/Biohazard/Gas Odor
- Section 6 Death/Suicide
- Section 7 Earthquake
- Section 8 Fire/Explosion
- Section 9 Flood
- Section 10 Gas Odor
- Section 11 Hostage Situation
- Section 12 Hostile Visitor
- Section 13 Kidnapping/Attempted Kidnapping
- Section 14 Medical Emergency
  - Abdominal Pain
  - Artificial Respiration
  - Bleeding
  - Bone Injuries
  - Breathing - Unconscious Person
  - Burns
  - Choking (Heimlich Maneuver)
  - Convulsions or Seizures
  - Diabetics
  - Dog/Animal Bites
  - Ears

Electric Shock
Eyes
Fainting
Fracture
Frostbite
Head Injury
Heart Attack
AED Steps
Nosebleeds
Pandemic Flu Plan
Poisoning
Puncture Wounds (knife and gunshot)
Seizure
Shock
Sunstroke
Wounds
Section 15 Missing Student
Section 16 Public Demonstration
Section 17 School Site as Mass Care and Welfare Shelter
Use of Facility:
Shelter Management:
Condition of Facility:
Food Services:
Custodial Services:
Security:
Signage and Publicity:
Closing the Shelter:
Reimbursement:
Section 18 Severe Weather
Section 19 Shooting/Stabbing

PART 3 SITE ACTION PLAN
Section 1 District and Site Mission Statements
Section 2 Description of School Climate
Section 3 School Climate Goals
Section 4 Description of Physical Environment
Section 5 Physical Environment Goals
Section 6 Signature Sheet
APPENDIX A STAFF LIST
APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS
APPENDIX C SHUT-OFF MAP
APPENDIX D EMERGENCY EVACUATION ROUTES

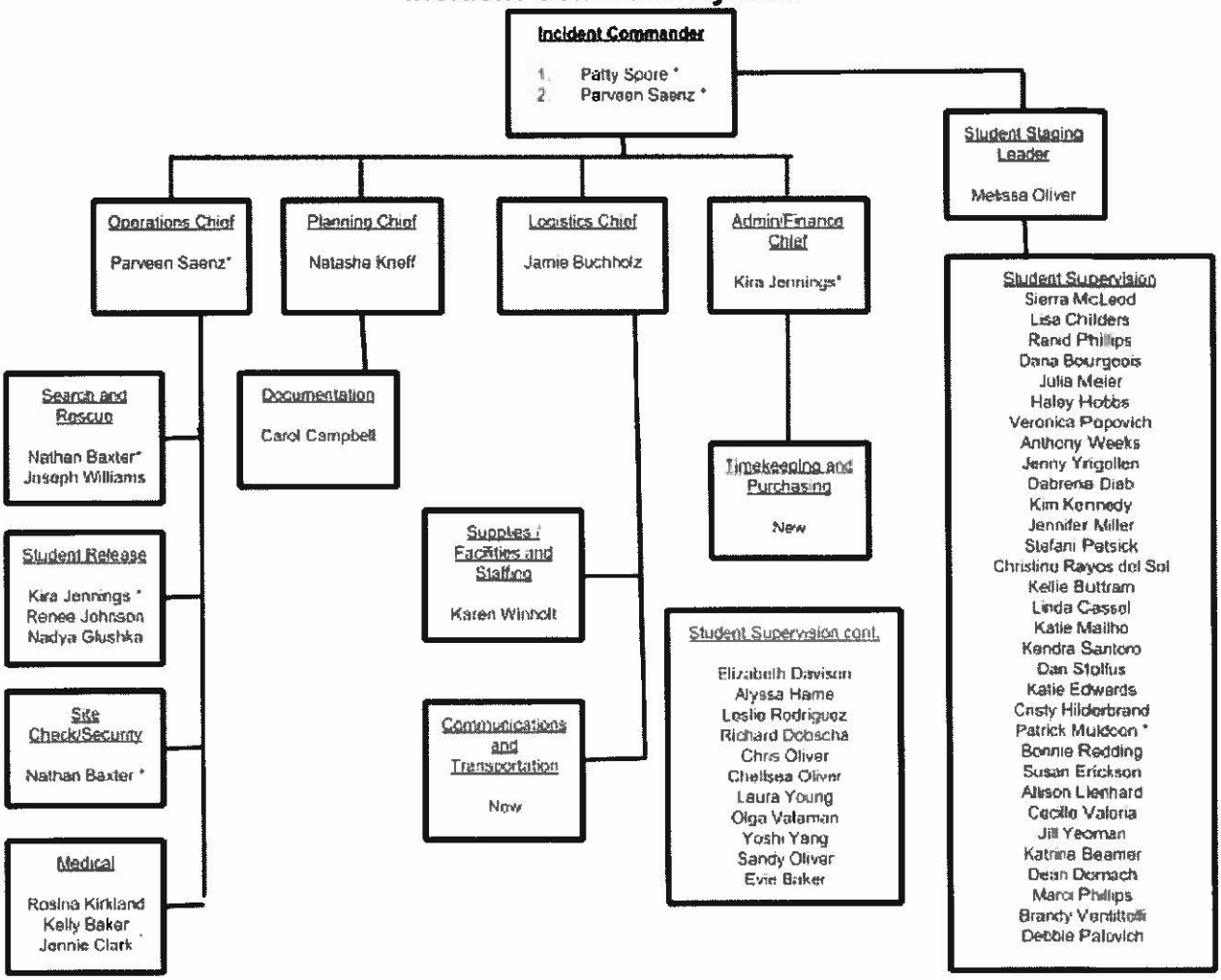
APPENDIX E	OFF CAMPUS EVACUATION MAP
APPENDIX F	EMERGENCY OPERATIONS CENTER (EOC) FORM
APPENDIX G	CHILD ABUSE REPORTING LAW
APPENDIX H	CHILD ABUSE REPORTING FORM
APPENDIX I	WILLIAMS UNIFORM COMPLAINT PROCEDURE
APPENDIX J	DRESS CODE
APPENDIX K	SUSPENDABLE OFFENSES
APPENDIX L	PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS
APPENDIX M	HATE MOTIVATED BEHAVIOR
APPENDIX N	NON DISCRIMINATION/HARASSMENT

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



*** ICS Radio**

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

Logistics Chief: Report to Command Post (immediately or upon handing off students)
The Logistics Chief manages the team and reports directly to the Command Post. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.
Transportation - 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.
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
Off-Site Evacuation Coordinator- organizes 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.
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 Command Post. 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/Keep in contact with S & R and Medical

Implement roll call protocol based on Staff List/NoCo building map
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
Situation Analysis- will provide ongoing analysis of situation and resources status - *What if…*
Report safety conditions that may cause danger
Staffing Assignment- 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.
Maintain an activity log (scribe) and write after-action report
Communications- will work to ensure that a communication system is in place (phones, walkie-talkies, etc). Will communicate crisis progress or changes within the site and with District Office.

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 predetermined 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.

Search and Rescue: 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 predetermined 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.

Student Staging Leader/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 reassigned 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. Report to Command Post if directed to do so; otherwise, maintain finance duties as described. Provide a cost-accounting update for the IC as requested. Keep an envelope or box for all receipts and overtime cards.

Section 2 Staging Areas

Indoor Command Post:
1. Office
2. Library

Outdoor Command Post:
1. Otter Outback
2. Front Steps
3. Nature Area

Triage Area: Quad, Bodega Triangle, or Drive between Tule Lake and Mission Bay

Parent Reunification Area: Cafeteria or Front Steps Area

Bus Staging Area: North Creek Court

Media Staging Area: Abalone Cove

Off-Site Evacuation Location:

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 that 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 xxxxxxxxxxxxxxxxx. (See page 12). Upon arrival, call Oak Hill 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: "CODE RED LOCKDOWN", which will identify a real event.

A. Classes in progress (not during lunch)
   a. Ignore any fire alarms. Assume duck and cover position. Build barrier if CODE RED signal is given.

B. Class enroute in progress
   a. Direct class to nearest building. Ignore any fire alarms.

C. Lunch is in session
   a. 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 and guide students who are outside into classrooms. 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. Ignore any fire alarms.

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. Use duct tape in emergency bucket to secure door arm if you cannot lock door or for double protection.
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 xxxxxxxxxxxxxxxxxxxxxxxxxxx. 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 (folders) and student emergency information.
- 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}.

<u>Evacuation of Students with Disabilities</u>

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.

<u>Exit Route</u>

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

Information regarding specific health concerns and personal phone numbers is available in the office.

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 made via e-mail or messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. All Staff members have access to two-way radios.

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
    - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
    - Angela Espinoza, 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
- McClellan High School: (916) 338-6445

Section 10 Letters Home

Established 1858

8408 Watt Avenue ▯ Antelope, CA 95843-9116
(916) 338-6413 ▯ Fax (916) 338-6322

BOARD OF TRUSTEES
Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT
Scott A. Loehr

Dear Parents:

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

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

1. In case of a fire alarm, students will be evacuated from the building. In the event of an actual fire that requires evacuation, students will be evacuated to the off-site location indicated in Part 1 Section 2: Staging Areas section of this document.
2. 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.

3. 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.

4. 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.

5. 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 reunited 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.

Sincerely.

Established 1858

8408 Watt Avenue ▯ Antelope, CA 95843-9116
(916) 338-6413 ▯ Fax (916) 338-6322

BOARD OF TRUSTEES
Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT
Scott A. Loehr

Dear Parents:

As part of our disaster preparedness program we ask that each child's family prepare a snack-pack to be kept at school. In the event of major disaster which might delay you from picking up your children from school, this pack will provide a source of nourishment and comfort. Please involve your children in putting together this pack and a share a short explanation of its potential use. Have your child bring the bag to his/her classroom the first week of school.

In a heavy-duty 1-gallon ZIP-LOCK bag, place the items listed below:

(1) *can* of fruit drink *(no pouches, no boxes because they leak)*
(1) bottle of water
(3) small non-perishable snack packages – please choose commercially vacuum-packed items such as beef jerky, a granola bar, a fruit roll-up, cheese and crackers or a small pull-top *can* of fruit with a plastic spoon
(1) small packet of wet wipes
(1) note of reassurance and a small picture, as these may be a source of comfort in the event of an emergency and extended separation

Please do not send items that need to be refrigerated. Items that are perishable or need to be refrigerated will be sent back home with the student.

Please make sure the bag is marked clearly with your child's name, grade, teacher and room. Packs will be returned to students at the end of the school year.

Having these supplies on-site will better enable us to care for the students in an actual emergency, and they will also be a source of comfort to them. Your child will not be permitted to take something from the kit if s/he forgets a snack or wants a drink. The kits are for true emergencies only.

If you have any questions about this program, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

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 affected 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:

- Arson Prevention (every other year – odd years) Dec. 3, 2017
- Bloodborne Pathogens for School Employees (every other year – even years) Dec. 5, 2018
- Code Red Lockdown Training (annually) Sept. 19, 2018
- CPR Training Sept. 24, 2016
- NIMS/ICS video (discuss components annually, can watch video every other year) Sept. 6, 2017
- Mandated Child Abuse Reporter Training (annually) Was due by Aug. 24,2018
- Triage Training (every other year – even years) Nov. 7, 2018
- Automated External Defibrillator (AED) Training (annually) Aug. 22, 2018
- QPR Training Dec. 3, 2018

* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

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. Twin Rivers Police Department will be able to provide an overview of the incident. Call (916) 566-2777.
- 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 Center Joint Unified School District's (CJUSD) Office.
- Assign law enforcement 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 law enforcement or fire guidance.
- If law enforcement 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 law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

Section 3 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:

_____

_____

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

Department_____
Dept Phone No._____
Home Address_____
Date:_____

Person monitoring the call

Department_____
Dept. Phone No._____
Home Address_____

Section 4 Bus Accident

The definition of a bus accident is: A motor vehicle accident resulting in property damage in excess of one thousand dollars ($1,000), or personal injury, on public or private property, and involving a school bus, youth bus, school pupil activity bus, or general public paratransit vehicle transporting a pupil.

- CHP will respond to every bus accident with students on board. No students and adults are able to leave the scene without CHP approval.
- All students participate in bus evacuation drills every October to review procedures in the event of an accident.
- In the event of a serious bus accident involving injuries:
    - Call 911 and inform your principal and the CJUSD office 916-338-6409. After hours contact your principal.
    - Evacuate the bus, and move a safe distance away. Take all student emergency information with you.
    - Triage injured passengers using START triage procedures.
    - CHP will want student and adult roster and seat locations.

<u>Field Trip Preparedness for Staff Members</u>

- 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 cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts.
- 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.
- Bus drivers review safety and evacuation procedures at the beginning of each field trip before departure.

Section 5 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 affected 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 (pre cut 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 6 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 7 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 8 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.

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.

Fire Extinguishers

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

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

Fire Extinguisher Inspections

The 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.

Custodians check fire extinguishers monthly and log that they are functioning properly.

Section 9 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 returning to building under earthquake.)

Minor Flooding

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

Section 10 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 11 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:

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}.
5. The office's number and instruction on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies.
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 and contact the superintendent.
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.

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. Follow Run, Hide, Fight procedures: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defence as a last resort

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 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. We
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 run away from the intruder to the nearest classroom or safe location to hide.
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 predetermined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

Section 12 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. All staff and students 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 PTO 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 13 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 14 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, using the appropriate online form, to the office of the principal no later than 24 hours from the occurrence.
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 alright?"
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.

<u>Burns</u>

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 how to proceed with treatment, it is better to seek medical help rather than to attempt first aid. Be aware of all students with diabetes on site.

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

Diseases and Conditions

By Mayo Clinic Staff

- Chest discomfort or pain. This discomfort or pain can feel like a tight ache, pressure, fullness or squeezing in your chest lasting more than a few minutes. This discomfort may come and go.

- Upper body pain. Pain or discomfort may spread beyond your chest to your shoulders, arms, back, neck, teeth or jaw. You may have upper body pain with no chest discomfort.
- Stomach pain. Pain may extend downward into your abdominal area and may feel like heartburn.
- Shortness of breath. You may pant for breath or try to take in deep breaths. This often occurs before you develop chest discomfort, or you may not experience any chest discomfort.
- Anxiety. You may feel a sense of doom or feel as if you're having a panic attack for no apparent reason.
- Lightheadedness. In addition to chest pressure, you may feel dizzy or feel like you might pass out.
- Sweating. You may suddenly break into a sweat with cold, clammy skin.
- Nausea and vomiting. You may feel sick to your stomach or vomit.
- Heart palpitations. You may feel as if your heart is skipping beats, or you may just be very aware that your heart is beating.

Heart attack symptoms can vary widely. For instance, you may have only minor chest discomfort while someone else has excruciating pain.

One thing applies to everyone, though: If you suspect you're having a heart attack, call 911 or your local emergency medical services number. Place 2-3 baby aspirin under the tongue.

If you don't have access to emergency medical services, have someone drive you to the nearest hospital. Drive yourself only as a last resort, if there are absolutely no other options.

Movies and TV often portray heart attacks as dramatic, chest-clutching events. But, heart attacks often begin with subtle symptoms — such as discomfort that may not even be described as pain.

It can be tempting to try to downplay your symptoms or brush them off as indigestion or anxiety. But don't "tough out" heart attack symptoms for more than five minutes. Call 911 or other emergency medical services for help.

Women may have all, none, many or a few of the typical heart attack symptoms. While some type of pain, pressure or discomfort in the chest is still a common symptom of a heart attack in women, many women have heart attack symptoms without chest pain, such as:

- Pain in the neck, back, shoulders or jaw
- Shortness of breath
- Abdominal pain or "heartburn"
- Pain in one or both arms
- Nausea or vomiting
- Dizziness or fainting
- Unusual or unexplained fatigue, possibly for days

Older adults and people with diabetes may have no or very mild symptoms of a heart attack, so it's especially important not to dismiss heart attack symptoms in people with diabetes and older adults even if they don't seem serious.

References

1. Tintinalli JE, et al. Chest pain. In: Tintinalli's Emergency Medicine: A Comprehensive Study Guide. 8th ed. New York, N.Y.: The McGraw Hill Companies; 2016. http://www.accessmedicine.com. Accessed March 25, 2017.

2. Warning signs of a heart attack. American Heart Association. http://www.heart.org/HEARTORG/Conditions/HeartAttack/WarningSignsofaHeartAttack/Warning-Signs-of-a-Heart-Attack_UCM_002039_Article.jsp#.WNXmmWe1vb0. Accessed March 24, 2017.

3. What is a heart attack? National Heart, Lung, and Blood Institute. https://www.nhlbi.nih.gov/health/health-topics/topics/heartattack. Accessed March 24, 2017.

4. Papadakis MA, et al., eds. Heart disease. In: Current Medical Diagnosis & Treatment 2017. 56th ed. New York, N.Y.: McGraw-Hill Education; 2017. http://www.accessmedicine.com. Accessed March 25, 2017.

5. Heart attack symptoms in women. American Heart Association. http://www.heart.org/HEARTORG/Conditions/HeartAttack/WarningSignsofaHeartAttack/Heart-Attack-Symptoms-in-Women_UCM_436448_Article.jsp#.WNXhfWe1vb0. Accessed March 24, 2017.

6. Deedwania PC. Silent myocardial ischemia: Epidemiology, pathophysiology and diagnosis. http://www.uptodate.com/home. Accessed March 25, 2017.

June 03, 2017
Original article:
http://www.mayoclinic.org/diseases-conditions/heart-attack/in-depth/heart-attack-symptoms/art-20047744

AED Steps

Automated external defibrillators can help save lives during sudden cardiac arrest. However, even after training, remembering the steps to use an AED the right way can be difficult. In order to help keep your skills sharp, we've created a quick step-by-step guide that you can print up and place on your refrigerator, in your car, in your bag or at your desk. This way, you can review the AED steps anytime, at your convenience, and keep them fresh in your memory.
Before Using the AED
These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.

6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

To see the steps to use an AED performed, watch our video Using an AED. Or, for online, in person and blended training courses, visit our AED training page.

Norovirus

Norovirus is highly contagious and persistent. There's no vaccine to prevent it, but there are some things you can do to lower the risk of transmission.

- Wash your hands after using the toilet, changing a diaper, or caring for a sick person. Use soap and running water for at least 20 seconds. If you don't have access to soap and water, use an alcohol-based hand sanitizer.
- When caring for a sick person, wear gloves and use plastic bags to dispose of soiled materials or diapers. Use disinfectant or a chlorine bleach solution on contaminated surfaces. Handle contaminated clothes carefully and launder them right away.
- Don't consume food or beverages prepared by a sick person.
- Wash your hands before preparing or eating food.
- Wash all produce before cutting into or eating it.
- Don't eat raw or undercooked seafood.
- If you're sick, stay home. This is especially important if you work in food service, healthcare, or education. Sick children shouldn't attend school, day care, or other activities.
- Put off travel plans until you're fully recovered.

Norovirus virus can still be spread for up to two weeks after symptoms subside. Because there are many different strains of the virus, having it once doesn't protect you from getting it again.

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:

- Modify, postpone, or cancel large school events.
- Increase space between people at school to at least 3 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run continuous fan on HVAC system 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.
- Coordination with Sacramento County Public Health at their request.

<u>Poisoning</u>

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 15 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 should wear, or have on their person 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 In

- 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 Twin Rivers Police and the parents and alert the superintendent. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for law enforcement. 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:
    a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
    b. Obtain photo, if available.
    c. Home address, phone number, parents' contact numbers
    d. Class schedule, special activities
    e. 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 law enforcement'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 16 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 17 School Site as Mass Care and Welfare Shelter

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility:
Upon request, and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

2. Shelter Management:
The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

3. Condition of Facility:
The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.

4. Food Services:
Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of, and in cooperation with, the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services:
Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:
In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity:
The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter:
The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement:
The Red Cross will reimburse the Owner for the following:

a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.

Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

Section 18 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 19 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 the 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

It is our mission at Oak Hill Elementary to EMPOWER ALL STUDENTS TO ACHIEVE THEIR FULL POTENTIAL.

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. Students follow the Otter Oath of: Be Safe, Be Respectful, Be Responsible, Be Ready. 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**: Create a caring school environment through Positive Behavior Interventions and Supports (PBIS) and Character Education

All pupils are expected to behave in a manner that promotes safety and order.

Related Activities:

- Positive Behavior Interventions and Supports (PBIS)
  - School-wide PBIS implementation: Tier 1, 2017-2018
    Tier 2, 2018-2019
  - All students will understand and model the Otter Oath: Be Safe; Be Responsible; Be Respectful; Be Ready
  - Display the Otter Oath in public places
  - Students best representing the Otter Oath earn certificates each month
  - Students are encouraged to apply the Otter Oath when out on the playground, collaborating in the classroom, and in all aspects of their lives
  - Students demonstrating aspects of the Otter Oath may be rewarded with an Otter Dollar to spend in the Oak Hill store once weekly or in a classroom store at teacher's discretion
  - Develop ideas and strategies that sustain the momentum of the PBIS culture
  - Continue staff training to ensure full implementation of PBIS
  - Maintain high standards for behavior decrease student referrals, and contribute to a safer, more caring environment
  - Consistent school-wide discipline policy

- Other Character Education Supports
  - Schools with character education programs have reported gains in reading and math scores
  - All students will participate in *Healthy Play* activities at least two days per week for 30 minutes each of those days
  - Teachers in grades K-2 and 4th will teach the *2nd Step* Character Education program weekly.
  - Students in grade 3 will receive training in the Stop and Think Program through the Sacramento Children's Home Mental Health Services
  - Students in grade 4 will participate in "A Touch of Understanding", a program on disability awareness
  - Teachers in grade 5 will teach a weekly lesson using the

Steps to Respect Program
    - Students in grade 6 will participate in the *Too Good for Violence* program

- 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 one day training on the techniques used in peer mediation
- Upon request by the classroom teacher, the school counselor will present Social Skills lessons to the entire class
- Students in grades 4-6 participate in Safe School Ambassadors (SSA)

- **Objective #2:** Establish a Multi-Tiered Systems of Support (**MTSS**) that will provide students with the needed assistance in learning and behavior

Related Activities:

- Teachers will create SMART Goals (**S**pecific, **M**easurable, **A**ttainable, **R**esults based, **T**ime bound) for students who are having challenges with curriculum or are having behavioral excesses. Smart goals are created prior to having SST meetings for students with concerns
- Title 1 support is provided to students in English Language Arts
- SST (Student Success Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST
- Coordination with parent, student, classroom teacher, resource teacher, psychologist, speech therapist, and administrator for students with special needs
- Behavior Intervention Plans (BIP), Behavior Support Plan (BSP) or behavior charts if appropriate
- Check-In, Check-Out (Tier 2 Behavior Intervention/PBIS)
- English Language Learner (ELL) Homework Help twice per week with high school student tutors
- 5th Grade Homework Help twice per week with high school student tutors
- GATE after school extension program
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual student needs

- United Way/AARP volunteer reading program

- **Objective #3:** Create meaningful opportunities for Student Participation/Connectedness

By having inclusive selection processes, wider variety of activity options, and increased communication, the Oak Hill Staff will thereby encourage increased student participation in extracurricular activities.

- 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
- Computer Student Techs will be trained to assist in classrooms where a teacher may need assistance with his or her class
- Students in grades 4-6 may try out and participate in Spirit Squad
- Students in grades 4-6 may run for an elected position in the Student Council
- Two students from each class act as Student Council members and report back to their classes after each Student Council meeting
- Students are encouraged to participate in Yearbook Club, creating the yearbook for the school
- GATE students in grades 4-6 are encouraged to participate in the after school GATE program: This year's focus is on **S**tudent **E**ducational **V**ideo **A**wards (SEVA) production and The Nature Bowl
- Students in grades 1-6 recite the Pledge of Allegiance over the loudspeaker each morning
- Students in grades 5-6 announce the Otter Outlook each Monday morning

Cooperative learning Big Buddy activities between older and younger students.

- All classes will be paired with another class
- Buddies will meet at least once each month
- These activities instill empathy in older students
- Develops bonds between older and younger students
- Helps both older and younger students feel cared about and helps them relate to school

School-wide events

- Weekly STEAM (Science Technology Engineering Art Math) activities

- Project Lead the Way
- Student Council
- Kids Can Food Drive
- Pennies for Patients: Bring the Change Week
- Big Buddy/Little Buddy activities
- Spirit Assemblies
- Spirit Days bi-month
- Student recognition during Otter Day
- Student recognition awards
- Family Reading Night
- Family STEAM Night
- Penguin Patch
- Wild Things assembly
- B Street Theater assembly
- Author Day
- Family Science Night
- Varied clubs and activities to cover student interests
    - Daily Flag Salute (over PA system)
    - Otter Outlook Media team (Weekly bulletin)
    - Spirit Squad
    - Garden Club
    - Yearbook Club
    - English Language Learner Homework Club
    - 5th grade Math Homework Help
    - PTA events
        - Walk-a-thon
        - Fall Fest
        - Scholastic Book Fair
        - Trunk-or-Treat
        - Family Skate Night
        - Valentine Spaghetti Feed
        - Family Dance Night
        - Ice Cream Social
        - Movie Nights

Student Recognition

- Bi-Monthly Otter Days to recognize students for showing outstanding character
- Awesome Otter Awards for displaying appropriate cafeteria behavior
- Green Beret Awards for using respectful and responsible behavior on the playground
- Students will receive Otter Dollars for displaying appropriate behavior in the classroom and on the playground

Section 4 Place
Create a physical environment that communicates respect for learning and for individuals.

Description of 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 relocatable 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 relocatable classrooms. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, and a play structure area. Oak Hill is enclosed on all four 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 studio.

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.

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: Update outdoor surveillance system to deter vandalism and/or apprehend vandals.

Related Activities:
- District will purchase and install new cameras
- Administration will become familiar with the Verkada system

Objective #2: Reduce the amount of time taken to eliminate signs of vandalism.

Related Activities:
- Enter work orders within 1 hour of the beginning of the school day
- Check work order status daily until finished
- Review cameras to identify vandal(s) if possible

Objective #3: Increase the substitute teacher's knowledge of emergency procedures in order to insure student safety during drills and emergency situations.

Related Activities:
- Create an emergency procedure folder for all visiting teachers/substitutes.

Section 6 Signature Sheet

Oak Hill 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
Patricia Spore	Principal	Patricia Spore
PARVEEN SAENZ	Assistant Principal	Parveen Saenz
Sierra McLeod	Teacher	Sierra McLeod
Chris Oliver	SSC Parent	

APPENDIX A STAFF LIST

Principal: Patty Spore
Vice Principal: Parveen Saenz

Kdg
McLeod (TK)
Bourgeois
Childers
Meier
R. Phillips

1st Grade
Hobbs
Veronica Popovich
Weeks
Yrigollen

2nd Grade
Kennedy
Diab
Miller
Petsick
Rayos del Sol

3rd Grade
Buttram
Cassel
Mailho
Santoro
Stolfus

4th Grade
Edwards
Hilderbrand
Muldoon
Redding

5th Grade
Erickson
Lienhard
Valoria
Yeoman

6th Grade
Beamer
Domach
M. Phillips
Ventittelli

Support Staff
Williams/RSP
Palovich/RSP
M. Oliver (Title 1)
Bowen (Counselor)

Kirkland (ELL)
Young (Speech)
Kneff (Psychologist)

Classified
Jennings
Campbell
Evans
Buchholz
Winholt
Buderer
E. Baker
K. Baker
Vataman
Clark
Gllushka
Johnson
Dobscha
Davison
Lesley Garcia
Hame
Chris Oliver
Chellsea Oliver

Baxter
Lorenzo Garcia
Riley
Friend

Lark
Harris
Harvil
Peterson
Nancy Popovich
Quintero
Yoneda

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

Kdg

McLeod (TK)/D. Bourgeois (K)	130	Tahoe T
Meier/R. Phillips	132	Tahoe S
Childers	134	Bodega S

1st Grade

Hobbs	139	Trinidad T
Popovich	135	Bodega C
Weeks	138	Trinidad C
Yrigollen	140	Trinidad S

2nd Grade

Kennedy	165	Tule 0
Diab	175	Tule 5
Miller	161	Tule 2
Petsick	158	Tule 3
Rayos del Sol	162	Tule 1

3rd Grade

Buttram	174	Mission 6
Cassel	171	Mission 3
Mailho	173	Mission 5
Santoro	172	Mission 4
Stolfus	163	Tule 4

4th Grade

Edwards	147	San Francisco T
Hilderbrand	152	Monterey S
Muldoon	150	Monterey C
Redding	148	San Francisco C

5th Grade

Erickson	151	Monterey T
Lienhard	155	Shasta C
Valoria	157	Shasta T
Yeoman	156	Shasta S

6th Grade

Beamer	143	Emerald T
Domach	144	Emerald S
M. Phillips	166	Drakes Bay 1
Ventittelli	164	Drakes Bay 2

Principal: Patty Spore	104
Vice Principal: Parveen Saenz	105
Abalone Cove	129
Kitchen	123
Library	124
SEVA Studio	121
Buderer/Computer Workroom	121

Williams/RSP	169	Mission 1
Palovich/RSP	169	Mission 1
Oliver (Title 1)	126	Bodega T
Bowen	146	San Francisco S
Kirkland/ELL	170	Mission 2
Young/Speech (Mon. Wed. ½ day Fri.)	168	Mission 0
Kneff/Psych (Tues. Thurs. ½ day Fri)	127	

APPENDIX C EMERGENCY SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

EOC Messagae Form

Student/Staff Accountability

DATE: **TIME:**

TEACHER:

ROOM #:

COMPLETED BY:

# of Students enrolled in this class

# of Students marked absent in this class

Please list students marked absent by name:

# of Students unaccounted for* in this class

** You didn't mark them absent and they are not with your class at this time.*

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured):

Injuries

Tally and insert in the grid below. If none, enter "0".

	NUMBER
FATALITIES	

Names:

Unable to treat in site. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problmes, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	

First Aid attention only

PROPERTY DAMAGE	CIRCLE ONE
Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground	**MAJOR**
Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line	**MODERATE**
Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows	**MINOR**

RESOURCES NEEDED *(Circle all that apply)*

Ambulance **Utilities** **Other:**

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

APPENDIX G CHILD ABUSE REPORTING LAW

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.govwww.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 pornogra- phy; 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 Website at www.ag.ca.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 depart-
ment 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 report- er, 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))**

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.orgwww.safestate.org

APPENDIX H CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT

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

A. CASE IDENTIFICATION — TO BE COMPLETED BY INVESTIGATING CPA
VICTIM NAME:
REPORT NO./CASE NAME:
DATE OF REPORT:

B. REPORTING PARTY
NAME/TITLE
ADDRESS
PHONE ( ) | DATE OF REPORT | SIGNATURE

C. REPORT SENT TO
☐ POLICE DEPARTMENT ☐ SHERIFF'S OFFICE ☐ COUNTY WELFARE ☐ COUNTY PROBATION
AGENCY | ADDRESS
OFFICIAL CONTACTED | PHONE ( ) | DATE/TIME

D. INVOLVED PARTIES
VICTIM
NAME (LAST, FIRST, MIDDLE) | ADDRESS | BIRTHDATE | SEX | RACE
PRESENT LOCATION OF CHILD | PHONE ( )

SIBLINGS

NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE
1.				4.			
2.				5.			
3.				6.			

PARENTS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX	RACE	NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX	RACE

ADDRESS | ADDRESS
HOME PHONE ( ) | BUSINESS PHONE ( ) | HOME PHONE ( ) | BUSINESS PHONE ( )

E. INCIDENT INFORMATION
IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX ☐
1. DATE/TIME OF INCIDENT | PLACE OF INCIDENT (CHECK ONE) ☐ OCCURRED ☐ OBSERVED
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE
☐ FAMILY DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ SMALL FAMILY HOME ☐ GROUP HOME OR INSTITUTION
2. TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ASSAULT ☐ NEGLECT ☐ 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 8572 (Rev. 1/93)

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

On line:
http://www.dhhs.saccounty.net/CPS/Pages/Emergency-Response/GI-Suspected-Child-Abuse-Report.aspx

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, 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 mis assignments. 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.

   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.

   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.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. 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.

August 2013

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 DRESS CODE

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.

2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.

3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.

4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heelies (shoes with skates extended) and high heels are inappropriate and considered unsafe.

5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.

6. Straps and suspenders must be fastened and worn over the shoulders at all times.

Reference Education Code Chapter 325 SB 1269
Center Joint Unified School District BP 5132.1

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District
Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
2 *48900(a-2): Use of Force or Violence (S)
3 *48900(b): Weapons (S)
4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
5 *48900(d): Drugs or Alcohol, Sale of (S)
6 *48900(e): Robbery/Extortion (S)
7 *48900(f): School Property Damage (S)
8 *48900(g): Property Theft (S)
9 *48900(h): Tobacco, Possession/Use(S)
10 *48900(i): Language, Obscene/Profanity (S)
11 *48900(j): Drugs, Paraphernalia (S)
12 *49800(k): Disrupted School Activities / Defiance of Authority(S)
13 *48900(l): Stolen Property, Possession of (S)
14 *48900(m): Firearm, Imitation (S)
15 *48900(n): Sexual Assault (S)
16 *48900(o): Harassment, Witness (S)
17 *48900(p): Soma, Selling of (S)
18 *48900(q): Hazing (S)
19 *48900(r): Bullying/Harassment (S)
20 *48900(t): Aids or Abets Physical Injury(S)
21 *48900.2: Sexual Harassment (S)(E)
22 *48900.3: Hate Violence (S)(E)
23 *48900.4: Harassment, threats, intimidation (S)(E)
24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
25 *48900.7(b): Terroristic Threat (S)(E)
50 *48915(a-1): Caused Serious Physical injury (S)(E)
51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
52 *48915(a-3): Possession of any Controlled Substance (S)(E)
53 *48915(a-4): Robbery/Extortion (S)(E)
54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
56 *48915(c-2): Brandishing a Knife (E)**
57 *48915(c-3): Sales of Controlled Substance (E)**
58 *48915(c-4a): Sexual Assault(E)**
59 *48915(c-4b): Sexual Battery (E)**
60 *48915(c-5): Possession of an Explosive (E)**

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 MOTIVATED BEHAVIOR

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.

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school level complaint process/grievance procedures as described in AR 5145.7-Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance and support to students who are victims of hate- motivated behavior and to students who exhibit such behavior.

Non Discrimination/Harassment

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

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

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

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

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

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6413

Any student who feels that he/she is being harassed should immediately contact the Coordinator for non discrimination, 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 non discrimination. 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.

AGENDA ITEM # XV-16

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees — **Action Item** X

Date: February 20, 2019 — **Information Item** ___

From: Craig Deason, Assist. Supt. — **# Attached Pages** 2

Assist. Supt. Initials: CD

SUBJECT: RFP #2019-100 Ethernet Services from Consolidated Communications to Provide Telecommunication Service - Broadband/Ethernet Service

Telecommunications bids were accepted and opened on December 21, 2018, for broadband/ethernet service to Center Joint Unified School District. Consolidated Communications was the only qualified vendor to respond to this RFP.

RECOMMENDATION: That the Board of Trustees approves the Telecommunication Services Contract By and Between Consolidated Communications and Center Joint Unified School District.

CONSENT AGENDA

AGENDA ITEM # XV-16

Letter of Agreement

Center Joint Unified School District
8408 Watt Avenue * Antelope, CA 95843
916-338-6330 * Fax 916-338-6411

Established 1858

BOARD OF TRUSTEES
Nancy Anderson
Jeremy Hunt
Kelly Kelley
Darrae M. Pope
Donald E. Wilson

SUPERINTENDENT
Scott A. Loehr

Letter of Agreement - RFP 2019-100

Pursuant to the terms of Center Joint Unified School District's RFP # 2019-100 for Ethernet Service, (Name of Company) Consolidated Communications Enterprise Services, Inc. 's response to RFP #2019-100 dated (mm/dd/yyyy) 12/20/2018, (Name of Company) Consolidated Communications Enterprise Services, Inc will provide the equipment and services per RFP # 2019-100 effective the date of issuance of Center Joint Unified School District Purchase Order(s).

(Name of Company) Consolidated Communications Enterprise Services, Inc. and Center Joint Unified School District acknowledge that this agreement is for E-Rate eligible products and services, which are contingent on funding by the School and Libraries Division of USAC/FCC and the Center Joint Unified School District for E-Rate Year 2019 (Year 22), and Center Joint Unified School District Board of Education approval.

The Center Joint Unified School District (District) reserves the right to terminate the referenced Request for Proposal (RFP) and all documents associated with the Request for Proposal, including but not limited to this Letter of Agreement, in its sole discretion at any time, with or without cause, upon written notice to the other party. In the event of termination, notice shall be deemed served on the date of mailing and shall be effective immediately. The Center Joint Unified School District shall not be responsible for any costs to Bidder prior to termination.

Center Joint Unified School District	Consolidated Communications Enterprise Services, Inc.
	(Name of Company)
Authorized Representative Signature	Authorized Representative Signature
Date:	Date: 12/20/2018
Name: Craig Deason	Name: Chris Milligan
Title: Assistant Superintendent	Title: Senior Director of Sales
Address: 8408 Watt Avenue	Address: 200 Vernon Street
Sacramento, CA 95843	Roseville, CA 95678
Email: cdeason@centerusd.org	Email: chris.milligan@consolidated.com
Phone: (916) 338-7580	Phone: 916.746.3330

Cost Proposal – ETHERNET SERVICE
RFP 2019-100
Responder Company Name: Consolidated Communications Enterprise Services, Inc.
Responder Name: Rose Schultz
Responder Title: Account Manager
Responder SPIN: 143001200
Responder Phone: 916.786.4281

Please provide pricing for a **five-year term** on the below or equivalent:

Sites	Existing Ethernet service in yellow	Monthly Recurring Costs for 1Gbps	Monthly Recurring Costs for 2Gbps	Monthly Recurring Costs for 3Gbps	Monthly Recurring Costs for 4Gbps	Monthly Recurring Costs for 10Gbps	Monthly Recurring Costs for 20Gbps	Curb to MPOE Costs-one time costs
District Office - HUB	10 Gbps	No Bid	No Bid	No Bid	No Bid	$2,125	$5,225	Waived
REMOTE LOCATIONS						$2,125		
Arthur S. Dudley Elem	1 Gbps	$900	$1,100	$1,190	$1,619	$2,125	$5,225	Waived
Cyril Spinelli Elementary	1 Gbps	$900	$1,100	$1,190	$1,619	$2,125	$5,225	Waived
McClellan High (Cont.)	1 Gbps	$900	$1,100	$1,190	$1,619	$2,125	$5,225	Waived
North Country Elem	1 Gbps	$900	$1,100	$1,190	$1,619	$2,125	$5,225	Waived
Oak Hill Elementary	1 Gbps	$900	$1,100	$1,190	$1,619	$2,125	$5,225	Waived
Wilson C. Riles Middle	1 Gbps	$900	$1,100	$1,190	$1,619	$2,125	$5,225	Waived
Future site/Sierra View on Upland Dr.,Roseville	1 Gbps	$900	$1,100	$1,190	$1,619	$2,125	$5,225	Waived
Total $		$6,300	$7,700	$8,330	$11,330	$17,000	$41,800	$0

Responding to Request For Proposal No. 2019-100 due December 20, 2018 before 3:00 PM

AGENDA ITEM # XV-17

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees — Action Item X

Date: February 20, 2019 — Information Item ___

From: Craig Deason, Assist. Supt. — # Attached Pages 7

Assist. Supt. Initials: CD

SUBJECT: RFP #2019-105 Network Equipment E-Rate YR22 from Team One Networking, Inc.

This agreement between Center Joint Unified School District and Team One Networking, Inc. is for E-Rate eligible products and services, which are contingent on funding by the School and Libraries Division of USAC/FCC.

RECOMMENDATION: That the Board of Trustees approves the Service Contract By and Between Team One Networking, Inc. and Center Joint Unified School District.

COUNSEL RECEIVED

AGENDA ITEM # XV-17

NOTICE OF INTENT TO AWARD

February 8, 2019

Via United States Mail/Email

Robert Inpyn, CEO
Team One Networking, Inc.
7621 Galilee Road
Roseville, CA 95678

Re: Center Joint Unified School District RFP 2019-105 Network Equipment E-Rate YR 22

Dear Mr. Inpyn,

On behalf of Center Joint Unified School District (CJUSD), we are pleased to provide Team One Networking, Inc. with the Notice of Intent to Award for RFP 2019-105 – Network Equipment E-Rate YR 22. The District has received a copy of the contract with your signature and will include it in the District's Board packet so it can be presented to the Board of Trustees for approval on February 20, 2019. The contract price of $359,302.20 represents the following:

• Center High School Option B	$183,531.28
• Oak Hill Elementary School Option B	$97,332.37
• North Country Elementary School Option B	$78,438.55

At this time, please begin preparing and submitting all required submittals for the Project in order to accommodate a construction start date of April 1, 2019.

A project commencement and completion date will be indicated on the Notice to Proceed, which will be issued following receipt and approval of the documents listed below. The District respectfully requests the following documents be submitted within ten (10) calendar days of receipt of this letter to Capital Program Management.

1. Insurance Certificates (Received with Proposal)
2. Name of full-time superintendent
3. Emergency contact names and numbers
4. Name of the Safety Supervisor
5. Copy of Safety Manual
6. Name of the person(s) authorized to sign documents for this Project

No work shall commence prior to the issuance of the Notice to Proceed. We look forward to working with you on this project. We will be contacting you to schedule our pre-construction meeting. If you have any questions, please feel free to contact me at 916-553-4400.

Sincerely,

Doug McCalla
Program Manager/Owner's Representative

CC: Craig Deason, Assistant Superintendent, Facilities and Operations
Marvin Lord, Technology Coordinator

RFP Form
RFP 2019-105

Center Joint Unified School District
8408 Watt Ave.
Antelope, California 95843

To: Superintendent and Members of the Board of Education

The undersigned, doing business under the full and complete legal Responder name as set forth below, having examined the Notice to Responders, RFP Instructions, Scope of Work & Requirements, General Conditions, Agreement and all other documents forming a part of the RFP package for the above-referenced RFP, hereby proposes to perform the Agreement, including all of its component parts, and to furnish all materials called by them for the entire order for the prices set forth in the documents contained in said RFP package. The entire RFP Package is submitted, together with this RFP Form.

Name of Company: Team One Networking

Legal Status (i.e., sole proprietorship, partnership, corporation): Corporation - California

Tax I.D. Number (Sole Proprietorship Only): 94-3314794

Address: 7621 Galilee Road
Roseville, CA
95678

Authorized Representative:

Signature

Name (Print or Type) Robert Inpyn

Title CEO

Date

(916) 782-8326
Phone

(916) 782-7003
Fax

binpyn@teamonenetworking.com
E-mail address

Center Joint Unified School District

8408 Watt Avenue * Antelope, CA 96843
916-338-6330 * Fax 916-338-6411

BOARD OF TRUSTEES
Nancy Anderson
Jeremy Hunt
Kelly Kelley
Debra M. Pope
Donald E. Wilson
SUPERINTENDENT
Scott A. Loehr

Established 1858

Letter of Agreement - RFP 2019-105

Pursuant to the terms of Center Joint Unified School District's RFP # 2019-105 for Network Equipment, (Name of Company) Team One Networking 's response to RFP #2019-105 dated (mm/dd/yyyy) 12/20/2018, (Name of Company) _____ will provide the equipment and services per RFP # 2019-105 effective the date of issuance of Center Joint Unified School District Purchase Order(s).

(Name of Company) Team One Networking and Center Joint Unified School District acknowledge that this agreement is for E-Rate eligible products and services, which are contingent on funding by the School and Libraries Division of USAC/FCC and the Center Joint Unified School District for E-Rate Year 2019 (Year 22), and Center Joint Unified School District Board of Education approval.

The Center Joint Unified School District (District) reserves the right to terminate the referenced Request for Proposal (RFP) and all documents associated with the Request for Proposal, including but not limited to this Letter of Agreement, in its sole discretion at any time, with or without cause, upon written notice to the other party. In the event of termination, notice shall be deemed served on the date of mailing and shall be effective immediately. The Center Joint Unified School District shall not be responsible for any costs to Bidder prior to termination.

Center Joint Unified School District	Team One Networking (Name of Company)
_____ Authorized Representative Signature	Robert Inpyn Authorized Representative Signature
Date: _____	Date: 12/20/2018
Name: Craig Deason	Name: Robert Inpyn
Title: Assistant Superintendent	Title: CEO
Address: 8408 Watt Avenue Sacramento, CA 95843	Address: 7621 Galilee Road, Roseville, CA 95678
Email: cdeason@centerusd.org	Email: binpyn@teamonenetworking.com
Phone: (916) 338-7580	Phone: (916) 782-8326

Fingerprint Certification

RFP 2019-105

Responder Certification

I, Robert Inpyn, am an authorized representative of/doing business as (Name of Responder/consultant) Team One Networking, and hereby certify that, pursuant to Education Code Section 45125.1, this business entity has conducted the required criminal background check(s) of all its employees who may have contact with District pupils or unsupervised access to any District campus of the Center Joint Unified School District on behalf of this business entity, and that none of those persons have been reported by the Department of Justice as having been convicted of a serious or violent felony as specified in Penal Code Sections 667.5(c) and/or 1192.7(c).

Failure to comply with these terms or permitting unsupervised access by an employee whose name has not been cleared by DOJ as certified by the Contractor shall constitute grounds for termination of this Agreement.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Executed this 20 day of Dec., 20 18, in Placer County, California.

Robert Inpyn
Name of Responder/Consultant (please print)

Robert Inpyn / CEO
Name/Title of Authorized Representative (printed)

Robert Inpyn.
(Signature)

Statement of Non-Conflict of Interest

RFP 2019-105

The Responder hereby warrants that he or she has no business or financial interests that are in conflict with his or her obligations to the District and further agrees to disclose any such interest which may be acquired during the life of an agreement with the District. The Responder also certifies that it and its members are not, officers, agents, or employees of the District, nor have they been since January 1, 2001.

Robert Inpyn.

Signature

Robert Inpyn

Printed Name

CEO

Title

Team One Networking

Responder

December 20, 2018

Date

Insurance Acknowledgement

RFP 2019-105

Notice to Bidders regarding Indemnity and Insurance Requirements

Summary of Indemnification and Insurance Requirements:

1. These are the Indemnity and Insurance Requirements for Contractors providing services or supplies to Center Joint Unified School District (Buyer). By agreeing to perform the work or submitting a proposal, you verify that you comply with and agree to be bound by these requirements. If any additional Contract documents are executed, the actual indemnity language and insurance Requirements may include additional provisions as deemed appropriate by Buyer.
2. You should check with your insurance advisors to verify compliance and determine if additional coverage or limits may be needed to adequately insure your obligations under this agreement. These are the minimum required and do not in any way represent or imply that such coverage is sufficient to adequately cover the Contractor's liability under this agreement. The full coverage and limits afforded under Contractor's policies of insurance shall be available to Buyer and these Insurance Requirements shall not in any way act to reduce coverage that is broader or includes higher limits than those required. The insurance obligations under this agreement shall be: 1—all the insurance coverage and limits carried by or available to the Contractor; or 2—the minimum insurance requirements shown in this agreement, whichever is greater. Any insurance proceeds in excess of the specified minimum limits and coverage required, which are applicable to a given loss, shall be available to Buyer.
3. Contractor shall provide Buyer with Certificates of Insurance including all required endorsements and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements to Buyer before work begins. Buyer reserves the right to require full-certified copies of all insurance coverage and endorsements.

I. Indemnification & Insurance:

Contractor shall be an independent contractor and not an agent or employee of District under this Agreement. Contractor shall be responsible for any damage, loss, or other claim arising out of the performance of its services under this Agreement.

Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a current certificate or policy evidencing its professional general liability insurance coverage in a sum not less than $1,000,000 per occurrence, and such certificate or policy shall name the District as an additional insured.

To the fullest extent allowed by law, Contractor shall defend, indemnify, and hold harmless District, its directors, officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error, or omission by Contractor or its directors, officers, agents, employees, volunteers, or guests arising from Contractor's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, District shall defend, indemnify, and hold harmless Contractor, its directors, officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error, or omission by District or its directors, officers, agents, employees, volunteers, or guests arising from District's duties and obligations described in this Agreement or imposed by law. Contractor is not an employee of the District and District shall not indemnify Contractor in any such claim.

Contractor shall be responsible for carrying its own workers' compensation insurance and health and welfare insurance. District shall not withhold or set aside income tax, Federal Insurance Contributions Act (FICA) tax, unemployment insurance, disability insurance, or any other federal or state funds whatsoever. It shall be the sole responsibility of the Contractor to account for all of the above and Contractor agrees to hold District harmless from all liability for these taxes.

I have read and understand the above requirements and agree to be bound by them for any work performed for the Buyer.

Robert Inpyn.

Signature

Robert Inpyn

Printed Name

CEO

Title

Team One Networking,

Responder

December 20, 2018

Date

AGENDA ITEM # XV - 18

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees — **Action Item** X

Date: February 20, 2019 — **Information Item** ___

From: Craig Deason, Assist. Supt. — **# Attached Pages** 78

Assist. Supt. Initials: _____

SUBJECT: Contractor Change Order #3 to the Contract By and Between Bill Litchfield Construction, Inc. and Center Joint Unified School District – Center High Entry Plaza Project

This change order to the contract by and between Bill Litchfield Construction, Inc. and Center Joint Unified School District increases the contract amount by Two Thousand Six Hundred Sixty-Nine and 98/100 Dollars ($2,669.98). The new contract amount is Seven Hundred Forty Thousand Two Hundred One and 85/100 Dollars ($740,201.85).

RECOMMENDATION: The Center Joint Unified School District Board of Trustees, approves Contractor Change Order #3 by and between Bill Litchfield Construction, Inc. and CJUSD.

CONSENT AGENDA

AGENDA ITEM # XV - 18

Center Joint Unified School District

Center High School New Campus Entry Plaza

CHANGE ORDER

Project:	**Center High School New Campus Entry Plaza**			Date:	2/20/2019
Architect:	Nacht & Lewis				
Contractor:	Bill Litchfield Construction, Inc.	DSA App:	02-116405	Change Order #:	3

You are hereby authorized to make the following changes relative to your work on the above referenced project:

Non-Allowance PCOs

	PCO#	PCO Description	Days	Amount
1	PCO 017	Mock up for staining Logo letters in plaza and sealing	0	1,902.20
2	PCO 023	Relocate electrical gang box and conduit in attic space above gym restrooms in order to perform work related to PCO 020 - gym shear wall repair	1	$ 905.70
3	PCO 024	Provide ceiling access door in the men's restroom	5	$ 1,697.17
4	PCO 026	Deductive costs for Terracon, Project Inspector, Plumbing Sub and supervision time for PCO 020	0	$ (10,984.72)
5	PCO 027	Photocell for exterior pole lights	1	$ 1,374.92
6	PCO 028	Locate, purchase and expedite (6) lavatories due to back order and inavailability of originally specified Kohler Lavs. Provide and install drain pans at the bottle fillers at drinking fountains.	32	$ 2,434.75

Total non-allowance PCOs modified by this Change Order in the amount of: **$ (2,669.98)**

Total non-allowance PCOs will modified by this Change Order in the amount of:	$	(2,669.98)
Original Contract Sum:	$	641,390.00
Net change by previously authorized Change Orders:	$	101,481.83
Contract Sum will be modified by this Change Order in the amount of:	$	(2,669.98)
Contract Sum including this Change Order:	$	740,201.85

Contract Time increased by: 39 Work Days

Date of completion as of the date of this Change Order: 1/11/2019

Acceptance of this Change Order constitutes an agreement between the District and Contractor, and the work is to be performed subject to the same terms and conditions as are contained in the original Contract with the Contractor and for the work on the above mentioned project.

Acceptance of this Change Order constitutes acceptance of the Change Order as full and complete satisfaction of any direct or indirect additional costs incurred by Contractor in connection with performance of the change work.

It is understood that the work shall be performed in accordance with the revised Plans and Specifications enumerated above or in accordance with the original Plans and Specification supplemented by the instructions stated herein.

Center Joint Unified School District

Center High School New Campus Entry Plaza

CHANGE ORDER

Not valid until signed by the A/E, Contractor and Owner.

Issued by the Owners Representative	Sharon M. Thomas; Capital Program Mgmt	**Date:** 2-4-19
Reviewed by A/E	; KNOTT & LEWIS	**Date:** 2/6/19
Agreement by Contractor		**Date:** FEB 6, 2019
Approved by Owner		**Date:**

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 017

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Work performed by TJR Resources, Inc.:
Provide owner with new stain mock-up for letters and seal on a T & M basis.
TJR Resources, Inc. agrees to a 30% reduction from their proposed change order. $1,950.42 - $585.13 = $1,365.29

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: ~~$2,520.05~~ $1,902.20
2. The proposed schedule change is 0 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name) Sharon Thomas	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
(Signature) Sharon Thomas	(Signature) ERIC SIFUENTES	(Signature) Abe Toor	(Signature) SCOTT A. LOBDELL
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE. 1/31/19	DATE: 01/31/19	DATE: 1/28/2019	DATE: 2/5/19

BLC
Bill Litchfield Construction, Inc.

CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
CONTRACTOR: Bill Litchfield Construction, inc.
P.C.O. NO.: 017
RFI/RFP.:
DATE: 11/29/2018

DESCRIPTION OF CHANGE: Work Performed By TJR Resources, Inc.: Provide Owner with new stain mock-up for letters and seal on a T & M basis.

Contractos's Direct Costs

Additive Costs

A	Labor: Supervision - 8 hrs. x $51.82 = $414.56	$414.56	
B	Material		
C	Equipment		
D	Subtotal of Additive Cost		$414.56

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Contractor's Total Direct Cost (D+H)		$414.56
J	Contractor's Mark-up		$41.46

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K	**Total Contractor Direct Costs + Mark-up** (Line I + J)		$456.02
L	Total Subcontractor Direct Costs	$1,241.17	~~$1,770.11~~
M	Subcontractor Mark-up	$124.12	~~$177.31~~
N	Contractor's Mark-up on Subcontractor Direct Costs	$62.06	~~$88.66~~
O	*Contractor's Mark-up on Bond Costs*	$18.83	~~$24.95~~
			$1,902.20
P	**Total Contractor Change Request** (Line K + L + M + N + O)		~~$2,520.85~~
Q	**Total Contractor Time Extention Required For Changes Described In This P.C.O.**		0 Days

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

Sum of Lines "J","M","N" and "O" from Subcontractor Change Order Request Summary Forms

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

To the best of my knowledge and belief, I certify that all costs listed above are correct.

1/28/2019

Contractor Signature — Date

Bill Litchfield Construction, Inc.

SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
GENERAL CONTRACTOR: Bill Litchfield Construction, Inc.
SUBCONTRACTOR: TJR Resources, Inc.

P.C.O. NO.: 017
RFI/RFP.:
DATE: 11/29/2018

DESCRIPTION OF CHANGE: Provide owner with new stain mock-up for letters and seal on a T & M basis.

Subcontractor Direct Costs

Additive Costs

A	Labor: Cement Mason Foreman - 13.5 hrs. x $75.23 = $1,015.61	$1,015.61	
B	Materials: Stain & Sealant - $180.00 + Application Materials - $105.00 = $285.00	$285.00	
C	Equipment: Service Truck - 13.5 hrs. x $35.00 = $472.50	$472.50	
D	Subtotal of Additive Cost	$1,241.17	~~-$1,770.11~~

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Subcontractor's Total Direct Cost (Line D + H)	$1,241.17	~~-$1,770.11~~
J	Subcontractor's Mark-up On Equipment, Materials And Specialists: *Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%*	$124.12	~~-$177.01~~
			$1,365.29
K	**Total Subcontractor Direct Costs + Mark-up** (Line I + J)		~~-$1,950.42~~
L	Total of all Sub-tier Subcontractor Direct Costs		
M	Sub-tier Subcontractor Mark-up on first $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
N	Sub-tier Subcontractor Mark-up on balance beyond $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
O	Subcontractor's Mark-up on Sub-tier Subcontract Work *(7% of Line "L" Total)*	7.0%	$0.00
			$1,365.29
P	**Total Subcontractor Change Request** (Line K + L + M + N + O)		~~-$1,950.42~~

PO Box 637
Rancho Cordova, CA 95741
Office/Fax: 888.423.7789
CA DVBE #1759799
CSLB # 989449

FROM: TJR Resources, Inc. 17 Sep 2018

TO: Bill Litchfield Construction, Inc
13340 Grass Valley Ave, Unit D
Grass Valley, CA 95945
ATTN: Abe Toor

SUBJ: Center High School New Entry Plaza

Abe,

1. This change order reflects changes requested in the field.
   a. **CHANGE DESCRIPTION:** Provide owner with new stain mockup for letters and seal on a T & M basis
   b. **COST IMPACT:** ~~$1,950.42~~ $1,365.29 (see attached breakout)
   c. **TIME IMPACT:** 3 Working Days
2. **NET TOTAL OF CHANGE ORDERS: Addition of** ~~$1,950.42~~

   $1,950.42
   - $ 585.13 (30%)
   = $1,365.29
3. If you have any questions, please contact me at (541)961-0394 or at tom.nordyke@tjrresources.com.

Respectfully Submitted,

Tom Nordyke

THOMAS NORDYKE
Project Manager, VP
TJR Resources, Inc

JOB: Center High Entry Plaza

CONTRACTOR: TJR RESOURCES, INC
PCO 17

Equip No.	EQUIPMENT	HOURS	HOURLY RATE	EXTENDED AMOUNTS
	Service Truck	13.5	$35.00	$472.50

LABOR	HOURS	HOURLY RATE	EXTENDED AMOUNTS
Cement Masons	13.5	$75.23	$1,015.61

MATERIAL AND/OR SPECIALISTS

DESCRIPTION	# UNITS	UNIT PRICE	EXTENDED AMOUNTS
Stain & Sealant	1	LS	$180.00
Application Materials	1	LS	$105.00

PCO 17: Restain and Seal Letters (includes work for second mockup)

Subtotal	$1,015.61
TOTAL COST OF LABOR	$1,015.61
TOTAL COST OF EQUIPMENT, MATERIALS AND SPECIALISTS	$757.50
Subtotal	$1,773.11
10% Markup on Equip., Mat'ls, Specialists & Labor	$177.31
TOTAL COST THIS REPORT	~~$1,950.42~~

$1,950.42
- $ 585.13 (30%)
= $1,365.29

11/28/2018

uben Barbosa Mascorro

09/06/2018 to 09/12/2018

Regular	PTO	OT	DT	Total Hours
31.50	0.00	0.00	0.00	31.50

Time In	Time out	Duration	Customer	Service Item	
September 7, 2018					**8.00**
8:00am	12:00pm	4h	Sierra Asphalt (Sub Work) › Goethe Road	040 Concrete.040L Concrete Lab	
12:00pm	12:30pm	30m	Lunch Break		
12:30pm	4:30pm	4h	Sierra Asphalt (Sub Work) › Goethe Road	040 Concrete:040L Concrete Lab	
September 10, 2018					**8.00**
6:30am	12:00pm	5h 30m	BLC (Sub Work) › Center HS Entry Plaza	020 Site Work	1) Get materials for new mockup
12:00pm	12:30pm	30m	Lunch Break		2) Complete Mockup
12:30pm	3:00pm	2h 30m	BLC (Sub Work) › Center HS Entry Plaza	020 Site Work	3) Stain
September 11, 2018					**8.00**
6:30am	12:00pm	5h 30m	BLC (Sub Work) › Center HS Entry Plaza	020 Site Work	
12:00pm	12:30pm	30m	Lunch Break		
12:30pm	3:00pm	2h 30m	BLC (Sub Work) › Center HS Entry Plaza	020 Site Work	
September 12, 2018					**7.50**
6:30am	12:00pm	5h 30m	BLC (Sub Work) › Center HS Entry Plaza	020 Site Work	1) Get materials for sealer
12:00pm	12:30pm	30m	Lunch Break		2) Seal
12:30pm	2:30pm	2h	BLC (Sub Work) › Center HS Entry Plaza	020 Site Work	

PROJECT NAME	Center High School New Campus Entry Plaza	**PROJECT NO.**	18-02
CONTRACTOR	Bill Litchfield Construction, Inc.	**CONTRACT NO.**	18-02
SUBCONTRACTOR	TJR Resources, Inc	**DATE**	6/29/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Cement Mason **CLASSIFICATION:** Cement Mason - Foreman

Item	Benefit Paid	Benefit Provided	Rate Per $100	Prevailing Wage Rate: Regular Time	Overtime	Double Time	Notes
Base Labor Rate				$ 39.26	$ 58.89	$ 78.52	*Use certified payroll to verify.*
Fringe Benefits:	(put X in appropriate box)						
Pension [1]		X		11.00	11.00	11.00	
Health/Welfare [1]		X		8.45	8.45	8.45	
Training/Certification [1]		X		0.67	0.67	0.67	
Vacation/Holiday [1]	X			4.00	4.00	4.00	
Other	X			1.79	1.79	1.79	
Fringe Benefits Subtotal				$ 25.91	$ 25.91	$ 25.91	
Total PW Hourly Rate				$ 65.17	$ 84.80	$ 104.43	*= Base Labor Rate + Benefits Paid + Benefits Provided*
Benefits Paid				$ 5.79	$ 5.79	$ 5.79	
Total Paid Hourly Rate				$ 45.05	$ 64.68	$ 84.31	*= Base Labor Rate + Benefits Paid*
Burden: Taxes & Insurance [2]							
FICA			0.0620	2.79	4.01	5.23	
Medicare			0.0145	0.65	0.94	1.22	
Federal Unemployment			0.0080	0.36	0.52	0.67	
California Unemployment			0.0620	2.79	4.01	5.23	*Maximum - 0.062*
Workers Compensation [1]			0.0767	3.46	3.46	3.46	*Usually less than 11%; can request policy.*
Other [1]				-	-	-	
Other [1]				-	-	-	
Burden Subtotal				$ 10.06	$ 12.93	$ 15.81	
Contractor Liability Insurance				N/A	N/A	N/A	*Included in OH&P per CGC*
Small Tools				N/A	N/A	N/A	*Included in OH&P per CGC*
Other (warranty, record drawings, payment bonds, performance bonds, etc.)				N/A	N/A	N/A	*Included in OH&P per CGC*
TOTAL HOURLY RATE (Total Hourly Rate + Burden)				$ 75.23	$ 97.73	$ 120.24	*= Amount Contractor paid to employee*

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'e-Utilities'.

[1] Costs for Overtime and Double Time are same as for Regular Time.

[2] Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Thomas Murphy (print name) Company Name: TJR Resources, Inc

Signature: _____

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 023

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Work Performed By K & B Electric inc:
Remove and replace conduit and wire in attic to assist with attic access for plywood install.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: $ 905.70
2. The proposed schedule change is 1 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
Sharon Thomas			Craig Deason
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas	ERIC SIFUENTES	Abe Toor	Craig Deason
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE: 12/6/18	DATE: 12/13/18	DATE: 12/03/2018	DATE: 12/7/18

Bill Litchfield Construction, Inc.

CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
CONTRACTOR: Bill Litchfield Construction, Inc.
P.C.O. NO.: 023
CCD No.: 7
DATE: 12.3/2018

DESCRIPTION OF CHANGE: Work Performed By K & B Electric Inc:
Remove and replace conduit and wire in attic to assist with attic access for plywood install.

Contractor Direct Costs

Additive Costs

A	Labor:	$0.00	
B	Material		
C	Equipment		
D	Subtotal of Additive Cost		$0.00

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Contractor's Total Direct Cost (D+H)		$0.00
J	Contractor's Mark-up		$0.00

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K	**Total Contractor Direct Costs + Mark-up** (Line I + J)	$0.00
L	Total Subcontractor Direct Costs	$779.76

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M	Subcontractor Mark-up	$77.98

Sum of Lines "J","M","N" and "O" from Subcontractor Change Order Request Summary Forms

N	Contractor's Mark-up on Subcontractor Direct Costs	$38.99

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

O	*Contractor's Mark-up on Bond Costs*	$8.97

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P	**Total Contractor Change Request** (Line K + L + M + N + O)	$905.70
Q	**Total Contractor Time Extention Required For Changes Described In This P.C.O.**	1 Days

To the best of my knowledge and belief, I certify that all costs listed above are correct.

12/3/2018

Contractor Signature — Date

BLC
Bill Litchfield Construction, Inc.

SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
GENERAL CONTRACTOR: Bill Litchfield Construction, Inc.
SUBCONTRACTOR: K & B Electric Inc.

P.C.O. NO.: 023
CCD No.: 7
DATE: 12/3/2018

DESCRIPTION OF CHANGE: Remove and replace conduit and wire in attic to assist with attic access for plywood install.

Subcontractor Direct Costs

Additive Costs

A	Labor: Electrical - Inside Wireman - 8 hrs. x $86.97 = $695.76	$695.76	
B	Material:	$84.00	
C	Equipment:		
D	Subtotal of Additive Cost		$779.76

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Subcontractor's Total Direct Cost (Line D + H)		$779.76
J	Subcontractor's Mark-up: Equipment, Materials, Specialists		$77.98

Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%

K	**Total Subcontractor Direct Costs + Mark-up** (Line I + J)		$857.74
L	Total of all Sub-tier Subcontractor Direct Costs		
M	Sub-tier Subcontractor Mark-up on first $50,000		
	Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.		
N	Sub-tier Subcontractor Mark-up on balance beyond $50,000		
	Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.		
O	Subcontractor's Mark-up on Sub-tier Subcontract Work *(7% of Line "L" Total)*	7.0%	$0.00
P	**Total Subcontractor Change Request** (Line K + L + M + N + O)		$857.74

K & B Electric Inc

P.O. BOX 2233
Loomis, CA 95650
Lic. No. 937299
916 652 6524 Fax 916 404 4819
kandbelectric916@sbcglobal.net

PROPOSAL

DATE	PROPOSAL...
11/28/2018	1269

NAME / ADDRESS
Bill Litchfield Construction Inc. Abe Toor 13341 Grass Valley Ave. Suite D Grass Valley, CA 95945

PROJECT
Change Order # 1

We take pleasure in submitting the following proposal in accordance with specifications included herein and subject to the conditions on reverse side hereof for acceptance within 30 days from the above date.
If this Proposal meets with your satisfaction, please sign and return the enclosed copy.

DESCRIPTION	COST	TOTAL
Center HS Entry Plaza CCD # 7. Change order # 1. Remove and replace conduit and wire in attic to assist with attic access for plywood install. FOR THE SUM OF: **$ 857.74**	**857.74**	**857.74**

Accepted by:_____

Date:

Fax #
916-404-4819

TOTAL **$ 857.74**

SIGNATURE

CENTER HS ENTRY PLAZA **BID SUMMARY**

Job CCO #7 CO #1 Bid Date 11-29-18

Section(s) of Specs. Time

Owner or Arch. Phone

Engineer Phone

Gen. Contr. Phone

Take-Off By Unit Pr. By Ext. and Tot. By Called In By

Take-Off Chk. Before Fin. Pr. Ext. and Tot. Chk. Final Bid Chk.

Total Man-Hrs. 8	Total Man-Days		
Laborer Hrs.	x Rate	= $	
Journeyman Hrs.	x Rate /	= $	
Foreman Hrs. 8	x Rate $86.97	= $	695.76
Non-Wkg. Sup. Hrs.	x Rate	= $	
	Sub. Total	$	
Dir. Labor Expense %	of Sub. Total	$	
Total Labor Costs		$	
Op. Overhead %	of Dir. Labor Costs	$	
Total Labor w/ Overhead		$	695.76

Mat. Costs	$	80.00
Mat. Tax -- 5%	$	4.00
Dir Mat. Costs	$	84.00
Op. Overhead 0 % of Mat. Costs	$	0.00
Total Mat. w/ Overhead	$	84.00

Total Labor w/ Overhead	$	695.76
Total Mat.	$	84.00
Total Lab. & Mat.	$	779.76
Profit 10 %	$	77.98
Days T.P. @ Per Day	$	
Days Subs. @ Per Day	$	
Rd. Trips @ Per Trip	$	
Days Travel from Lodging To Work Area @ Per Day	$	
Permit	$	
Bid Bond ? Perf. Bond	$	
Bid Reg. Cost	$	
TOTAL	$	
Diff. in Est. & Act. Mat. Cost — Deduct	$	
Diff. in Est. & Act. Mat. Cost — Add	$	
GRAND TOTAL	$	
Adjustment (if any)	$	
FINAL BASE BID	$	857.74

FINAL MATERIAL PRICING

No.	Item	Est. Used	From	Act. Cost	From

(ADDEND = THRU ACK)

Explanation of Adjustments:—

SEE REVERSE SIDE FOR NOTES, ALTERNATES AND BID RESULTS

CENTER HS ENTRY PLAZA

JOB: CCD#7 CHANGE ORDER#1 JOB ESTIMATE ITEM: SHEET OF

Type	DESCRIPTION	QAUN.	UNIT COST	PER	EXT.	LABOR	MAN HOURS
	SITE VISIT. INVESTIGATE SITE FOR SOLUTION	LOT			10		1
	REMOVE CONDUIT & WIRE IN ATTIC FOR PLYWD. ACCESS.	LOT			25		3
	REPLACE CONDUIT & WIRE	LOT			25		3
	ADMIN.	LOT			20		1
	K & B Electric Inc	PAGE OF TOT.PG	TOTALS		80		8

PROJECT NAME: Center High School — PROJECT NO. 18-02

CONTRACTOR: Bill Litchfield Construction, Inc. — CONTRACT NO.

SUBCONTRACTOR: K & B Electrical Inc. — DATE: 12/5/2016

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Construction — CLASSIFICATION: Electrical - Inside Wireman

Item	Benefit Paid (put X in appropriate box)	Benefit Provided (put X in appropriate box)	Rate Per $100	Prevailing Wage Rate: Regular Time	Overtime	Double Time	Notes
Base Labor Rate				$ 40.06	$ 60.09	$ 80.12	*Use certified payroll to verify.*
Fringe Benefits:							
Pension [1]	X			7.45	11.18	14.90	
Health/Welfare [1]	X			11.63	17.45	23.26	
Training/Certification [1]	X			1.24	1.86	2.48	
Vacation/Holiday [1]	X			-	-	-	
Other	X			8.86	13.29	17.72	
Fringe Benefits Subtotal				$ 29.18	$ 43.77	$ 58.36	
Total PW Hourly Rate				$ 69.24	$ 103.86	$ 138.48	*= Base Labor Rate + Benefits Paid + Benefits Provided*
Benefits Paid				$ 29.18	$ 43.77	$ 58.36	
Total Paid Hourly Rate				$ 69.24	$ 103.86	$ 138.48	*= Base Labor Rate + Benefits Paid*
Burden: Taxes & Insurance [2]							
FICA			0.0620	4.29	6.44	8.58	
SDI			0.0128	0.89	1.34	1.78	
Federal Unemployment			0.0060	0.42	0.63	0.84	
California Unemployment			0.0620	4.29	6.44	8.58	*Maximum - 0.062.*
Workers Compensation [1]			0.1133	7.84	11.76	15.68	
Other [1]				-	-	-	
Other [1]				-	-	-	
Burden Subtotal				$ 17.73	$ 26.60	$ 35.46	
Contractor Liability Insurance				N/A	N/A	N/A	*Included in OH&P per CGC*
Small Tools				N/A	N/A	N/A	*Included in OH&P per CGC*
Other (warranty, record drawings, payment bonds, performance bonds, etc.)				N/A	N/A	N/A	*Included in OH&P per CGC*
TOTAL HOURLY RATE (Total Hourly Rate + Burden)				$ 86.97	$ 130.46	$ 173.94	*= Amount Contractor paid to employee*

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Stacy Crosson (print name) — Company Name: Bill Litchfield Construction, Inc.

Signature: _____

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 024

Revised 01/30/2019

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Work performed by Bill Litchfield Construction, inc.:
Supervision, hang drywall on bathroom walls.

Work performed by Dream Builders:
Head out and frame attic access in boy's bathroom.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: $1,697.17
2. The proposed schedule change is 5 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
(Signature) Sharon Thomas	(Signature) ERIC SIFUENTES	(Signature) Abe Toor	(Signature) Craig Deason
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE 1/31/19	DATE 01/31/19	DATE 1/30/2019	DATE 1/31/19

Bill Litchfield Construction, Inc.

CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: **CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA**
PROJECT NO: **18-02**
CONTRACTOR: **Bill Litchfield Construction, Inc.**
P.C.O. NO.: **24**
RFI/RFP.:
DATE: **1/30/2019**

DESCRIPTION OF CHANGE: **Work performed by BLC: Supervision, hang drywall on bathroom walls.**
Work performed by Dream Builders: Head out and frame attic access in boy's bathroom.

Contractos's Direct Costs

Additive Costs

A	Labor: Supervision - 1 hrs. x $76.82 = $76.82 Drywall/Wallboard - 6 hrs. x $95.31 = $571.86	$648.68	
B	Material: Please see invoice # 18-41578, (attached)	$460.75	
C	Equipment		
D	Subtotal of Additive Cost		$1,109.43

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Contractor's Total Direct Cost (D+H)		$1,109.43
J	Contractor's Mark-up		$110.94

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K	**Total Contractor Direct Costs + Mark-up** (Line I + J)	$1,220.37
L	Total Subcontractor Direct Costs	$400.00

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M	Subcontractor Mark-up	$40.00

Sum of Lines "J","M","N" and "O" from Subcontractor Change Order Request Summary Forms

N	Contractor's Mark-up on Subcontractor Direct Costs	$20.00

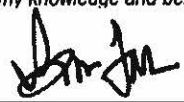
Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

O	*Contractor's Mark-up on Bond Costs*	$16.80

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P	**Total Contractor Change Request** (Line K + L + M + N + O)	**$1,697.17**
Q	**Total Contractor Time Extention Required For Changes Described In This P.C.O.**	**5 Days**

To the best of my knowledge and belief, I certify that all costs listed above are correct.



1/30/2019

Contractor Signature — Date

Oct 14th

Oct 20th / 2018

EMPLOYEE NAME: Scott L. Duncan

DATE RECEIVED

Time is when work is in progress. NOT AT ARRIVAL TO OR DEPARTURE FROM JOB SITE. Time sheets that are filled out incompletely or incorrectly may result in a delay of your paycheck until the next pay period. An overstatement of hours will result in immediate termination. Time Sheets are due at MONDAYS or the first day of the week following a holiday.

Workman's Compensation Codes: Concrete Pouring, Cement Finishing – CW; Reinforcing Steel – RS; Commercial Carpentry – CC; Residential Carpentry – RC; Steel Framing – SF; Wallboard – WB; Roofing – RF; Equipment Operator – EO; Maintenance – MT.

Day	Date	Job Name	Description of Work	TIME In	TIME Out	Lunch	Hours spent by work comp code CW	RS	CC	RC	SF	WB	RF	EO	MT	TOTAL DAILY Hours
Mon																
Tue																
Wed	10/17	Central High School Bathrooms	Hanging of sheetrock in bathrooms on walls five days	8:00 AM	2:00 PM							6				6
Thu																
Fri																
Sat																
Sun																
Total Hrs by W.C. Code																6

Employee signature: Scott L. Duncan

Work was performed in accordance with the contract specifications.

Job Name	Office	Office	Hours
TOTAL by Job			

Job Name	Office	Office	Hours
Central High School			6
TOTAL by Job			

BILL LITCHFIELD CONSTRUCTION, INC. TIME SHEET Sunday 10-14 Thru Saturday 10-20 2018

Name: Brian Parr Date: 10-22-18

Workman's Compensation Codes: Concrete Pouring, Cement Finishing – CW; Reinforcing Steel – RS; Commercial Carpentry – CC; Residential Carpentry – RC; Steel Framing – SF; Wallboard – WB; Roofing – RF; Equipment Operator – EO; Maintenance – MT; Managerial - MG

Day Date	Job Name	Description of Work	TIME In	Out	LUNCH	CW	CC	RC	SF	WB	RF	EO	MT	MG		TOTAL DAILY
Mon / 10-15																
Tue / 10-16	Center HS	Gather supplies. Get DW at Diamond	2	3										1		1
Wed / 10-17	Center HS	Stock ,hang & scrap drywall on bathroom walls	7:45	2:45	1/2					6.5						6.5
Thur / 10-18																
Fri / 10-19																
Sat 10-20																
Sun																
															Total Hrs by W.C. Code	

Employee Signature [signature]

List Tools and equipment which needs repair or replacement or tools requested.

Job Name	Office	Office	Hours
TOTAL by JOB			

Job Name	Office	Office	Hours
TOTAL by JOB			

BILL LITCHFIELD CONSTRUCTION, INC. **TIME SHEET** Sunday 10/28 Thru Saturday 11/3 2018

EMPLOYEE NAME Chris Peake DATE RECEIVED

Time is when work is in progress NOT AT ARRIVAL TO OR DEPARTURE FROM JOB SITE. Time sheets that are filled out incompletely or incorrectly may result in a delay of your paycheck until the next pay period. An overstatement of hours will result in immediate termination. Time Sheets are due at 8:00NOONDAYS or the first day of the week following a holiday.

Workman's Compensation Codes: Concrete Pouring, Cement Finishing – CW; Reinforcing Steel – RS; Commercial Carpentry – CC; Residential Carpentry – RC; Steel Framing – SF; Wallboard – WB; Roofing – RF; Equipment Operator – EO; Maintenance – MT.

Day	Date	Job Name	Description of Work	TIME In	TIME Out	Lunch	Hours spent by work comp code CW	RS	CC	RC	SF	WB	RF	EO	MT	TOTAL DAILY Hours
Mon																
Tue																
Wed																
Thu	11/1	Center High School	W.B. TAPE DRYWALL (2 FOUNTAINS & BATH WALLS - 1st-2nd Coat Hot Mud - SKIM (2) BATH (2) FOUNTAINS & UTILITY ROOM (2)	7:00	3:00							8				
																8
Fri	11/2	Center High School	W.B. MIX TEXTURE SPONGE BACK JOINTS TOUCH UP SPRAY TEXTURE	7:00	12:00							5				
																5
Sat																
Sun																
			Total Hrs by W.C. Code													13

Employee Signature Chris Peake

List Tools and equipment which needs repair or replacement or tools requested.

Job Name	Office	Office	Hours
TOTAL by JOB			

Job Name	Office	Office	Hours
TOTAL by JOB			

BILL LITCHFIELD CONSTRUCTION, INC. **TIME SHEET** Sunday 10/28 Thru Saturday 11/3 2018

EMPLOYEE NAME Austin Peake **DATE RECEIVED**

Time is when work is in progress NOT AT ARRIVAL TO OR DEPARTURE FROM JOB SITE. Time sheets that are filled out incompletely or incorrectly may result in a delay of your paycheck until the next pay period. An overstatement of hours will result in immediate termination. Time Sheets are due at MONDAYS or the first day of the week following a holiday.

Workman's Compensation Codes: Concrete Pouring, Cement Finishing – CW; Reinforcing Steel – RS; Commercial Carpentry – CC; Residential Carpentry – RC; Steel Framing – SF; Wallboard – WB; Roofing – RF; Equipment Operator – EO; Maintenance – MT.

Day	Date	Job Name	Description of Work	TIME In	TIME Out	Lunch	Hours spent by work comp code CW	RS	CC	RC	SF	WB	RF	EO	MT	TOTAL DAILY Hours
Mon																
Tue																
Wed																
Thr																
Fri	11/3	CENTER HIGH SCHOOL	W.B. MIX TEXTURE FINISH MASK - SPRAY TEXTURE	7:00	12:00							5				5
Sat																
Sun																
																5

Total Hrs by W.C. Code

Employee Signature Austin Peake

List Tools and equipment which needs repair or replacement or tools requested.

Job Hours	Office	Office	Hours
TOTAL by JOB			

Job Hours	Office	Office	Hours
TOTAL by JOB			

BILL LITCHFIELD CONSTRUCTION, INC. TIME SHEET Sunday 10-29 Thru Saturday 10-28 2018

Name: Brian Parr Date: 10-29-18

Workman's Compensation Codes: Concrete Pouring, Cement Finishing – CW; Reinforcing Steel – RS; Commercial Carpentry – CC; Residential Carpentry – RC; Steel Framing – SF; Wallboard – WB; Roofing – RF; Equipment Operator – EO; Maintenance – MT; Managerial - MG

Day	Date	Job Name	Description of Work	TIME In	Out	LUNCH	CW	CC	RC	SF	WB	RF	EO	MT	MG		TOTAL DAILY
Mon /	10-29																
Tue /	10-30	Marysville HS	Review plans for bid	9	10										1		
		Florin HS	Review plans for bid	11	2										3		4
Wed /	10-31	Center HS	Pick up mat. Diamond Pacific/Return leftover	6:30	1	1/2									1		
			Install drywall, clean up							4.5				.5			6
Thur /	11-1	Center HS	Job walk with dw finisher. Material run Home Dpt	8	3	1/2									1		
			Mask for spray texture								4.5						
			Cal Ply(order tiles-Placer/pick up trck/Clydesdale												1		
			Inquire on materials for Mntray Trail Job														6.5
Fri /	11-2	SMUD carpet	Supervise carpet install	6	9										3		
																	3
Sat 11-3																	
Sun																	
			Total Hrs by W.C. Code														

Employee Signature

List Tools and equipment which needs repair or replacement or tools requested.

Job Name	Office	Office	Hours
TOTAL by JOB			

Job Name	Office	Office	Hours
TOTAL by JOB			

PROJECT NAME _____ **PROJECT NO.** _____

CONTRACTOR Bill Litchfield Construction, Inc. **CONTRACT NO.** _____

SUBCONTRACTOR _____ **DATE** 10/10/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Construction **CLASSIFICATION:** Drywall

Item	Benefit Paid	Benefit Provided	Rate Per $100	Prevailing Wage Rate: Regular Time	Overtime	Double Time	Notes
Base Labor Rate				$ 43.02	$ 64.53	$ 86.04	*Use certified payroll to verify.*
Fringe Benefits:	(put X in appropriate box)						
Pension [1]	X			12.85	19.28	25.70	
Health/Welfare [1]	X			11.45	17.18	22.90	
Training/Certification [1]	X			0.87	1.31	1.74	
Vacation/Holiday [1]	X			4.44	6.66	8.88	
Other	X			1.00	1.50	2.00	
Fringe Benefits Subtotal				$ 30.61	$ 45.91	$ 61.22	
Total PW Hourly Rate				$ 73.63	$ 110.45	$ 147.26	*= Base Labor Rate + Benefits Paid + Benefits Provided*
Benefits Paid				$ 30.61	$ 45.92	$ 61.22	
Total Paid Hourly Rate				$ 73.63	$ 110.45	$ 147.26	*= Base Labor Rate + Benefits Paid*
Burden: Taxes & Insurance [2]							
FICA			0.0620	4.57	6.86	9.14	
Medicare			0.0145	1.07	1.61	2.14	
Federal Unemployment			0.0080	0.59	0.89	1.18	
California Unemployment			0.0620	4.57	6.86	9.14	*Maximum - 0.062.*
Workers Compensation [1]			0.1479	10.89	16.34	21.78	
Other [1]				-	-	-	
Other [1]				-	-	-	
Burden Subtotal				$ 21.68	$ 32.52	$ 43.36	
Contractor Liability Insurance				N/A	N/A	N/A	*Included in OH&P per CGC*
Small Tools				N/A	N/A	N/A	*Included in OH&P per CGC*
Other (warranty, record drawings, payment bonds, performance bonds, etc.)				N/A	N/A	N/A	*Included in OH&P per CGC*
TOTAL HOURLY RATE (Total Hourly Rate + Burden)				**$ 95.31**	**$ 142.97**	**$ 190.62**	*= Amount Contractor paid to employee*

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Stacy Crosson (print name) Company Name: Bill Litchfield Construction, Inc.

Signature: _____

Invoice

Brooks Company Inc

PO Box 5697
Auburn, CA 95604

Phone #	800 959 6560

Date	Invoice #
11/26/2018	18-41578

Bill To
Bill Litchfield Construction 13340 Grass Valley Ave Grass Valley, CA 95945

Ship To
Bill Litchfield Construction 13340 Grass Valley Ave Suite D Grass Valley, CA 95945 Center HS Porject #18-02

P.O. Number	Terms	Rep	Ship	Via	F.O.B.
		PHM	11/26/2018		

Quantity	Item Code	Description	Price Each	Amount
1	AcudorFQ5050 24x...	Access Door Acudor FW-5050 - 24" x 36"	410.00	410.00T
	Freight Costs	Freight Costs	20.00	20.00

Subtotal	$430.00
Sales Tax (7.5%)	$30.75
Total	$460.75
Balance Due	$460.75

Bill Litchfield Construction, Inc.

SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
GENERAL CONTRACTOR: **Bill Litchfield Construction, inc.**
SUBCONTRACTOR: **Dream Builders**

P.C.O. NO.: **024**
RFI/RFP.:
DATE: **1/28/2019**

DESCRIPTION OF CHANGE: **Head out and frame attic access in boy's bathroom.**

Subcontractor Direct Costs

Additive Costs

A	Labor: 3 hrs. x $110.00 = $330.00	$330.00	
B	Material:	$70.00	
C	Equipment:		
D	Subtotal of Additive Cost		$400.00

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Subcontractor's Total Direct Cost (Line D + H)		$400.00
J	Subcontractor's Mark-up		$40.00

Line "J' mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%

K	**Total Subcontractor Direct Costs + Mark-up** (Line I + J)		$440.00
L	Total of all Sub-tier Subcontractor Direct Costs		
M	Sub-tier Subcontractor Mark-up on first $50,000		
	Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.		
N	Sub-tier Subcontractor Mark-up on balance beyond $50,000		
	Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.		
O	Subcontractor's Mark-up on Sub-tier Subcontract Work *(7% of Line "L" Total)*	7.0%	$0.00
P	**Total Subcontractor Change Request** (Line K + L + M + N + O)		**$440.00**

Bill Litchfield Construction inc.
13340 Grass Valley Ave. Unit D
Grass Valley, California 95945

(916) 320-3690
(530) 570-0496

Dream Builders
9001 El Patio Ct.
Elk Grove, California 95624

Phone: (916) 224-9504
Email: jonesmike1223@gmail.com
Fax: (916) 234-9789

Payment Terms	Due upon receipt
Invoice #	000090
Date	10/23/2018
Business / Tax #	CSLB # 740416

Description	Total
head out and frame attic access in boys bathroom 3 hrs. @ $110.00 hr. Center High School Extra work order ...head out and frame attic access in boys bathroom ...3hrs	$330.00
Material Lumber and Hardware	$70.00
Overhead and Profit	$40.00

Subtotal	$440.00
Total	**$440.00**

Center Joint Unified School District
8408 Walt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 026

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Owner proposes to change the Contract as follows:

Costs incurred by owner, which are the responsibility of the Contractor to be deducted from contract price:

- Arrow Plumbing – repair of underground water line
- Labor/Materials of District staff for work to gate hardware
- Re-Inspection costs for Terracon for failed welding tasks
- Cost incurred by Project Inspector

Credit due back to owner for time not used for supervision by BLC under PCO 020

Reference Document (RFP, RFI #): See back up documentation attached.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: < $10,984.72 >
2. The proposed schedule change is 0 days

REVIEWED	REVIEWED	ACCEPTED Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	APPROVED
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
(Signature) Sharon Thomas	(Signature) ERIC SIFUENTES	(Signature) Abe Toor	(Signature) SCOTT A. LOMAN
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE 1-31-19	DATE: 01/31/19	DATE: 01/31/2019	DATE: 2/5/19

Proposed Change Order - Breakdown

To: Bill Litchfield Construction

PCO No: 26

Ref Doc No.: N/A

Date: 01/30/19

Re: CJUSD CHS New Campus Entry Plaza
District Reimbursements for work by subcontractor, district staff, re-inspection time and credit from PCO 020 for

DSA File No: 02-116405

Project No. 18-02

Scope of Work:

		QTY	Rate	Eqmt./Materials	Labor	Total Credit
Arrow Plumbing						
Repair to broken 4" transite underground water pipe					$ -	
Labor	Plumber	4	$ 110.00		$ 440.00	
Labor	Apprentice	4	$ 86.00		$ 344.00	
Materials	2' of 4" Sch 40 PVC Pipe Repair Couplings 4" A/C x	2	$ 3.52	$ 7.04		
Materials	4" PVC	2	$ 192.00	$ 384.00		
Tax on Materials				$ 30.31		
			Subtotals	**$ 421.35**	**$ 784.00**	**$ 1,205.35**
District Staff						
Work to gate hardware						
Labor	Roger	10	$ 23.97		$ 239.70	
Parts	Contractor provided 8 cores Springs and Pins (District)	1	$ 268.80	$ 268.80		
			Subtotal	**$ 268.80**	**$ 239.70**	**$ 508.50**
Terracon						
Re-inspection					$ 490.00	
9/13/18 for failed weld					$ 490.00	
11/2/2018 reinspection						
			Subtotal	**$ -**	**$ 980.00**	**$ 980.00**
MHL Enterprises						
Not ready for Inspection		4	$ 85.00		$ 340.00	$ 340.00
BLC						
Supervision PCO 020 Hours Allowed T&M		360	$ 76.82		$ 27,655.20	
Pay Ap #5 - Hours 9/30/18 - 11/3/18		129.5	$ 76.82		$ 9,948.19	
Time Cards 11/4/18 - 1/11/19 Invoice #172		127	$ 76.82		$ 9,756.14	
			Subtotal		$ 19,704.33	
			Credit		$ 7,950.87	$ 7,950.87
					Total	**$ 10,984.72**
					Deduct from Contract	

Date

CENTER JOINT UNIFIED SCHOOL DISTRICT

TELEPHONE (916)338-6400
FAX (916)338-6345

PURCHASE ORDER

No. 190294

TO: 022066
ARROW PLUMBING INC
5930 STANLEY AVENUE
CARMICHAEL CA 95608

SHIP TO: CRAIG DEASON, ASSISTANT SUP.
FACILITIES & OPERATIONS
CENTER JOINT UNIFIED SCH DIST
8408 WATT AVENUE
ANTELOPE, CA 95843-9116

Phone: (916)483-7321 Fax: (916)483-2056

ORDER DATE	SUBMITTED BY	SITE NAME	REQ#
07/30/2018	MATRE/DEASON	MAINTENANCE	000302

PURCHASE ORDER NUMBER MUST BE SHOWN ON ALL PACKAGES, INVOICES AND CORRESPONDENCE

ITEM#	QTY	UNIT	DESCRIPTION	UNIT PRICE	AMOUNT
1	1	EACH	REPAIRED BROKEN 4" TRANSITE UNDER GROUND WATER PIPE AT THE CENTER HIGH SCHOOL NEW ENTRY PLAZA. AMOUNT WILL BE BACK-CHARGED TO THE GENERAL CONTRACTOR OF THE PROJECT BILL LITCHFIELD CONSTRUCTION. BACK UP FORWARDED TO THE BUSINESS OFFICE.	1,205.350	1,205.35
				SUB-TOTAL	1,205.35
				FREIGHT	0.00
				TAX	0.00
				TOTAL	1,205.35

21-0000-0-6200-106-0000-8500-007-620 1,205.35

TERMS: NET 30 DAYS

INVOICE TO: Center Joint Unified School District
ACCOUNTS PAYABLE
8408 WATT AVE
ANTELOPE, CA 95843-9116

Authorized Signature

PCO #026 Reg. #302

Arrow Plumbing, Inc.
6830 Stanley Ave
Carmichael, CA 95608
(916)483-7321

Invoice

ARROW PLUMBING, INC.

O.K. TO PAY
JUL 26 2018
M.O.F.T. DEPT.
CENTER USD

RECEIVED
JUL 25 2018
CAPITAL PROGRAM MANAGEMENT, INC.
ENCLOSED

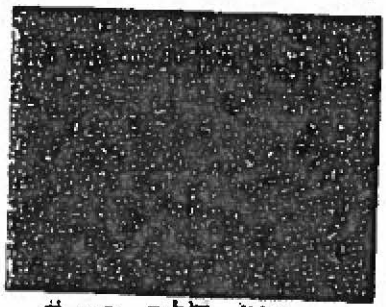
Bill To
Center Unified School District
8408 Watt Avenue
Antelope, CA 95843

INVOICE #	DATE	TOTAL DUE
22548	07/19/2018	$1,205.35

SERVICE DATE
7/17/18

PLUMBER
Steve/Clark

ACTIVITY	QTY	RATE	AMOUNT
Repaired broken 4" transite under ground water pipe.			
Labor Plumber	4	110.00	440.00
Labor - A Apprentice	4	86.00	344.00
Materials 2' of 4" sch 40 pvc pipe	2	3.52	7.04T
Materials Repair couplings 4" A/C X 4" pvc	2	192.00	384.00T
SUBTOTAL			1,175.04
TAX (7.75%)			30.31
TOTAL			1,205.35
BALANCE DUE			$1,205.35



O.K. TO PAY
JUL 26 2018
M DEPT DEPT
CENTER USD

LEA SCHOOL DIST
JUL 24 AM 10:42

POR# 1065

21.0000.0.6200.106.0000.8500.057.170.620

Capital Program Mangement, Inc
APPROVAL FOR PAYMENT
Project Manager SMT MC 7.26.18
Owner 07-26-18

6259.170. API#1

Thank you for your business!

PCO #026

District: 081 Year: 2019 **Purchase Order** **QSS/OASIS**

PO #	RQ #	Type
190294	000302	

Vendor: 081-022066
ARROW PLUMBING INC
5930 STANLEY AVENUE
CARMICHAEL, CA 95608

Ship to: 0006
CRAIG DEASON, ASSISTANT SUP.
FACILITIES & OPERATIONS
CENTER JOINT UNIFIED SCH DIST
8408 WATT AVENUE
ANTELOPE, CA 95843-9116

Date: 07/27/2018
Printed: 07/30/2018
Paid: 08/02/2018
Deliver By:
Status: Y
Released: Y

Site: 0006
Warehouse: 00
Stores Order:
Buyer: 0000
Conf Order: 00

Description	Submitted by	Terms	FOB
Plaza Project BUILDING IMPROVEMENT	MATRE/DEASON		

Ln	Split	Quantity	Unit	Unit Cost	Extended	Tax	Stock No	FA
0001	N	1	EACH	1,205.35	1,205.35	N		

REPAIRED BROKEN 4" TRANSITE UNDER GR WATER PIPE AT THE CENTER HIGH SCHOOL NEW ENTRY PLAZA.

AMOUNT WILL BE BACK-CHARGED TO THE GENERAL CONTRACTOR OF THE PROJECT BI LITCHFIELD CONSTRUCTION.

BACK UP FORWARDED TO THE BUSINESS OF

21-0000-0-6200-106-0000-8500-007-620 1,205.35 100.0000%
Extended/Tax/Total: 1,205.35 0.00 1,205.35

Ln	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	Amount	Status
0001	21	0000	0	6200	106	0000	8500	007	620	1,205.35	F

Total: 1,205.35

Last Updated: 07/30/2018 10:54 By: MAHU

View Payment Details

View Receipt Details

Template: trxpo (L.00.07)
Generated: 11/05/2018 at 11:22:32 AM

PCO #026

Sharon Thomas

Hardware by District Staff

From:	Craig Deason <cdeason@centerusd.org>
Sent:	Monday, November 05, 2018 11:45 AM
To:	Sharon Thomas
Subject:	Fwd: CJUSD CHS New Campus Entry Plaza - PCO 026 - Deductive PCO
Attachments:	Arrow PO.pdf; Arrow Invoice.pdf

Sharon,
Here is the cost from the Arrow Plumbing repair and Roger's lock work at CHS Plaza and Sp/DUD gates

DUD/SP gates
Parts- Cores $600 + pins and springs $672 = $1,272
Labor- $23.97 x 20 Hrs.= $479.40
Total- $1,751.40

CHS Gates
Parts- 8 cores provided by contractor; Springs and pins $268.80
Labor- $240
Total- $508.80

10 hours @ $23.97

CHS Arrow Plumbing Attached.

Craig

---------- Forwarded message ----------
From: **Craig Deason** <cdeason@centerusd.org>
Date: Fri, Nov 2, 2018 at 3:46 PM
Subject: Fwd: CJUSD CHS New Campus Entry Plaza - PCO 026 - Deductive PCO
To: Angela Espinoza <acspinoza@centerusd.org>, Roger Hagedorn <rogerh@centerusd.org>

Angela,
Could you find a bill from Arrow plumbing where they repaired a gas or water line for the Center High School Plaza Project a couple of months ago.

Roger, can you remind me the cost of the cylinders and pinning of the gates at Dudley and Spinelli. Also what was the cost of the support for the High School Plaza gates?

Thanks,
Craig

---------- Forwarded message ----------
From: **Sharon Thomas** <sharont@capitalpm.com>
Date: Fri, Nov 2, 2018 at 9:30 AM
Subject: CJUSD CHS New Campus Entry Plaza - PCO 026 - Deductive PCO
To: Craig Deason <cdeason@centerusd.org>

PCO #026

RECEIVED

OCT 08 2018

CAPITAL PROGRAM MANAGEMENT, INC.

Terracon

INVOICE

902 Industrial Way
Lodi, CA 95240-3106
209-367-3701

Project Mgr: Ryan King

Project: Center High School - New Entry Plaza
3111 Center Court Lane
Antelope, CA 95843

To: Center Joint Unified School District
C/O:Sharon Thomas_CPM
Attn: Craig Deason
8408 Watt Avenue
Antelope, CA 95843

REMIT TO:

Invoice Number: TB13785

Terracon Consultants, Inc.
PO Box 959673
St Louis, MO 63195-9673

Federal E.I.N.: 42-1249917

Project Number:	NB181039
Contract Amount:	$22,375.00
Billed to Date:	$22,346.00
Invoice Date:	10/05/2018
Services Through:	9/29/2018

Date	Report	Description of Services	Quantity	Rate	Total
TASK: Out of Scope, Contractor Responsible					
9/13/18	NB181039.0046	Field Welding Inspector	4.00	$95.00	$380.00
9/13/18	NB181039.0046	PM/PE Review/Admin Support	1.00	$90.00	$90.00
9/13/18	NB181039.0046	Trip Charge (ea)	1.00	$20.00	$20.00
				Task Total	**$490.00**
TASK: Structural Steel					
9/5/18	NB181039.0044	Field Welding Inspector	4.00	$95.00	$380.00
9/5/18	NB181039.0044	PM/PE Review/Admin Support	1.00	$90.00	$90.00
9/5/18	NB181039.0044	Trip Charge (ea)	1.00	$20.00	$20.00
				Task Total	**$490.00**

21 · 0000 · 0 · 6820 · 106 · 0000 · 8500 · 007 · 620

Invoice Total **$980.00**

V# 017295

PO# 190537

Capital Program Mangement, Inc.
APPROVAL FOR PAYMENT

Project Manager PIC — Date 10.9.18
Project Manager — Date 10.09.18
Other — Date

10.09.18

6263 · 170 TERR#3

TERMS: DUE UPON PRESENTATION OF INVOICE

PCO #026

Terracon

INVOICE

902 Industrial Way
Lodi, CA 95240-3106
209-367-3701

Project Mgr: Ryan King

Project: Center High School - New Entry Plaza
3111 Center Court Lane
Antelope, CA 95843

To: Center Joint Unified School District
C/O:Sharon Thomas_CPM
Attn: Craig Deason
8408 Watt Avenue
Antelope, CA 95843

REMIT TO:

Invoice Number: TB26915

Terracon Consultants, Inc.
PO Box 959673
St Louis, MO 63195-9673

Federal E.I.N.: 42-1249917

Project Number:	NB181039
Contract Amount:	$22,375.00
Billed to Date:	$23,506.00
Invoice Date:	11/05/2018
Services Through:	11/03/2018

Date	Report	Description of Services	Quantity	Rate	Total
TASK: Out of Scope					
10/9/18	NB181039.0047	PM/PE Review/Admin Support	1.00	$90.00	$90.00
10/9/18	NB181039.0047	Bolt Pull / Load Testing	4.00	$140.00	$560.00
10/9/18	NB181039.0047	Trip Charge (ea)	1.00	$20.00	$20.00
				Task Total	$670.00
TASK: Structural Steel					
11/2/18	NB181039.0048	Field Welding Inspector	4.00	$95.00	$380.00
11/2/18	NB181039.0048	PM/PE Review/Admin Support	1.00	$90.00	$90.00
11/2/18	NB181039.0048	Trip Charge (ea)	1.00	$20.00	$20.00
				Task Total	$490.00

Invoice Total $1,160.00

(4)

Trip out to clear deviation

TERMS: DUE UPON PRESENTATION OF INVOICE

WELDING OBSERVATION REPORT

Report Number: NB181039.0046
Service Date: 09/13/18
Report Date: 09/14/18
Task: Out of Scope, Contractor Responsible

Terracon
50 Golden Land Ct, Ste 100
Sacramento, CA 95834-2425
916-928-4690

Client
Center Joint Unified School District
Sharon Thomas_CPM
Attn: Craig Deason
8408 Watt Avenue
Antelope, CA 95843

Project
Center High School - New Entry Plaza
3111 Center Court Lane
Antelope, CA 95843

Project Number: NB181039

DSA 250 – Special Inspection Report – Welding

School District: Center joint Unified School District
Attn: Dennis Dooley
Address: 8408 Watt Ave
Antelope, CA 95843

LEA #: 199
DSA FILE #: 34-H9
DSA APPL #: 02-116405
Lab Facility: Terracon Consultants, Inc
50 Goldenland Ct, Ste 100, Sacramento, CA 95834

Verification of Materials, Equipment, Welders, etc.

☐ Verified weld filler material identification markings per AWS designation listed on the DSA approved documents and the WPS
☐ Verified weld filler material manufacturer's certification of compliance.
☐ Verify WPS, welder qualifications and equipment

☒ **Field Welding**

☐ Inspected groove, multi-pass, and fillet welds >5/16"
☒ Inspected single-pass fillet welds <5/16"
☐ Inspect end-welded studs (ASTM A-108) installation (including bend test)
☐ Inspect floor and roof deck welds
☐ Inspect welding of structural cold-formed steel
☐ Verification of reinforcing steel weldability
☐ Inspect welding of reinforcing steel

☐ **Shop Welding**

☐ Inspected groove, multi-pass, and fillet welds >5/16"
☐ Inspected single-pass fillet welds <5/16"
☐ Inspect welding of stairs and railing system
☐ Verification of reinforcing steel weldability
☐ Inspect welding of reinforcing steel

Shop name and address:
Name
City, State

Inspection Notes:

Conducted post weld inspection on service gate hinges, to multi-purpose room.
Gate under sign shown in attached pictures. One hinge on top right corner, missing 2 welds.
Informed Brain to inspection finding.

We have employed accepted engineering and testing procedures. However, we do not undertake the guarantee of construction nor do we relieve the contractor of his primary responsibility to produce a completed project conforming to the project plan and specifications.

The Work ☒ WAS ☐ WAS NOT
Inspected in accordance with the requirements of the DSA Approval Documents
The Work Inspected ☐ MET ☒ DID NOT MEET
The requirements of the DSA Approval Documents
Material Sampling ☐ WAS ☐ WAS NOT ☒ N/A
Performed in accordance with DSA Approval Documents

The tests were performed in general accordance with applicable ASTM, AASHTO, or DOT test methods. This report is exclusively for the use of the client indicated above and shall not be reproduced except in full without the written consent of our company. Test results transmitted herein are only applicable to

WELDING OBSERVATION REPORT

Report Number: NB181039.0046
Service Date: 09/13/18
Report Date: 09/14/18
Task: Out of Scope, Contractor Responsible

Terracon
50 Golden Land Ct, Ste 100
Sacramento, CA 95834-2425
916-928-4690

Client
Center Joint Unified School District
Sharon Thomas_CPM
Attn: Craig Deason
8408 Watt Avenue
Antelope, CA 95843

Project
Center High School - New Entry Plaza
3111 Center Court Lane
Antelope, CA 95843

Project Number: NB181039

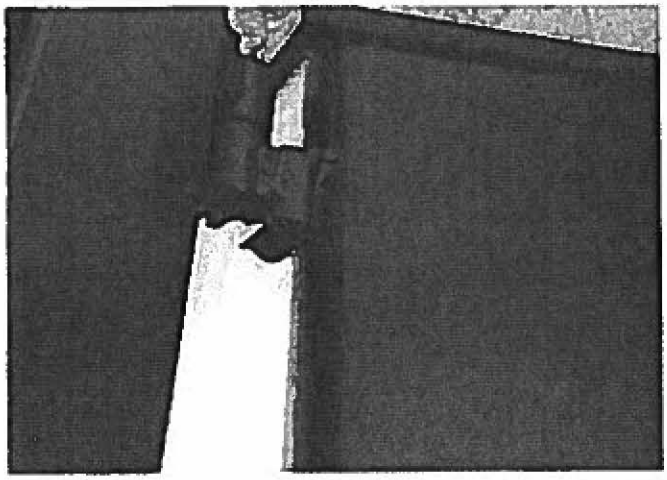


Photo No. 1	top corner

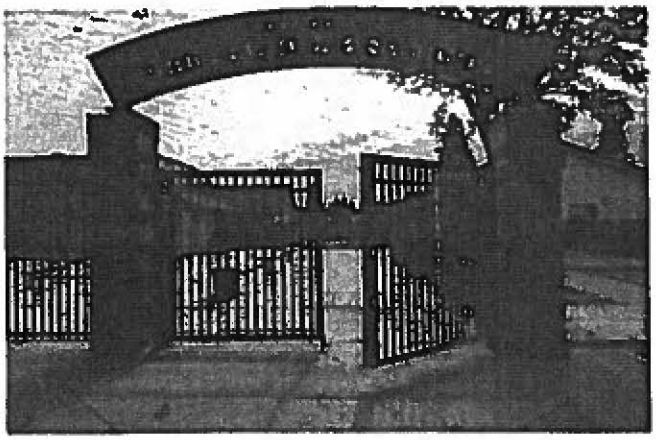


Photo No. 2	right gate, top right hinge

Services: Field Weld,Gate Hinges

Terracon Consultants, Inc. Rep.: Payton Owen
Reported To: Brian Murphy
Contractor: Bill Litchfield Construction, Inc.
Report Distribution:
(1) Center Joint Unified School District, Craig Deason
(1) Bill Litchfield Construction, Inc , Brian Murphy
(1) Mill. Enterprises Inc, Dennis Dooley
(1) Bill Litchfield Construction, Inc , Abe Toor
(1) Capital Program Management, Inc., Sharon Thomas
(1) Nacht & Lewis Architects, Eric Siliuentes

Reviewed By: Ryan King, P.E.
Department Manager II

The tests were performed in general accordance with applicable ASTM, AASHTO, or DOT test methods. This report is exclusively for the use of the client indicated above and shall not be reproduced except in full without the written consent of our company. Test results transmitted herein are only applicable to

PCO #026

RECEIVED

AUG 06 2018

CAPITAL PROGRAM MANAGEMENT, INC.

MHL Enterprises
10200 Omega Way
Grass Valley, CA 95949-9148
530-273-4166 Off. 530-273-4675 Fax

Invoice

Service Provided To	Invoice Date:	Invoice No:
Center Joint Unified School District 8408 Watt Ave. Antelope, CA 95843	August 1, 2018	814

Purchase Order # 182758	App. No. 02-116405, File No. 34-H9
Vendor Code:	
Site Services Preformed	**Dates of Service**
Center High School Plaza Entry	July 1 - July 31, 2018

Date:	Hrs:	Date:	Hrs:
1		16	2
2		17	6
3	3.5	18	2
4		19	2
5	3	20	2
6	2	21	
7		22	
8		23	4
9	2	24	7
10	3.5	25	
11	2.5	26	4
12	3	27	3
13	3	28	
14		29	
15		30	4 Show up/insp. not ready
		31	

Need to back charge contractor for this. ST. ✓

	Hours	Rate	Amount Due
Straight Time	65.5 ✓	$85.00	✓ $5,567.50
Overtime			$0.00
Total Due			$5,567.50

Inspector of Record Inspector Services

ENTERED 9.23.18

V# 0105563
PO# ~~182758~~ ~~POR# 1031~~ PO # 190534
21 · 0000 · 0 · 6290 · 472 · 0000 · 8500 · 007 · 620

Capital Program Mangement, Inc.
APPROVAL FOR PAYMENT
Budget Manager — MR — Date 8.7.18
Project Manager — Date 08.07.18
9.23.18

Scanned & Emailed
Date: 8.24.18

Bill Litchfield Construction, inc.

13340 Grass Valley Avenue
Unit D
Grass Valley, CA 95945

Invoice

Date	Invoice #
1/28/19	172

Bill To
Center Joint Unified School District 8408 Watt Avenue Antelope, CA 95843

P.O. No.	Terms	Project
		Center High School -...

Description	Qty	Rate	Amount
Supervision 9/13/2018	1	76.82	76.82
Supervision 11/04/2018 - 11/10/2018	40	76.82	3,072.80
Supervision 11/11/2018 - 11/17/2018	32	76.82	2,458.24
Supervision 11/19/2018	5	76.82	384.10
Supervision 11/20/2018	8	76.82	614.56
Supervision 12/10/2018	8	76.82	614.56
Supervision 12/11/2018	5	76.82	384.10
Supervision 12/26/2018	6	76.82	460.92
Supervision 12/28/2018	6.5	76.82	499.33
Supervision 1/02/2019	5	76.82	384.10
Supervision 1/04/2019	4	76.82	307.28
Supervision 1/07/2019	2.5	76.82	192.05
Supervision 1/08/2019	1	76.82	76.82
Supervision 1/10/2019	3	76.82	230.46

Thank you.

Total	$9,756.14
Payments/Credits	$0.00
Balance Due	$9,756.14

1 HR PCO 020

CENTER HIGH DAILY FIELD REPORT	DATE: 9/13/2018	CONDITIONS: Clear	TEMP: 75Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	**CREW COUNT**	**WORK DESCRIPTION**	**IN**	**OUT**
Youngs Carpet One	1	Mike onsite checking both restrooms for vinyl cove base. Says the cove will not work with added shear, recommends cutting back cove and replacing with like vinyl (ex. product is extinct), a cheaper solution than tile cove base. To send $ tomorrow am.	11:00:00	11:30:00
BLC	1	Supervision, working on ROM for restroom rework - Phase II	08:20:00	16:00:00
DSR	2	Dennis onsite for Civil punch, George also. Civil showed up and walked site without us, comments to follow	08:20:00	11:00:00
WARREN CONSULTING ENGINEERS	1	Tom apparently on-site for civil walk but didn't check in. Dennis and I were expecting a team walk, when we attempted to locate Tom he had already left.	09:30:00	10:00:00
Aerco	0	N/A		
ELITE	0	N/A		
DUPZYK	0	N/A		
L&M Fencing	0	N/A		
Mr Sign	0	N/A		
National Rents	0	N/A		
R&S Gates	0	N/A		
Short Circuit	0	N/A		
TERRACON	0	N/A		
TJR	0	N/A		
Wallace Masonry	0	N/A		

EQUIPMENT:

None				

EMPLOYEE NAME: BRIAN MURPHY

Week Ending 11/4 — Week Ending 11/10 — 218

This is when work is in progress FOR AT MINIMUM TO OR DEPARTURE FROM JOB SITE. Time needed that are [illegible] incomplete or incorrectly may result in a delay of your paycheck until the error is corrected. An overstatement of hours will result in [illegible]. Time sheets are due [illegible] of the following week.

Workmen's Compensation Codes: Concrete Pouring, Cement Finishing – CW; Reinforcing Steel – RS; Commercial Carpentry – CC; Residential Carpentry – RC; Steel Framing – SF; Wallboard – WB; Roofing – RF; Equipment Operator – EO; Maintenance – MT.

Day	Date	Job No.	Description	IN	OUT	HOURS	CW	RS	CC	RC	SF	WB	RF	EO	MT	TOTAL DAILY
Mon	11/5	CENTER H.S.	SUPERINTENDENT	700	330	30									8	8
Tue	11/6			700	330	30									8	8
Wed	11/7			700	330	30									8	8
Thu	11/8			700	330	30									8	8
Fri	11/9			700	330	30									8	8
															40	40

Employee Signature: Brian Murphy

Job Name | Code | Hours

Job Name | Code | Hours

Bill Litchfield Construction, inc.
13340 Grass Valley Avenue
Unit D
Grass Valley, CA 95945

Pco 020

Brian C. Murphy
14139 Mandolin Way
Nevada City, CA 95959

Direct Deposit

Employee Pay Stub | Check number: DD1177 | Pay Period: 11/11/18 - 11/17/18 | Pay Date: 11/25/18

Employee	Status (Fed/State)	Allowances/Extra
Brian C. Murphy, 14139 Mandolin Way, Nevada City CA 95959	Single/Single	Fed-2/0/CA-2/0

Earnings and Hours	Qty	Rate	Current	YTD Amount
Regular Wages	32.00	40.00	1,280.00	38,006.14
OT - Reg				90.00
Prev - Carpenter				28,724.60
OT - Prev				373.28
Prev - Concrete				2,456.58
Prev - Carp S P				1,807.64
Prev. Back Pay				124.40
Prev Underpmt				40.96
	32.00		1,280.00	69,623.60

Taxes	Current	YTD Amount
Medicare Employee Addl Tax	0.00	0.00
Federal Withholding	-153.00	-10,094.00
Social Security Employee	-79.36	-4,318.66
Medicare Employee	-18.56	-1,009.54
CA - Withholding	-61.87	-4,255.63
CA - Disability Employee	-12.80	-696.24
	-325.59	-20,372.07
Net Pay	**954.41**	**49,251.53**

Direct Deposit	Amount
Checking - ******8614	954.41

Paid Time Off	Earned	YTD Used	Available
Sick Time	0.00		24.00

Memo
Direct Deposit

Powered by Intuit Payroll

5 Hrs

CENTER HIGH DAILY FIELD REPORT	DATE: 11/19/2018	CONDITIONS: Clear	TEMP: 75Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	**CREW COUNT**	**WORK DESCRIPTION**	**IN**	**OUT**
K&B Electrical	2	Rich & helper on site for misc ele in restrooms	09:30:00	11:30:00
BLC	1	Supervision	07:00:00	12:00:00
DSR	1	Dennis onsite	09:00:00	00:00:00
WARREN CONSULTING ENGINEERS	0	N/A	00:00:00	00:00:00

EQUIPMENT:

None				

B Hall

CENTER HIGH DAILY FIELD REPORT	DATE: 11/20/2018	CONDITIONS: Clear	TEMP: 75Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
K&B Electrical	2	Rich & helper on site for misc ele in restrooms	07:30:00	13:30:00
BLC	1	Supervision	07:00:00	15:00:00
DSR	1	Dennis onsite	00:00:00	14:00:00
Calidad	1	Phil working on urinals & fountains	08:00:00	13:00:00

EQUIPMENT:

None				

8 Hrs

CENTER HIGH DAILY FIELD REPORT		DATE: 12/10/2018 CONDITIONS: Overcast TEMP: 60Deg		
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
Nizuk Electrical	1	Repower (2) dead lighting poles from J-Box in Room 208	07:30:00	14:30:00
BLC	2	Supervision & Misc Pick-up	07:00:00	16:00:00
DSR	1	Dennis onsite	07:00:00	15:00:00
Calidad	1	Jeremy installing (2) sinks in womens restroom	08:00:00	15:30:00

EQUIPMENT:

None				

COMMENTS:

Brian installing access panel (2) door signs and wood trim.

(1) of the (3) delivered sinks is damaged and unusable. Calidad went directly to Manufacturer and ordered (4) sinks directly, told all will arive this week.

5 Hrs

CENTER HIGH DAILY FIELD REPORT	DATE: 12/11/2018	CONDITIONS: Overcast	TEMP: 60Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
K&B Electrical	0	N/A		
BLC	1	Supervision	06:30:00	11:30:00
DSR	1	Dennis onsite	07:00:00	09:00:00
Calidad	1	Jeremy working on urinals & fountains	07:00:00	11:00:00

EQUIPMENT:

None				

COMMENTS:

Per District request, Calidad installed (2) sinks in the women's restroom. During installation on the men's side it was noted that the (1) remaining sink had been damaged during shipping and was unusable. I emailed team for direction suggesting we postpone further work until remaining sinks arrive and are installed. No response as of yet.

Eric revised RFI 040 for an Almond Finish to Pilaster as opposed to the previously directed and ordered Burgundy. Order was stopped, waiting for restock BC.

6 Hrs

CENTER HIGH DAILY FIELD REPORT	DATE: 12/26/2018	CONDITIONS: Clear/cold	TEMP: 50Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
K&B Electrical	0	N/A	00:00:00	00:00:00
BLC	1	Supervision	06:30:00	12:30:00
DSR	0	Backing Plate Inspection	07:00:00	00:00:00
Calidad	1	Jeremy setting only unbroken (3 of 6) sinks that arrived Friday Dec 21. Calidad re-ordered (4) more on Friday told they would land today or tomorrow.	08:30:00	11:30:00

EQUIPMENT:

None				

COMMENTS:

Multiple attempts have been made to substitute the district approved sink, it is the worng product for the use and incredibly fragile. After waiting two weeks for the arival of model 2805 we were told the product was back-ordered. The allowable district substitute model 2812 was then ordered on 12/18. On Dec 21 (6) arrived, (3) of which were broken in the packaging.

To date (6) have been damaged during delivery, all have to be shipped from back east and the project has been delayed several weeks attempting to locate and deliver these specialty order sinks, which in the end we believe will have to replaced with a more durable and tamperproof model.

6.5 Hrs

CENTER HIGH DAILY FIELD REPORT		DATE: 12/28/2018 CONDITIONS: Clear/cold TEMP: 50Deg		
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
SDI	2	Install restroom accessories	08:00:00	13:00:00
BLC	1	Supervision	07:00:00	13:30:00
DWS	1	Touch Up Paint	08:00:00	10:00:00

EQUIPMENT:

None				

COMMENTS:

5 Hrs

CENTER HIGH DAILY FIELD REPORT		DATE: 01/02/2019 CONDITIONS: Clear/cold TEMP: 50Deg		
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
K&B Electrical	0	N/A	00:00:00	10:30:00
BLC	1	Supervision	09:30:00	14:30:00
District	1	Craig on site, approved larger sink in womans.	13:00:00	13:30:00
Calidad	1	Jeremy final setting sinks	10:00:00	14:00:00

EQUIPMENT:

None				

COMMENTS:

4 Hrs

CENTER HIGH DAILY FIELD REPORT	DATE: 01/04/2019	CONDITIONS: Clear/cold	TEMP: 50Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
K&B Electrical	0	N/A	00:00:00	10:30:00
BLC	1	Supervision	09:00:00	13:00:00
DSA	0	N/A	00:00:00	00:00:00
Calidad	1	Cary final setting and adjusting sinks	10:00:00	12:30:00

EQUIPMENT:

None				

COMMENTS:

Finished everything except still missing (2) ADA door signs and the splash trays. Noticed a ToiletSeat protector holder down in girls toilet stall #1. Will finish these items Monday and schedule final walk for Tuesday mid am.

2.5 Hrs

CENTER HIGH DAILY FIELD REPORT	DATE: 01/07/2019	CONDITIONS: Clear/cold	TEMP: 50Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
K&B Electrical	0	N/A	00:00:00	10:30:00
BLC	1	Supervision/Final Punch Prep	13:00:00	15:30:00
DSA	0	N/A	00:00:00	00:00:00
Calidad	0	N/A	00:00:00	00:00:00

EQUIPMENT:

None				

COMMENTS:

Punch walk scheduled for tomorrow

1 HR

CENTER HIGH DAILY FIELD REPORT	DATE: 01/08/2019	CONDITIONS: Clear/cold	TEMP: 50Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
District	2	Punch Walk	11:30:00	12:30:00
BLC	1	Punch Walk	11:30:00	12:30:00
DSA	1	Punch Walk	11:30:00	12:30:00
Nacht & Lewis	1	Punch Walk	11:30:00	12:30:00

EQUIPMENT:

None				

COMMENTS:

Punch walked with Karen, Craig, Dennis, Eric, Sharon. Remaining items are trap guards, drip trays and possible faucet sensor adjust

3 Hrs

CENTER HIGH DAILY FIELD REPORT	DATE: 01/10/2019	CONDITIONS: Clear/cold	TEMP: 50Deg	
BILL LITCHFIELD CONSTRUCTION				
CONTRACTOR/VISITORS	CREW COUNT	WORK DESCRIPTION	IN	OUT
K&B Electrical	0	N/A	00:00:00	10:30:00
BLC	1	Supervision	12:30:00	15:30:00
DSA	0	N/A	00:00:00	00:00:00
Calidad	1	Cary installing trap guards and drip pans	13:00:00	15:30:00

EQUIPMENT:

None				

COMMENTS:

Final punchlist corrections complete

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 027

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Work Performed By K & B Electric Inc:
Supply and Install 1 - Photocell to control the plaza lights. Investigate circuit path. Intercept circuit. Install PC.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: **$1,374.92**
2. The proposed schedule change is 1 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name) Sharon Thomas	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name) Craig Deason
(Signature) Sharon Thomas	(Signature) ERIC SIFUENTES	(Signature) Abe Toor	(Signature) Craig Deason
(Print Name) DATE: 12/6/18	(Print Name) DATE: 12/12/18	(Print Name) DATE 12/03/2018	(Print Name) DATE: 12/12/18

Bill Litchfield Construction, Inc.

CHANGE ORDER REQUEST SUMMARY

PROJECT NAME:	CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA	P.C.O. NO.:	027
PROJECT NO:	18-02	CCD No.:	7
CONTRACTOR:	Bill Litchfield Construction, Inc.	DATE:	12.3/2018

DESCRIPTION OF CHANGE: Work Performed By K & B Electric Inc:
Supply and Install 1 - Photocell to control the plaza lights. Investigate circuit path.
Intercept circuit. Install PC.

Contractor Direct Costs

Additive Costs

A	Labor: Supervision: 4 hrs. x $76.82 = $307.28	$307.28	
B	Material		
C	Equipment		
D	Subtotal of Additive Cost		$307.28

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Contractor's Total Direct Cost (D+H)		$307.28
J	Contractor's Mark-up		$30.73

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K	**Total Contractor Direct Costs + Mark-up** (Line I + J)	$338.01
L	Total Subcontractor Direct Costs	$889.83

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M	Subcontractor Mark-up	$88.98

Sum of Lines "J","M","N" and "O" from Subcontractor Change Order Request Summary Forms

N	Contractor's Mark-up on Subcontractor Direct Costs	$44.49

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

O	*Contractor's Mark-up on Bond Costs*	$13.61

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P	**Total Contractor Change Request** (Line K + L + M + N + O)	$1,374.92
Q	**Total Contractor Time Extention Required For Changes Described In This P.C.O.**	1 Days

To the best of my knowledge and belief, I certify that all costs listed above are correct.

12/3/2018

Contractor Signature — Date

BLC
Bill Litchfield Construction, Inc.

SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
GENERAL CONTRACTOR: Bill Litchfield Construction, Inc.
SUBCONTRACTOR: K & B Electric Inc.

P.C.O. NO.: 027
CCD No.: 7
DATE: 12/3/2018

DESCRIPTION OF CHANGE: Supply and Install 1 - Photocell to control the plaza lights. Investigate circiut path. Intercept circuit. Install PC.

Subcontractor Direct Costs

Additive Costs

A	Labor: Electrical - Inside Wireman - 9 hrs. x $86.97 = $782.73	$782.73	
B	Material:	$107.10	
C	Equipment:		
D	Subtotal of Additive Cost		$889.83

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Subcontractor's Total Direct Cost (Line D + H)		$889.83
J	Subcontractor's Mark-up: Equipment, Materials, Specialists *Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%*		$88.98
K	**Total Subcontractor Direct Costs + Mark-up** (Line I + J)		$978.81
L	Total of all Sub-tier Subcontractor Direct Costs		
M	Sub-tier Subcontractor Mark-up on first $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
N	Sub-tier Subcontractor Mark-up on balance beyond $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
O	Subcontractor's Mark-up on Sub-tier Subcontract Work *(7% of Line "L" Total)*	7.0%	$0.00
P	**Total Subcontractor Change Request** (Line K + L + M + N + O)		$978.81

K & B Electric Inc

P.O. BOX 2233
Loomis, CA 95650
Lic. No. 937299
916 652 6524 Fax 916 404 4819
kandbelectric916@sbcglobal.net

PROPOSAL

DATE	PROPOSAL...
11/29/2018	1272

NAME / ADDRESS
Bill Litchfield Construction Inc. Abe Toor 13341 Grass Valley Ave. Suite D Grass Valley, CA 95945

PROJECT
Change Order # 3

We take pleasure in submitting the following proposal in accordance with specifications included herein and subject to the conditions on reverse side hereof for acceptance within 30 days from the above date.
If this Proposal meets with your satisfaction, please sign and return the enclosed copy.

DESCRIPTION	COST	TOTAL
Center High School CCD # 7. Change Order # 3. Supply and install 1- Photocell to control the plaza lights. Investigate circuit path. Intercept circuit. Install PC. FOR THESUM OF: $978.81	978.81	978.81

Accepted by:_____

Date:

Fax #
916-404-4819

TOTAL $ 978.81

SIGNATURE

LEWIS HD CCD #7

BID SUMMARY

Job CHANGE ORDER #3 Bid Date 11/29/18

Section(s) of Specs. INSTALL PC TO CONTROL Time

Owner or Arch PLAZA LIGHTS Phone

Engineer Phone

Gen. Contr. Phone

Take-Off By Unit Pr. By Ext. and Tot. By Called In By

Take-Off Chk. Before Fin. Pr Ext. and Tot. Chk Final Bid Chk

Total Man-Hrs. 9 Total Man-Days

Laborer Hrs.	9	x Rate $86.97	= $	782.73
Journeyman Hrs.		x Rate	= $	
Foreman Hrs.		x Rate	= $	
Non-Wkg. Sup. Hrs.		x Rate	= $	
		Sub. Total	$	
Dir. Labor Expense		% of Sub. Total	$	
Total Labor Costs			$	
Op. Overhead		% of Dir. Labor Costs	$	
Total Labor w/ Overhead			$	782.73

Mat. Costs	$	102.00
Mat. Tax -- 5%	$	5.10
Dir Mat. Costs	$	107.10
Op. Overhead 0 % of Mat. Costs	$	0.00
Total Mat. w/ Overhead	$	107.10

Total Labor	$	782.73
Total Mat.	$	107.10
Total Lab. & Mat.	$	889.83
Profit 10 %	$	88.98
Days T.P. @ Per Day	$	
Days Subs. @ Per Day	$	
Rd. Trips @ Per Trip	$	
Days Travel from Lodging To Work Area @ Per Day	$	
Permit	$	
Bid Bond ? Perf. Bond	$	
Bid Reg Cost	$	
TOTAL	$	978.81
Diff. in Est. & Act. Mat. Cost (Deduct / Add)	$	
GRAND TOTAL	$	
Adjustment (if any)	$	
FINAL BASE BID	$	978.81

FINAL MATERIAL PRICING

No	Item	Est. Used	From	Act. Cost	From

ADDEND = THRU ACK.)

Explanation of Adjustments:-

SEE REVERSE SIDE FOR NOTES, ALTERNATES AND BID RESULTS

CENTER HS ENTRY PLAZA CCO#7

JOB ESTIMATE

JOB: CHANGE ORDER #3 ITEM: ADD PHOTO CELL SHEET OF

Type	DESCRIPTION	QAUN.	UNIT COST	PER	EXT.	LABOR	MAN HOURS
	SITE VISIT/ INVESTIGATE	1			20		1
	ACCESS (E) LIGHT POLE	1			10		2
	INSTALL PC ON TOP OF LIGHT	1			32		2
	MISC. WIRING & HARDWARE	LOT			20		2
	ADMIN.	LOT			20		1
	K & B Electric Inc	PAGE OF TOT.PG	TOTALS		102		9

PROJECT NAME: Center High School — PROJECT NO. 18-02

CONTRACTOR: Bill Litchfield Construction, Inc. — CONTRACT NO.

SUBCONTRACTOR: K & B Electrical Inc. — DATE: 12/5/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Construction — CLASSIFICATION: Electrical - Inside Wireman

Item	Benefit Paid	Benefit Provided	Rate Per $100	Prevailing Wage Rate: Regular Time	Overtime	Double Time	Notes
Base Labor Rate				$ 40.06	$ 60.09	$ 80.12	*Use certified payroll to verify.*
Fringe Benefits:	(put X in appropriate box)						
Pension [1]	X			7.45	11.18	14.90	
Health/Welfare [1]	X			11.63	17.45	23.26	
Training/Certification [1]	X			1.24	1.86	2.48	
Vacation/Holiday [1]	X			-	-	-	
Other	X			8.86	13.29	17.72	
Fringe Benefits Subtotal				$ 29.18	$ 43.77	$ 58.36	
Total PW Hourly Rate				$ 69.24	$ 103.86	$ 138.48	*= Base Labor Rate + Benefits Paid + Benefits Provided*
Benefits Paid				$ 29.18	$ 43.77	$ 58.36	
Total Paid Hourly Rate				$ 69.24	$ 103.86	$ 138.48	*= Base Labor Rate + Benefits Paid*
Burden: Taxes & Insurance [2]							
FICA			0.0620	4.29	6.44	8.58	
SDI			0.0128	0.89	1.34	1.78	
Federal Unemployment			0.0060	0.42	0.63	0.84	
California Unemployment			0.0620	4.29	6.44	8.58	*Maximum - 0.062.*
Workers Compensation [1]			0.1133	7.84	11.76	15.68	
Other [1]				-	-	-	
Other [1]				-	-	-	
Burden Subtotal				$ 17.73	$ 26.60	$ 35.46	
Contractor Liability Insurance				N/A	N/A	N/A	*Included in OH&P per CGC*
Small Tools				N/A	N/A	N/A	*Included in OH&P per CGC*
Other (warranty, record drawings, payment bonds, performance bonds, etc.)				N/A	N/A	N/A	*Included in OH&P per CGC*
TOTAL HOURLY RATE (Total Hourly Rate + Burden)				$ 86.97	$ 130.46	$ 173.94	*= Amount Contractor paid to employee*

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Stacy Crosson (print name) — Company Name: Bill Litchfield Construction, Inc.

Signature: _____

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 028

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:
Work performed by Calidad Plumbing, Inc.:
Extra work # 3:
Hunt and buy 6 K-2805 lavatories at retail stores and expedite to project, due to the back order at the Kohler factory.
Extra work # 4:
Install drain pans for bottle fillers that were not on fixture schedule, as directed by BLC..

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: $ 2,434.75
2. The proposed schedule change is 32 days Revised to (32) days 01/30/2019

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name) Sharon Thomas	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
(Signature) Sharon Thomas	(Signature) ERIC DIFUENTES	(Signature) Abe Toor	(Signature) SCOTT A. [illegible]
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE: 1/31/19	DATE: 01/31/19	DATE: 1/30/2019	DATE: 2/5/19

BLC
Bill Litchfield Construction, Inc.

CHANGE ORDER REQUEST SUMMARY

PROJECT NAME:	CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA	P.C.O. NO.:	28
PROJECT NO:	18-02	RFI/RFP:	
CONTRACTOR:	Bill Litchfield Construction, Inc.	DATE:	1/30/2019

DESCRIPTION OF CHANGE: Work performed by Calidad Plumbing, Inc.: Extra work # 3: Hunt and buy 6 K-2805 lavatories at retail stores and expedite to project, due to the back order at the Kohler factory. Extra # 4: Install drain pans for bottle fillers that were not on fixture schedule, as directed by BLC.

Contractos's Direct Costs

Additive Costs

A	Labor:	$0.00	
B	Material:	$0.00	
C	Equipment	$0.00	
D	Subtotal of Additive Cost		$0.00

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Contractor's Total Direct Cost (D+H)		$0.00
J	Contractor's Mark-up		$0.00

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K	**Total Contractor Direct Costs + Mark-up** (Line I + J)	$0.00
L	Total Subcontractor Direct Costs (Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.) *Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms*	$2,096.21
M	Subcontractor Mark-up *Sum of Lines "J","M","N" and "O" from Subcontractor Change Order Request Summary Forms*	$209.62
N	Contractor's Mark-up on Subcontractor Direct Costs *Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%*	$104.81
O	*Contractor's Mark-up on Bond Costs* *Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%*	$24.11
P	**Total Contractor Change Request** (Line K + L + M + N + O)	$2,434.75
Q	**Total Contractor Time Extention Required For Changes Described In This P.C.O.**	~~67 Days~~ 32 DAYS

To the best of my knowledge and belief, I certify that all costs listed above are correct.

1/30/2019

Contractor Signature — Date

Bill Litchfield Construction, Inc.

SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
GENERAL CONTRACTOR: Bill Litchfield Construction, Inc.
SUBCONTRACTOR: Calidad Plumbing Inc.

P.C.O. NO.: 028
RFI/RFP.:
DATE: 1/28/2019

DESCRIPTION OF CHANGE: Extra # 3: Hunt and buy 6 K-2812 lavatories at retail stores and expedite to project, due to the back order at the Kohler factory.

Subcontractor Direct Costs

Additive Costs

A	Labor: Plumber - 4 hrs. @ 71.50 hr. = $286.00	$286.00	
B	Material:	$1,462.48	
C	Equipment:		
D	Subtotal of Additive Cost		$1,748.48

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Subcontractor's Total Direct Cost (Line D + H)		$1,748.48
J	Subcontractor's Mark-up *Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%*		$174.85
K	**Total Subcontractor Direct Costs + Mark-up** (Line I + J)		$1,923.33
L	Total of all Sub-tier Subcontractor Direct Costs		
M	Sub-tier Subcontractor Mark-up on first $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
N	Sub-tier Subcontractor Mark-up on balance beyond $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
O	Subcontractor's Mark-up on Sub-tier Subcontract Work *(7% of Line "L" Total)*	7.0%	$0.00
P	**Total Subcontractor Change Request** (Line K + L + M + N + O)		$1,923.33

EXTRA WORK:

CALIDAD PLUMBING INC.

9477 GREENBACK LN. SUITE 513
FOLSOM CA. 95630
CAL. LIC. # 840323

PHONE
(916) 987-0800
FAX
(916) 987-0801

DATE 1/26/19
EXTRA # 3

PROJECT: CENTER HIGH SCHOOL NEW CAMPUS ENTRY PLAZA

THERE WILL BE AN ADDED COST FOR EXTRA WORK, OF THE FOLLOWING: HUNT AND BUY 6 K-2805 LAVATORIES AT RETAIL STORES AND EXPEDITE TO PROJECT DUE TO THE BACK ORDER AT THE KOHLER FACTORY. BUY 6 K-2812 DUE TO NO MORE K-2805 AVAILABLE ANYWHERE, AS DIRECTED BY BLC.

BREAKDOWN OF COST:

NEW MATERIAL	2,734.85
QUOTED MATERIAL	(1,272.37)
LABOR	
4 HOURS @ 71.50	286.00
SUBCONTRACTORS	
RENTAL EQUIPMENT	
10% OVERHEAD & PROFIT	174.85
TOTAL COST	**$ 1,923.33**

Cary has shared a Build.com order with you

Build.com <customerservice@build.com>

Fr 1/25/2019 3:06 PM

To cary calidadplumbing.com <cary@calidadplumbing.com>;

Your Product Expert. At your service.
(800) 471-4956 | Live Chat

Looking for the perfect product? Download our new shopping app!

This is a receipt for an order placed by Cary M Jones on Nov 15, 2018 at 11:16am PST. This is not a bill.

Order Number: 70087810
Order Date: Nov 15, 2018
Order Time: 11:16am PST
Payment Method: Visa
Credit Card #: XXXXXXXXXXXX2321
Total: $341.68

Happy Home Improving.
Build.com
Build.com Newark Store

Hudson 15	Kohler K-2882 *Hudson 15" Cast Iron Wall Mounted Bathroom Sink with 1 Hole Drilled and Overflow* *White*	$317.10	1	$317.10

Subtotal: $317.10
Discount: $0.00
Tax: $24.58
Standard Delivery Shipping: $0.00
Grand Total: $341.68

Hudson 19	Eurosmart 1.2 GPM Cosmopolitan Widespread Bathroom Faucet with Sli...	Hudson 15	Eurosmart 1 2 GPM Deck Mounted Touchless Bathroom Faucet - Less Dr...
Kohler K-2883 Hudson 19" Cast Iron Wall Mounted Bathroom Sink with 3 Holes Drill...	Grohe 20 199 A Eurosmart 1 2 GPM Cosmopolitan Widespread Bathroom Faucet with Sli...	Kohler K-2812 Hudson 15" Cast Iron Wall Mounted Bathroom Sink with 1 Hole Drille...	Grohe 36 385 Eurosmart 1 2 GPM Deck Mounted Touchless Bathroom Faucet - Less Dr

Billing Address:
Cary M Jones
9477 Greenback Ln suite 513

Shipping Address:
Cary M Jones
Calidad Plumbing Inc

Build.com: Credit For Order Number 70087810

Build.com <customerservice@build.com>

Mon 1/28/2019 9:26 AM

To: cary calidadplumbing com <cary@calidadplumbing.com>;

This email was originally sent on December 06, 2018 at 1:37:10 PM PST

build.com PRO

Your Product Expert. At your service.
(800) 471-4956 | Live Chat

Looking for the perfect product? Download our new shopping app! App Store

Dear Cary,
The purpose of this e-mail is to inform you that a credit for the amount of $331.44 has been applied to your credit card ending in 2321. Your account statement should reflect this credit within the next 1-7 business days.

For more information, click here to log in to your account

Happy Home Improving.
Build.com
Build.com Network Store

---

(800) 471-4956
Live Chat
Mon-Fri 5AM-7PM PST
Sat-Sun 6AM-4PM PST

Forwarded from a friend?
Sign up for email savings
of your own

Not 30 accounts w th
Build.com Pro Credit
BlueTarp

build

Privacy Policy | Feedback | Terms
© 2000-2018 Build.com, Inc. All Rights Reserved. 402 Otterson Drive, Chico, CA 95928

Build.com: Credit For Order Number 70087810

Build.com <customerservice@build.com>

Mon 1/28/2019 9:26 AM

To: cary caldadplumbing.com <cary@caldadplumbing.com>;

This email was originally sent on November 16, 2018 at 4:01:21 PM PST

build.com PRO

Your Product Expert. At your service.
(800) 471-4956 | Live Chat

Looking for the perfect product? Download our new shopping app! App Store

Dear Cary,
The purpose of this e-mail is to inform you that a credit for the amount of $10.24 has been applied to your credit card ending in 2321. Your account statement should reflect this credit within the next 1-7 business days.

For more information, click here to log in to your account

Happy Home Improving,
Build.com
Build.com Network Store

(800) 471-4956
Live Chat
Mon-Fri 5AM-7PM PST
Sat-Sun 6AM-4PM PST

Forwarded from a friend?
Sign up for email savings
of your own

Net 30 accounts with
Build.com Pro Credit
BlueTarp

build.com

Privacy Policy | Feedback | Terms

© 2000-2018 Build.com, Inc. All Rights Reserved 402 Otterson Drive, Chico, CA 95928

PRO SUPPLY.com

Credit Card Refund

Supply.com
HM Wallace
4715 Frederick Dr SW
Atlanta GA 30336
United States

Date	12/20/2018
Refund #	REF101547
Payment Method	Credit Card
Check #	
Project	
Departments	
Class	
Sites (LOC)	
Email Address (HH)	cary@calidadplumbing...
Customer Phone	
Shipping Method	Shippers Choice
Shipping Code (2)	

Bill To
Cary Jones
9477 Greenback Lane suite 513
Folsom CA 95630
United States

Item	Quantity	Description	Options	Rate	Tax	Amount
K-2805-0	0	Kohler Hudson Lavatory- 1-Hole White		301.55	Yes	301.55
K-2805-0	0	Kohler Hudson Lavatory- 1-Hole White		301.55	Yes	603.10

Subtotal	904.65
Discount (DISCOUNT_5_OFF)	-63.33
Shipping Cost (Shippers Choice)	0.00
Total	$841.32

Please Note: Your refund will appear as a credit on the method of payment used for your purchase.

REF101547

STANDARD PLUMBING SUPPLY CO.

5101 PORT CHICAGO HWY
CONCORD, CA 94520
CONCORD (925)798-3093

Customer Copy

Quote #	813674
Date	08/30/18
Page #	1

Ship To: SAME	Bill To:
COMMERCIAL QUOTES STANDARD PL NORTHERN CALIFORNIA N CALIFORNIA, CA 00000	COMMERCIAL QUOTES STANDARD PL NORTHERN CALIFORNIA N CALIFORNIA, CA 00000

REFERENCE #	EXPIRES	SLSP	TERMS	M/C	FREIGHT	SHIPVIA
CENTER HS PLAZA	12/30/18	16 DBN	NET 10TH	CN	PREPAID	BEST WAY

QUOTED BY: CN5 QUOTED TO: DAVE NEWPORT

ITEM	DESCRIPTION	ORDERED	UM	PRICE	UM	EXTENSION
	JOB:CENTER H.S.NEW CAMPUS ENTRY PLAZA PROJECT 18-02 ANTELOPE ----------			Quoted Amount at Bid Time		
	**** L-1 ****					
K-2805-0	HUDSON LAVATORY, 1-HOLE	1	EA	195.00	EA	195.00
116.706.AB.1.	-116.706.AB.1	1	EA	310.00	EA	310.00
760-1	DEARBORN GRID DRN 1-1/4X6 17GA	1	EA	6.00	EA	6.00
04-1	1-1/2 17 GAUGE P-TRAP	1	EA	9.75	EA	9.75
SR17XC	1/2FIPX3/8COMP CP LK A STOP	1	EA	8.00	EA	8.00
	----	5				528.75
	**** HW TRANSFORMER ****					
243.259.00.1	-CHICAGO 243.259.00.1 HW TRANS FORMER 1-8 FCTS	1	EA	63.00	EA	63.00
242.340.00.1	-242.340.00.1 BANK INSTLL WIRE	1	EA	15.00	EA	15.00
	----	2				78.00
	**** PLUG IN TRANSFORMER ****					
240.630.00.1	-CHICAGO 240.630.00.1 PLUGIN TRANSFORMER SINGLE USE	1	EA	31.00	EA	31.00
	----	1				31.00
	**** UR-1 ****					
1074000	SLOAN WES-4000-STG WATERFREE URINAL SLOAN TEC GLAZE	1	EA	235.00	EA	235.00
1001500	SLOAN WATERFREE CATRIDGE KIT	1	EA	38.00	EA	38.00

MERCHANDISE	TAX	FEE	FREIGHT	TOTAL

CONTINUED

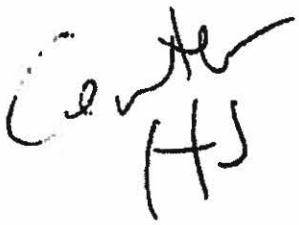
Quote Only - Do Not Pay *Quote Only - Do Not Pay

Thank You for Your Build.com Order #70312060

Build.com <customerservice@build.com>

Tue 12/18/2018 5:01 PM

To: cary calidadplumbing.com <cary@calidadplumbing.com>;



Your Product Expert. At your service.
(800) 471-4956 | Live Chat

Bathroom Kitchen Lighting Hardware Savings

Looking for the perfect product? Download our new shopping app!

Thank you for your order!

Emails with tracking information will be sent when items ship.

Order #70312060
1 item(s), Total: $2,173.96
Placed On: 12/18/2018

View Order Summary

Shipping

Two Day Delivery

Cary M Jones
Calidad Plumbing Inc
9477 Greenback Ln
suite 513
Folsom, CA 95630
9164173785

Payment

Visa ** **** **** 2321 - $2,173.96**

Cary Jones
9477 Greenback Ln #513
Folsom, CA 95630
9164173785

Items Purchased

Hudson 16" Cast Iron Wall Mounted Bathroom Sink with 1 Hole Drilled and

Overflow

Color/Finish: White
6 @ $307.33 ..... $1,843.98

Subtotal:	$1,843.98
Discount:	-$0.00
Shipping:	$167.07
Tax:	$142.91
Grand Total:	**$2,173.98**

Online Returns are Quick & Easy!

You may initiate a return for most item(s)* within 30 days of receipt for a refund.
Returns requested 31 - 60 days after receipt will only qualify for store credit.

Setup a Return Online | Return Policy

* Returns policy for Appliances, Paint, Tile & Flooring, & Furniture

Call me directly at (800) 471-4956 ext.4934 or email me if you have questions.

RepPhoto Happy Home Improving,
Henry Vassar
Build.com
Build.com Network Store

Did this email answer your questions?
Let Us Know

Build.com does not collect sales or use tax on most of the remote sales made over the internet, which may be taxable to you in your state. Therefore, you are obligated to self-report and pay use tax to your state.

---

(800) 471-4956
Live Chat
Mon-Fri 5AM-7PM PST
Sat-Sun 6AM-4PM PST

Forwarded from a friend?
Sign up for email savings
of your own

Net 30 accounts with
Build.com Pro Credit

Privacy Policy | Feedback | Terms
© 2000-2018 Build.com, Inc. All Rights Reserved. 402 Otterson Drive, Chico, CA 95928

Supply.com: SO1788503

Clay Henry (c.heny@supply.com) <system@sent-via.netsuite.com>

Thu 11/15/2018 1:11 AM

To:cary calidacplumbing.com <cary@calidadplumbing.com>;

My Account Browse Products

Sales Order

Date	11/15/2018
Order #	SO1788503
Purchase Order #	
Job Name	Kohler
Ship Via	Shippers Choice
Tracking #	
Payment Method	Credit Card
Shipping Code (2)	

Ship To
Cary Jones
9477 Greenback Lane suite 513
Folsom CA 95630
United States

Bill To
Cary Jones
9477 Greenback Lane suite 513
Folsom CA 95630
United States

Item	Quantity	Description	Notes	Rate	Amount
K-2805-0	1	Kohler Hudson Lavatory- 1-Hole White		301.55	301.55
K-2805-0	2	Kohler Hudson Lavatory- 1-Hole White		301.55	603.10
K-2805-0	2	Kohler Hudson Lavatory- 1-Hole White		301.55	603.10

Subtotal	1,507.75
Discount (DISCOUNT_5_OFF)	-105.54
Shipping Cost (Shippers Choice)	0.00
Total	$1,402.21

Attention Customers: Please be sure to inspect all packages at time of delivery prior to signing. Damages to signature required items must be noted prior to signing. If the package does not require signature you have 48 Hours to report any damages.

Thanks,

Clay Henry
Account Executive I | SUPPLY.com
D: 678.737.8471 | O: 877.781.3114
c.henry@supply.com

CENTER HS--lavs

Dave Newport <cn.cs@standardplumbing.com>

Wed 11/14/2018 8:48 AM

To: cary calidadplumbing.com <cary@calidadplumbing.com>;

Cary,

the 6 Hudson lavs.

PO# CN332500

2805-0 QTY 6 - Stock to be available to allocate to your order 1/11/2019 and then ship the following week LTL.

--
Dave Newport
Standard Plumbing Supply
Nor Cal Commercial

Abe Toor

From: cary calidadplumbing.com <cary@calidadplumbing.com>
Sent: Monday, January 28, 2019 09:13
To: Abe Toor
Subject: Fw: center hs

Abe

Here is the backup on when I ordered the fixtures

Thank you

Cary

From: Dave Newport <cn.cs@standardplumbing.com>
Sent: Friday, January 25, 2019 2:16 PM
To: cary calidadplumbing.com
Subject: Fwd: center hs

-------- Forwarded Message --------
Subject:center hs
Date: Mon, 8 Oct 2018 20:40:34 +0000
From:cary calidadplumbing.com <cary@calidadplumbing.com>
To:dave standard plumbing <cn.cs@standardplumbing.com>

Dave

I need you to order the 6 lavatories for this project, as well as the 2 H/L drinking fountains with bottle fillers and plate carriers.

Thank you

Cary Jones
President / Estimator
Calidad Plumbing, Inc.
(916)987-0800 - Office
(916)987-0801 - Fax
cary@calidadplumbing.com

--
Dave Newport
Standard Plumbing Supply
Nor Cal Commercial

PROJECT NAME: Center High School New Campus Entry Plaza — PROJECT NO.: 238422

CONTRACTOR: _____ — CONTRACT NO.: _____

SUBCONTRACTOR: Calidad Plumbing Inc. — DATE: 10/17/2018

HOURLY LABOR RATE WORKSHEET

Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Plumbing — CLASSIFICATION: Plumber (Jobs $150K or under)

Item	Benefit Paid	Benefit Provided	Rate Per $100	Prevailing Wage Rate Regular Time	Overtime	Double Time	Notes
Base Labor Rate				$38.58	$57.87	$77.16	*Use certified payroll to verify.*
Fringe Benefits:	put X in appropriate box						
Pension [1]	X			8.25	8.25	8.25	
Health/Welfare [1]	X			9.92	9.92	9.92	
Training/Certification [1]	X			1.10	1.10	1.10	
Vacation/Holiday [1]				-	-	-	
Other	X			0.70	0.70	0.70	
Fringe Benefits Subtotal				$19.97	$19.97	$19.97	
Total PW Hourly Rate				$58.55	$77.84	$97.13	*= Base Labor Rate + Benefits Paid + Benefits Provided*
Benefits Paid				$19.97	$19.97	$19.97	
Total Paid Hourly Rate				$58.55	$77.84	$97.13	*= Base Labor Rate + Benefits Paid*
Burden: Taxes & Insurance [2]							
FICA			0.0620	3.63	4.83	6.02	
Medicare			0.0145	0.85	1.13	1.41	
Federal Unemployment			0.0080	0.47	0.62	0.78	
California Unemployment			0.0620	3.63	4.83	6.02	*Maximum - 0.062.*
Workers Compensation [1]			0.0746	4.37	4.37	4.37	
Other [1]				-	-	-	
Other [1]				-	-	-	
Burden Subtotal				$12.95	$15.77	$18.60	
Contractor Liability Insurance				N/A	N/A	N/A	*Included in OH&P per CGC*
Small Tools				N/A	N/A	N/A	*Included in OH&P per CGC*
Other (warranty, record drawings, payment bonds, performance bonds, etc.)				N/A	N/A	N/A	*Included in OH&P per CGC*
TOTAL HOURLY RATE (Total Hourly Rate + Burden)				**$71.50**	**$93.61**	**$115.73**	*= Amount Contractor paid to emp*

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and

Rates certified by: Diana Bjorni (print name) — Company Name: Calidad Plumbing Inc.

Signature: Diana Bjorni

E-MAILED 10/17/18

Construction Mgmt.

BLC
Bill Litchfield Construction, Inc.

SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
GENERAL CONTRACTOR: Bill Litchfield Construction, Inc.
SUBCONTRACTOR: Calidad Plumbing Inc.

P.C.O. NO.: 028
RFI/RFP.:
DATE: 1/28/2019

DESCRIPTION OF CHANGE: Extra # 4: Install drain pans for bottle fillers that were not on fixture schedule, as directed by BLC.

Subcontractor Direct Costs

Additive Costs

A	Labor: Plumber - 2 hrs. @ 71.50 hr. = $143.00	$143.00	
B	Material:	$204.73	
C	Equipment:		
D	Subtotal of Additive Cost		$347.73

Deductive Costs *(use minus sign to denote negative figures)*

E	Labor		
F	Material		
G	Equipment		
H	Subtotal of Deductive Cost		$0.00
I	Subcontractor's Total Direct Cost (Line D + H)		$347.73
J	Subcontractor's Mark-up *Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%*		$34.77
K	**Total Subcontractor Direct Costs + Mark-up** (Line I + J)		$382.50
L	Total of all Sub-tier Subcontractor Direct Costs		
M	Sub-tier Subcontractor Mark-up on first $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
N	Sub-tier Subcontractor Mark-up on balance beyond $50,000 *Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.*		
O	Subcontractor's Mark-up on Sub-tier Subcontract Work *(7% of Line "L" Total)*	7.0%	$0.00
P	**Total Subcontractor Change Request** (Line K + L + M + N + O)		$382.50

EXTRA WORK:

CALIDAD PLUMBING INC.

9477 GREENBACK LN. SUITE 513
FOLSOM CA. 95630
CAL. LIC. # 840323

PHONE
(916) 987-0800
FAX
(916) 987-0801

DATE 1/26/19
EXTRA # 4

PROJECT: CENTER HIGH SCHOOL NEW CAMPUS ENTRY PLAZA

THERE WILL BE AN ADDED COST FOR EXTRA WORK, OF THE FOLLOWING: INSTALL DRAIN PANS FOR BOTTLE FILLERS THAT WERE NOT ON FIXTURE SCHEDULE, AS DIRECTED BY BLC.

BREAKDOWN OF COST:

NEW MATERIAL	**204.73**
QUOTED MATERIAL	
LABOR	
2 HOURS @ 71.50	**143.00**
SUBCONTRACTORS	
RENTAL EQUIPMENT	
10% OVERHEAD & PROFIT	**34.77**
TOTAL COST	**$ 382.50**

STANDARD PLUMBING SUPPLY CO.
5101 PORT CHICAGO HWY
CONCORD, CA 94520

CONCORD (925)798-3093

INVOICE

Customer Copy

Number	JDXM35
Date	01/18/19
Page	1 of 1

Bill To: 169870800	CALIDAD PLUMBING-JOB ACCNTS 9477 GREENBACK LN #513 FOLSOM, CA 95630	Ship To: CENTR	CENTER HIGH SCHOOL NEW CAMPUS 3111 CENTER COURT LN ANTELOPE, CA 95843

REFERENCE #	SHIPPED	SLS	TERMS	TAX CODE	DOC #	WH	SHIP VIA
CENTER DF PAN	01/18/19	16	NET 10TH	CASAC	792KFD	CN	BEST WAY

ITEM	DESCRIPTION	SHIPPED	UM	PRICE	UM	EXTENSION
HAWS-6469	DIRECT SHIP TO CALIDAD -HAWS DRAIN PAN FOR 1920	2	EA	95.00	EA	190.00

Pieces: 2

MERCHANDISE	MISC	TAX	FREIGHT	TOTAL DUE
190.00	.00	14.73	.00	204.73

0 Day Return Policy: Receipt required-In new condition on same card or acct. 20% restocking fee.corporate approval may apply. No eturns on special orders,tools,Christmas. Cash/check returns processed from corporate office in 10 business days. Leaded roduct-Purchaser agrees to non-potable use only. Prop 65 WARNING: Products may contain chemicals known to CA State to cause ancer or birth efects. Credit Policy: Due by 10th of month. 1.75% monthly interest (21% APR) or $7.00 minimum. Acct owner pays all collection osts/fees. Buyer releases seller from consequential or incidental losses and/or regulatory violations.

Accepted By: CARY

PROJECT NAME: Center High School New Campus Entry Plaza — PROJECT NO.: 238422

CONTRACTOR: _____ — CONTRACT NO.: _____

SUBCONTRACTOR: Calidad Plumbing Inc. — DATE: 10/17/2018

HOURLY LABOR RATE WORKSHEET

Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Plumbing — CLASSIFICATION: Plumber (Jobs $150K or under)

Item	Benefit Paid	Benefit Provided	Rate Per $100	Prevailing Wage Rate Regular Time	Overtime	Double Time	Notes
	put X in appropriate box						
Base Labor Rate				$38.58	$57.87	$77.16	*Use certified payroll to verify.*
Fringe Benefits:							
Pension [1]	X			8.25	8.25	8.25	
Health/Welfare [1]	X			9.92	9.92	9.92	
Training/Certification [1]	X			1.10	1.10	1.10	
Vacation/Holiday [1]				-	-	-	
Other	X			0.70	0.70	0.70	
Fringe Benefits Subtotal				$19.97	$19.97	$19.97	
Total PW Hourly Rate				$58.55	$77.84	$97.13	*= Base Labor Rate + Benefits Paid + Benefits Provided*
Benefits Paid				$19.97	$19.97	$19.97	
Total Paid Hourly Rate				$58.55	$77.84	$97.13	*= Base Labor Rate + Benefits Paid*
Burden: Taxes & Insurance [2]							
FICA			0.0620	3.63	4.83	6.02	
Medicare			0.0145	0.85	1.13	1.41	
Federal Unemployment			0.0080	0.47	0.62	0.78	
California Unemployment			0.0620	3.63	4.83	6.02	*Maximum - 0.062.*
Workers Compensation [1]			0.0746	4.37	4.37	4.37	
Other [1]				-	-	-	
Other [1]				-	-	-	
Burden Subtotal				$12.95	$15.77	$18.60	
Contractor Liability Insurance				N/A	N/A	N/A	*Included in OH&P per CGC*
Small Tools				N/A	N/A	N/A	*Included in OH&P per CGC*
Other (warranty, record drawings, payment bonds, performance bonds, etc.)				N/A	N/A	N/A	*Included in OH&P per CGC*
TOTAL HOURLY RATE (Total Hourly Rate + Burden)				**$71.50**	**$93.61**	**$115.73**	*= Amount Contractor paid to emp*

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and

Rates certified by: Diana Bjorni (print name) — Company Name: Calidad Plumbing Inc.

Signature: Diana Bjorni

E-MAILED 10/17/18

Construction Mgmt.

AGENDA ITEM # XV-19

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Maintenance & Operations	Action Item X
To:	Board of Trustees	Information Item
Date:	February 20, 2019	# Attached Pages 1
From:	Craig Deason, Asst. Superintendent	

Principal/Administrator Initials: CD

SUBJECT: Notice of Completion – Bill Litchfield Construction – New Campus Entry Plaza – Center High School.

New Campus Entry Plaza Project at Center High School contract was awarded to Bill Litchfield Construction at the May 2, 2018, Special Board meeting.

The contractor has met the requirements set forth in the construction documents and work has been completed to the satisfaction of the School District.

Upon approval by the Board, the District will file the Notice of Completion with the Sacramento County Recorder's Office.

Thirty-five (35) days following the filing of the Notice of Completion with the Sacramento County Recorder's Office, the District may release the 5% contractor's retention. The 5% retention is included within the contract price, so there is no net fiscal impact to the District.

RECOMMENDATION: The CJUSD Board of Trustees approve the Notice of Completion for Bill Litchfield Construction, for the Center High School New Entry Plaza project.

CONSENT AGENDA

AGENDA ITEM: XV-19

RECORDING REQUESTED BY

AND WHEN RECORDED MAIL TO:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of Center High School - New Campus Entry Plaza was completed on:

January 8, 2019.

That the name and address of owner of said property is:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

The nature of its title to said property is a fee simple.

No fee, per Government Code 6103.

That the name of the original contractor for the work is Bill Litchfield Construction, a licensed contractor of California. That the property herein above referred to are located at 8408 Watt Avenue, Antelope, CA 95843.

Center Joint Unified School District
A Political Subdivision of the State of California

By: _____

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

(STATE OF CALIFORNIA)
(City of Antelope)
(County of Sacramento)

Scott A. Loehr, being first duly sworn, deposes and says: That I am the Superintendent of the Center Joint Unified School District, which District is the owner of property described in the forgoing Notice of Completion and knows the contents thereof; that the facts therein stated are true of my own knowledge.

I declare under penalty of perjury under the laws of the State of California that the foregoing to true and correct.

Dated this 20th day of February, 2019.

_____
Scott A. Loehr, Superintendent

AGENDA ITEM # XV-20

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site:	Business Department	
Date:	02/05/2019	Action Item
To:	Board of Trustees	Information Item
From:	Lisa Coronado	# Attached Page 1

SUBJECT:

APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT PAYROLL ORDERS

The Governing board is asked to approve the attached payroll Orders for July 2018 through January 2019.

RECOMMENDATION: That the CJUSD Board of Trustees approve the District Payroll Orders for July 2018 through January 2019.

CENTER JOINT USD

AGENDA ITEM # XV-20

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2019

		REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY		$ 971,857.52	$ 58,990.72		$ 1,030,848.24	547
AUG		$ 2,710,666.05	$ 71,657.90		$ 2,782,323.95	785
SEPT		$ 2,713,509.71	$ 104,279.41		$ 2,817,789.12	830
OCT		$ 2,736,860.62	$ 125,687.88		$ 2,862,548.50	836
NOV		$ 2,715,421.92	$ 158,026.88		$ 2,873,448.80	835
DEC		$ 712,000.71			$ 712,000.71	309
	2-Jan	$ 2,013,403.24	$ 118,604.26		$ 2,132,007.50	533
JAN		$ 2,705,938.86	$ 79,142.13		$ 2,785,080.99	802
FEB					$ -	
MARCH					$ -	
APRIL					$ -	
MAY					$ -	
JUNE					$ -	
SPECIAL					$ -	
		$ 17,279,658.63	$ 716,389.18	$ -	$ 17,996,047.81	5477

AGENDA ITEM # XV-21

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Business Department	
Date:	January, 2019	Action Item
To:	Board of Trustees	Information Item
From:	Lisa Coronado	# Attached Pages 76

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

January 3, 2019, $452,251.49, January 10, 2019, $573,990.61
January 19, 2019, $218,804.40, January 24, 2019, $778,715.52
January 31, 2019, $246,592.58

The commercial warrant payments to vendor's total

$ 2,270,354.60

RECOMMENDATION: That the CJUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented

RECEIVED
JAN 31 2019
CENTER JOINT UNIFIED

Batch status: A All

From batch: 0037

To batch: 0037

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
011802/00	A-Z BUS SALES INC.							
500	PO-190486	01/03/2019	02P452750		1	01-0740-0-4300-112-0000-3600-007-302 NN P	115.73	115.73
500	PO-190486	01/03/2019	02P453946		1	01-0740-0-4300-112-0000-3600-007-302 NN P	79.76	79.76
500	PO-190486	01/03/2019	02P453961		1	01-0740-0-4300-112-0000-3600-007-302 NN P	205.69	205.69
			TOTAL PAYMENT AMOUNT		401.18 *			401.18
016239/00	ADDIE THOMAS			[redacted]				
1498	PO-191470	12/21/2018	FOR STOLEN CELL		1	01-0000-0-5800-472-1110-1000-014-000 NY F	549.00	549.00
			TOTAL PAYMENT AMOUNT		549.00 *			549.00
010669/00	ALHAMBRA & SIERRA SPRINGS							
38	PO-190033	01/03/2019	27045104780794		1	01-0000-0-4300-110-0000-7200-004-000 NN P	29.20	29.20
38	PO-190033	01/03/2019	27045104780794		2	01-0000-0-5600-110-0000-7200-004-000 NN P	7.50	7.50
314	PO-190305	01/03/2019	27053384782453		1	01-8150-0-4300-106-0000-8110-007-000 NN P	47.10	47.10
314	PO-190305	01/03/2019	27053384782453		2	01-8150-0-5600-106-0000-8110-007-000 NN P	30.00	30.00
431	PO-190406	01/03/2019	27050334781839		2	01-0740-0-5600-475-3200-2700-015-106 NN P	7.99	7.99
431	PO-190406	01/03/2019	27050334781839		1	01-0740-0-4300-475-3200-2700-015-106 NN P	29.20	29.20
1461	PO-191426	12/19/2018	27047404781257		1	01-0740-0-5600-112-0000-3600-007-302 NN P	7.99	7.99
1461	PO-191426	01/03/2019	27047404781257		2	01-0740-0-4300-112-0000-3600-007-302 NN P	64.25	64.25
			TOTAL PAYMENT AMOUNT		223.23 *			223.23
019533/00	ALL PRO BACKFLOW INC			[redacted]				
1445	PO-191416	01/03/2019	18-1729		1	01-8150-0-4300-106-0000-8110-007-000 NN F	106.31	106.31
1445	PO-191416	01/03/2019	18-1729		2	01-8150-0-5600-106-0000-8110-007-000 NN F	180.00	180.00
			TOTAL PAYMENT AMOUNT		286.31 *			286.31
014733/00	ALL WEST COACHLINES INC.							
1447	PO-191417	01/03/2019	70236,70237,		1	01-0076-0-5865-472-1110-4200-014-302 NN F	888.55	888.55
1447	PO-191417	01/03/2019	70238,70239		2	01-0740-0-5865-112-0000-3600-007-302 NN F	2,574.45	2,574.45
			TOTAL PAYMENT AMOUNT		3,463.00 *			3,463.00
011617/00	AMADOR STAGE LINES							
1472	PO-191434	01/03/2019	82020,82021		1	01-0740-0-5865-112-0000-3600-007-302 NN F	760.23	760.23
1472	PO-191434	01/03/2019	82020,82021		2	01-0076-0-5865-472-1110-4200-014-302 NN F	1,029.53	1,029.53
			TOTAL PAYMENT AMOUNT		1,789.76 *			1,789.76

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	ABA num	Account num	Liq Amt	Net Amount
016760/00	AMERICAN TECHNOLOGIES INC [redacted]																		
1454	PO-191423	01/03/2019	A875317837001		1	01	0000	0	5600	106	9223	8200	007	995	NN	P		38,041.97	38,041.97
1454	PO-191423	01/03/2019	A875718357-001		1	01	0000	0	5600	106	9223	8200	007	995	NN	F		59,015.03	59,015.03
			TOTAL PAYMENT AMOUNT																97,057.00
015699/00	ANIXTER INC																		
1128	PO-191093	01/03/2019	22K295998		1	01	8150	0	4300	106	0000	8110	007	000	NN	P		158.21	158.21
1128	PO-191093	01/03/2019	22K295179		1	01	8150	0	4300	106	0000	8110	007	000	NN	P		59.85	59.85
1128	PO-191093	01/03/2019	22K295394,22K295999		1	01	8150	0	4300	106	0000	8110	007	000	NN	F		63.50	427.64
			TOTAL PAYMENT AMOUNT																645.70
022066/00	ARROW PLUMBING INC																		
1491	PO-191466	01/03/2019	22803		1	01	8150	0	5600	106	0000	8110	007	000	NN	F		686.00	686.00
			TOTAL PAYMENT AMOUNT																686.00
020766/00	ASSET GENIE INC [redacted]																		
1156	PO-191157	01/03/2019	1341013		1	01	0740	0	4300	475	3200	1000	015	106	NN	F		40.84	46.90
	PV-190053	12/20/2018	INVOICE 1341467- SHORT PAID			01	6300	0	4300	371	1110	1000	012	000	NN				7.50
			TOTAL PAYMENT AMOUNT																54.40
018533/00	ATKINSON ANDELSON LOYA RUDD [redacted]																		
578	PO-190554	01/03/2019	358112		1	01	0000	0	5880	105	0000	7200	005	000	NE	P		748.13	748.13
			TOTAL PAYMENT AMOUNT																748.13
019504/00	B & H PHOTO-VIDEO																		
1296	PO-191281	01/03/2019	151064915,151026120		1	01	6500	0	4300	102	5001	2700	019	000	NN	F		498.89	498.89
1296	PO-191281	01/03/2019	150988402		2	01	6500	0	4400	102	5001	2700	019	000	YN	F		2,368.29	2,142.07
1314	PO-191285	01/03/2019	150961658		1	01	0000	0	4400	103	0000	7200	019	000	YN	F		1,218.63	1,120.98
			TOTAL PAYMENT AMOUNT																3,761.94
			TOTAL USE TAX AMOUNT																252.89

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
021669/00	BAIONI, RON							
1479	PO-191455	01/03/2019	REIMB CAMERA PARTS		1 01-0000-0-4300-371-0000-2700-012-000 NN F		13.75	13.75
			TOTAL PAYMENT AMOUNT		13.75 *			13.75
017134/00	BARCO PRODUCTS CO.							
1370	PO-191340	01/03/2019	BP00083688		1 01-0000-0-4300-371-0000-2700-012-000 YN F		905.32	836.78
1372	PO-191342	01/03/2019	BP00083689		1 01-0000-0-4300-371-0000-2700-012-000 YN F		1,356.74	1,253.93
			TOTAL PAYMENT AMOUNT		2,090.71 *			2,090.71
			TOTAL USE TAX AMOUNT		162.03			
010988/00	BIDDLE, SHAHRZAD							
1486	PO-191458	01/03/2019	REIMB PRESENTER		1 01-1100-0-4300-240-1110-1000-011-995 NN F		21.99	21.99
			TOTAL PAYMENT AMOUNT		21.99 *			21.99
010150/00	BURKETTS OFFICE SUPPLIES							
1473	PO-191435	01/03/2019	1383154-0		1 01-0000-0-4300-101-0000-7150-002-000 NN F		85.34	82.90
			TOTAL PAYMENT AMOUNT		82.90 *			82.90
013988/00	BUTTES/CENTER STATE PIPE &							
48	PO-190040	01/03/2019	S010510906.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		352.09	352.09
48	PO-190040	01/03/2019	S010489834.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		99.72	99.72
			TOTAL PAYMENT AMOUNT		451.81 *			451.81
010575/00	CAPITOL CLUTCH & BRAKE INC.							
395	PO-190380	01/03/2019	1542159		1 01-0740-0-4300-112-0000-3600-007-302 NN P		283.12	283.12
			TOTAL PAYMENT AMOUNT		283.12 *			283.12
016082/00	CARMAZZI GLOBAL SOLUTIONS			[redacted]				
649	PO-190625	01/03/2019	23205		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00
649	PO-190625	01/03/2019	23206		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00
			TOTAL PAYMENT AMOUNT		420.00 *			420.00

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
016081/00	CARS+ -THE ORGANIZATION FOR							
1437	PO-191431	01/03/2019	2018-31		1 01-6500-0-5200-102-5060-2110-019-000 NN F		519.00	519.00
			TOTAL PAYMENT AMOUNT		519.00 *			519.00
020305/00	CDW GOVERNMENT INC.							
1357	PO-191348	01/03/2019	QHQ7079		1 01-0000-0-4300-472-0000-2700-014-000 NN F		193.91	193.91
1405	PO-191367	01/03/2019	qhr5064		1 01-0000-0-4300-120-0000-7110-000-000 NN F		109.95	109.95
1396	PO-191391	01/03/2019	QKM0045		1 01-6500-0-4300-102-5750-1110-019-000 NN F		444.66	444.66
			TOTAL PAYMENT AMOUNT		748.52 *			748.52
016261/00	CEBULA RN, GAIL							
989	PO-190977	01/03/2019	MARCH,SEPT,NOV		1 01-0740-0-5210-104-0000-3140-019-128 NN P		94.83	94.83
			TOTAL PAYMENT AMOUNT		94.83 *			94.83
022562/00	CHRISTIAN RILEY							
1505	PO-191475	01/03/2019	MILEAGE		1 01-6500-0-4300-240-5770-1120-011-000 NN F		37.06	37.06
			TOTAL PAYMENT AMOUNT		37.06 *			37.06
013928/00	CINTAS LOCATION 622							
168	PO-190153	01/03/2019	4013574723		1 01-0000-0-5800-111-0000-8200-007-000 NN P		5.83	5.83
168	PO-190153	01/03/2019	4013574804		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
168	PO-190153	01/03/2019	4013574824		1 01-0000-0-5800-111-0000-8200-007-000 NN P		64.22	64.22
168	PO-190153	01/03/2019	4013574840		1 01-0000-0-5800-111-0000-8200-007-000 NN P		11.20	11.20
168	PO-190153	01/03/2019	4013574893		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
168	PO-190153	01/03/2019	4013574920		1 01-0000-0-5800-111-0000-8200-007-000 NN P		17.72	17.72
168	PO-190153	01/03/2019	4013574978		1 01-0000-0-5800-111-0000-8200-007-000 NN P		21.12	21.12
168	PO-190153	01/03/2019	4013575016		1 01-0000-0-5800-111-0000-8200-007-000 NN P		55.42	55.42
			TOTAL PAYMENT AMOUNT		195.09 *			195.09
021813/00	CONSOLIDATED COMMUNICATIONS							
31	PO-190025	01/03/2019	916-773-4131/0		1 01-0000-0-5930-106-0000-8110-007-000 NN P		1,049.22	1,049.22
			TOTAL PAYMENT AMOUNT		1,049.22 *			1,049.22

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
021979/00	COUNTY OF SACRAMENTO							
1484	PO-191457	01/03/2019	SERIES C		1 01-0000-0-5800-105-0000-7200-005-000 NN P		170.06	170.06
1484	PO-191457	01/03/2019	SERIES 2007D		1 01-0000-0-5800-105-0000-7200-005-000 NN P		170.06	170.06
1484	PO-191457	01/03/2019	SERIES 2016E		1 01-0000-0-5800-105-0000-7200-005-000 NN F		180.89	180.89
			TOTAL PAYMENT AMOUNT		521.01 *			521.01
014112/00	COUNTY OF SACRAMENTO VOTER							
1466	PO-191428	01/03/2019	19-007		1 01-0000-0-5850-120-0000-7110-000-000 NN F		2,008.00	2,008.00
			TOTAL PAYMENT AMOUNT		2,008.00 *			2,008.00
011613/00	DITTO PRINT & COPY							
1434	PO-191388	01/03/2019	5659		1 01-0000-0-5800-105-0000-7200-005-000 NN F		79.52	79.52
			TOTAL PAYMENT AMOUNT		79.52 *			79.52
019943/00	DOCUMENT TRACKING SERVICES							
646	PO-190622	01/03/2019	T-958430019		1 01-0000-0-5800-103-4760-1000-019-000 NN P		521.38	521.38
			TOTAL PAYMENT AMOUNT		521.38 *			521.38
011543/00	EDWARDS, LORI							
1487	PO-191459	01/03/2019	REIMB URN		1 01-0000-0-4300-240-0000-2700-011-000 NN F		31.24	31.24
1487	PO-191459	01/03/2019	REIMB LAMP		2 01-1100-0-4300-240-1110-1000-011-995 NN F		22.69	22.69
			TOTAL PAYMENT AMOUNT		53.93 *			53.93
020232/00	ENCORE GRAPHICS INC [redacted]							
1464	PO-191427	01/03/2019	21083		1 01-0000-0-5800-106-0000-8110-007-000 NN F		89.64	89.64
1464	PO-191427	01/03/2019	21083		2 01-0740-0-5800-112-0000-3600-007-302 NN F		339.12	339.12
			TOTAL PAYMENT AMOUNT		428.76 *			428.76
019662/00	FARREL, JASON							
1474	PO-191461	01/03/2019	REIMB REFRESHMENTS		1 01-0000-0-4300-236-1110-1000-009-000 NN F		43.13	43.13
			TOTAL PAYMENT AMOUNT		43.13 *			43.13

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
015567/00	FERGUSON, JERALD							
1499	PO-191471	01/03/2019	REIMB PERKOS-BREAKFAST		1 01-0000-0-4300-472-0000-2700-014-000 NN F		650.00	650.00
			TOTAL PAYMENT AMOUNT		650.00 *			650.00
015172/00	FRENCH, DAVID L.							
1482	PO-191463	01/03/2019	REIMB REFRESHMENTS		1 01-3010-0-4300-475-3200-2700-015-106 NN F		11.92	11.92
			TOTAL PAYMENT AMOUNT		11.92 *			11.92
015904/00	GATE WRX			[redacted]				
1492	PO-191467	01/03/2019	755		1 01-8150-0-5600-106-0000-8110-007-000 NY F		620.00	620.00
			TOTAL PAYMENT AMOUNT		620.00 *			620.00
020514/00	GLASS WEST INC			[redacted]				
1444	PO-191415	01/03/2019	40264		1 01-8150-0-4300-106-0000-8110-007-000 NN F		491.83	491.83
			TOTAL PAYMENT AMOUNT		491.83 *			491.83
011515/00	GREENFIELD LEARNING			[redacted]				
1380	PO-191368	01/03/2019	7561		1 01-6300-0-5800-236-1110-1000-009-000 NN F		9,900.00	9,900.00
			TOTAL PAYMENT AMOUNT		9,900.00 *			9,900.00
011601/00	GRIMES, PAMELA			[redacted]				
866	PO-190859	12/20/2018	NOV MILEAGE		1 01-0740-0-5210-104-0000-3140-019-128 NN P		19.46	19.46
			TOTAL PAYMENT AMOUNT		19.46 *			19.46
015636/00	HASTIE'S SAND AND GRAVEL CO							
1463	PO-191447	01/03/2019	163680		1 01-0076-0-4300-472-1110-4200-014-802 NN F		576.47	576.47
			TOTAL PAYMENT AMOUNT		576.47 *			576.47
016133/00	HAWKINS OFFICIATING SERVICE			[redacted]				
1478	PO-191454	01/03/2019	11/1-11/30		1 01-0076-0-5800-371-1110-4200-012-000 NY F		280.00	280.00
			TOTAL PAYMENT AMOUNT		280.00 *			280.00

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
015264/00	HIGHLANDS RADIATOR			[redacted]				
1501	PO-191473	01/03/2019	15248		1 01-0740-0-5600-112-0000-3600-007-302 NY F		245.00	245.00
			TOTAL PAYMENT AMOUNT		245.00 *			245.00
010830/00	HOLT OF CALIFORNIA							
1455	PO-191420	01/03/2019	SW050284551		1 01-0740-0-4300-112-0000-3600-007-302 NN F		71.64	71.64
1455	PO-191420	01/03/2019	SW050284550		2 01-0740-0-5800-112-0000-3600-007-302 NN F		188.00	188.00
			TOTAL PAYMENT AMOUNT		259.64 *			259.64
017002/00	HOME DEPOT CREDIT SERVICES							
53	PO-190045	01/03/2019	6035 3225 0388 0209		1 01-8150-0-4300-106-0000-8110-007-000 NN P		1,144.46	1,144.46
			TOTAL PAYMENT AMOUNT		1,144.46 *			1,144.46
017337/00	HUMMINGBIRD NETWORKS							
1282	PO-191252	01/03/2019	244703		1 01-0370-0-4400-115-1110-1000-007-000 NN F		5,412.17	5,412.17
			TOTAL PAYMENT AMOUNT		5,412.17 *			5,412.17
011341/00	HUNT & SONS INC							
306	PO-190298	01/03/2019	962028		1 01-0740-0-4340-112-0000-3600-007-302 NN P		18,105.51	18,105.51
			TOTAL PAYMENT AMOUNT		18,105.51 *			18,105.51
018990/00	INTERSTATE BATTERIES							
292	PO-190286	01/03/2019	130014110		1 01-0740-0-4300-112-0000-3600-007-302 NN P		759.13	759.13
292	PO-190286	01/03/2019	90000215		1 01-0740-0-4300-112-0000-3600-007-302 NN F		709.76	649.47
1507	PO-191476	01/03/2019	130014452		1 01-0740-0-4300-112-0000-3600-007-302 NN P		304.41	304.41
			TOTAL PAYMENT AMOUNT		1,713.01 *			1,713.01
016529/00	JACKSON, JEFFREY C.			[redacted]				
1480	PO-191429	01/03/2019	121218A		1 01-0740-0-5800-475-3200-1000-015-106 NY F		100.00	100.00
			TOTAL PAYMENT AMOUNT		100.00 *			100.00

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
014909/00	LANE, DOROTHY							
170	PO-190164	01/03/2019	TRIP 1987		1 01-0740-0-5800-112-0000-3600-007-302 NN P		23.51	23.51
			TOTAL PAYMENT AMOUNT		23.51 *			23.51
022230/00	MANAGED HEALTH NETWORK			[redacted]				
2	PO-190004	01/03/2019	PRM-033356		1 01-0000-0-3401-100-1110-1000-000-000 NN P		983.06	983.06
			TOTAL PAYMENT AMOUNT		983.06 *			983.06
022406/00	MAXIM HEALTHCARE SERVICES INC			[redacted]				
622	PO-190577	01/03/2019	6201160262		1 01-0740-0-5800-104-0000-3140-019-128 NN P		1,270.00	1,270.00
786	PO-190854	01/03/2019	6201160262		1 01-6500-0-5800-102-5750-1180-019-000 NN P		2,548.40	2,548.40
			TOTAL PAYMENT AMOUNT		3,818.40 *			3,818.40
016087/00	MICHAEL'S TRANSPORTATION SERV.							
362	PO-190346	01/03/2019	107329		1 01-0740-0-5800-112-0000-3600-007-302 NN P		4,050.00	4,050.00
			TOTAL PAYMENT AMOUNT		4,050.00 *			4,050.00
019828/00	MIRANDA, RYAN							
1438	PO-191411	01/03/2019	REIMB LITERATURE		1 01-9315-0-4300-601-1110-1000-017-120 NN F		120.00	120.00
			TOTAL PAYMENT AMOUNT		120.00 *			120.00
020461/00	MITCHELL, CYNDY							
1442	PO-191413	01/03/2019	REIMB BELT LOCKS		1 01-0000-0-4300-112-0000-3600-007-000 NN F		43.62	43.62
			TOTAL PAYMENT AMOUNT		43.62 *			43.62
017576/00	OFFICE DEPOT							
1349	PO-191335	01/03/2019	242988830001		1 01-0000-0-4300-234-1110-1000-008-000 NN P		43.52	43.52
1349	PO-191335	01/03/2019	242988831001		1 01-0000-0-4300-234-1110-1000-008-000 NN F		81.20	32.76
1377	PO-191345	01/03/2019	242987291001		1 01-0000-0-4300-240-0000-2700-011-000 NN P		32.64	32.64
1377	PO-191345	01/03/2019	242987290001		1 01-0000-0-4300-240-0000-2700-011-000 NN F		46.80	46.81
1374	PO-191352	01/03/2019	243714684001		1 01-6300-0-4300-238-1110-1000-010-000 NN F		27.65	27.65
1374	PO-191352	01/03/2019	243714684001		2 01-0000-0-4300-238-1110-1000-010-000 NN F		27.68	27.68
1410	PO-191376	01/03/2019	245356984001		1 01-0000-0-4300-236-1110-1000-009-000 NN P		223.51	223.51
1410	PO-191376	01/03/2019	245356984002		1 01-0000-0-4300-236-1110-1000-009-000 NN F		1.67	1.67

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
017576 (CONTINUED)								
1435	PO-191405	01/03/2019	247018333001		1 01-6300-0-4300-236-1110-1000-009-000 NN P		78.13	78.13
1435	PO-191405	01/03/2019	247018335001		1 01-6300-0-4300-236-1110-1000-009-000 NN F		41.48	41.48
			TOTAL PAYMENT AMOUNT		555.85 *			555.85
014358/00	OPFER, JULIE							
1483	PO-191456	01/03/2019	REIMB REFRESHMENTS		1 01-0000-0-4300-240-0000-2700-011-103 NN F		63.56	63.56
1483	PO-191456	01/03/2019	REIMB OFFICE SUPPLIES		2 01-0000-0-4300-240-0000-2700-011-000 NN F		43.92	43.92
			TOTAL PAYMENT AMOUNT		107.48 *			107.48
019252/00	PEARSON EDUCATION INC.							
1367	PO-191350	01/03/2019	11915809		1 01-6500-0-4300-102-5770-1191-019-000 NN F		439.61	437.82
			TOTAL PAYMENT AMOUNT		437.82 *			437.82
020169/00	PITZNER, JOSEPH							
1490	PO-191465	01/03/2019	MILEAGE		1 01-0000-0-5210-106-0000-8300-007-000 NN F		32.70	32.70
			TOTAL PAYMENT AMOUNT		32.70 *			32.70
014069/00	PLATT ELECTRIC SUPPLY INC			[redacted]				
56	PO-190048	01/03/2019	R610692		1 01-8150-0-4300-106-0000-8110-007-000 NN P		615.37	615.37
1467	PO-191433	01/03/2019	Z385638		1 01-0000-0-4300-111-0000-8200-007-939 NN F		160.35	160.35
			TOTAL PAYMENT AMOUNT		775.72 *			775.72
021401/00	PRACTI-CAL INC			[redacted]				
175	PO-190194	01/03/2019	342063		1 01-5640-0-5800-102-1110-1000-019-000 NN P		19.01	19.01
			TOTAL PAYMENT AMOUNT		19.01 *			19.01
015869/00	PRASKOVIYA GERGI			[redacted]				
774	PO-190754	01/03/2019	DECEMBER MILEAGE		2 01-6500-0-5800-102-5750-1180-019-000 NN P		209.07	209.07
			TOTAL PAYMENT AMOUNT		209.07 *			209.07

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
018773/00	PRO-TUFF DECALS			[redacted]				
1309	PO-191320	01/03/2019	INV018027025		1 01-0076-0-5800-472-1110-4200-014-812 YN F		70.33	58.99
			TOTAL PAYMENT AMOUNT		58.99 *			58.99
			TOTAL USE TAX AMOUNT		4.57			
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
115	PO-190085	01/03/2019	180325100		1 01-0740-0-5800-112-0000-3600-007-302 NN P		57.09	57.09
			TOTAL PAYMENT AMOUNT		57.09 *			57.09
016341/00	R & S OVERHEAD DOORS & GATES			[redacted]				
1443	PO-191414	01/03/2019	129245		1 01-8150-0-5800-106-0000-8110-007-000 NN P		307.50	307.50
1443	PO-191414	01/03/2019	129246		1 01-8150-0-5800-106-0000-8110-007-000 NN F		220.00	220.00
			TOTAL PAYMENT AMOUNT		527.50 *			527.50
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
262	PO-190249	01/03/2019	983738		1 01-0740-0-4300-112-0000-3600-007-302 NN P		41.36	41.36
			TOTAL PAYMENT AMOUNT		41.36 *			41.36
010315/00	SAC CO OFFICE OF ED FIN SVCS							
1475	PO-191453	01/03/2019	191458		1 01-0000-0-5800-105-0000-7200-005-000 NN F		15,000.00	15,000.00
			TOTAL PAYMENT AMOUNT		15,000.00 *			15,000.00
010049/00	SACRAMENTO COUNTY OFFICE OF							
1469	PO-191450	01/03/2019	191252		1 01-4035-0-5200-103-1110-1000-019-100 NN F		1,000.00	1,000.00
1470	PO-191451	01/03/2019	191315		1 01-4035-0-5200-103-1110-1000-019-100 NN F		1,000.00	1,000.00
1471	PO-191452	01/03/2019	191251		1 01-4035-0-5200-103-1110-1000-019-100 NN F		1,000.00	1,000.00
			TOTAL PAYMENT AMOUNT		3,000.00 *			3,000.00
010266/00	SACRAMENTO COUNTY UTILITIES							
25	PO-190019	01/03/2019	50000185866		1 01-0000-0-5520-106-0000-8110-007-000 N P		878.90	878.90
			TOTAL PAYMENT AMOUNT		878.90 *			878.90

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
020981/00	SAVE MART SUPERMARKETS							
554	PO-190539	01/03/2019	2581573		1 01-6500-0-4300-472-5750-1110-014-000 NN P		17.14	17.14
1118	PO-191107	01/03/2019	2581574		1 01-6500-0-4300-472-5750-1110-014-000 NN F		446.78	25.16
			TOTAL PAYMENT AMOUNT		42.30 *			42.30
014786/00	SCHOOL SPECIALTY INC							
1368	PO-191331	01/03/2019	208122133418		1 01-6500-0-4300-240-5750-1110-011-000 NN F		83.38	83.37
			TOTAL PAYMENT AMOUNT		83.37 *			83.37
021452/00	SLAY, JENNIFER							
1468	PO-191449	01/03/2019	TRAVEL EXPENSE		1 01-0740-0-5200-103-1110-1000-019-205 NN F		770.77	770.77
			TOTAL PAYMENT AMOUNT		770.77 *			770.77
021684/00	SPINITAR							
1392	PO-191364	12/19/2018	374645		1 01-6300-0-4300-236-1110-1000-009-000 NN F		1,605.23	1,605.23
			TOTAL PAYMENT AMOUNT		1,605.23 *			1,605.23
014558/00	SPURR							
30	PO-190024	01/03/2019	95520		1 01-0000-0-5515-106-0000-8110-007-000 NN P		3,417.93	3,417.93
			TOTAL PAYMENT AMOUNT		3,417.93 *			3,417.93
020252/00	STAPLES BUSINESS ADVANTAGE							
1306	PO-191273	01/03/2019	3398800423		1 01-0740-0-4300-475-3200-1000-015-106 NN P		44.17	44.17
1306	PO-191273	01/03/2019	3398448065		1 01-0740-0-4300-475-3200-1000-015-106 NN F		665.34	665.35
			TOTAL PAYMENT AMOUNT		709.52 *			709.52
010060/00	SkillsUSA CALIFORNIA							
1421	PO-191421	01/03/2019	2612		1 01-6387-0-5200-472-1110-1000-019-000 NY F		140.00	140.00
			TOTAL PAYMENT AMOUNT		140.00 *			140.00

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type / Account num	Liq Amt	Net Amount
019472/00	THE NYHART COMPANY			[redacted]			
1456	PO-191424	01/03/2019	0144763		1 01-0000-0-5800-105-0000-7200-005-000 NN F	7,550.00	7,550.00
					TOTAL PAYMENT AMOUNT 7,550.00 *		7,550.00
015908/00	THE PLAYMAKER ORGANIZATION			[redacted]			
1313	PO-191276	01/03/2019	#41		1 01-0000-0-5800-101-1110-1000-002-000 NY P	1,000.00	1,000.00
					TOTAL PAYMENT AMOUNT 1,000.00 *		1,000.00
010519/00	TIM'S MUSIC			[redacted]			
892	PO-190871	01/03/2019	M317463		1 01-0000-0-5600-472-1520-1000-014-000 NN F	445.66	417.12
					TOTAL PAYMENT AMOUNT 417.12 *		417.12
010139/00	TROXELL COMMUNICATIONS INC						
1261	PO-191296	01/03/2019	153810		1 01-3010-0-4400-371-1110-1000-012-108 NN F	838.30	834.41
					TOTAL PAYMENT AMOUNT 834.41 *		834.41
021111/00	ULINE						
1509	PO-191477	01/03/2019	104027917		1 01-0000-0-4300-114-0000-8200-007-000 NN F	1,192.24	1,192.24
					TOTAL PAYMENT AMOUNT 1,192.24 *		1,192.24
010552/00	WAXIE SANITARY SUPPLY			[redacted]			
73	PO-190068	01/03/2019	77929709		1 01-0000-0-9320-000-0000-0000-000-000 NN P	3,315.47	3,315.47
73	PO-190068	01/03/2019	77937349		1 01-0000-0-9320-000-0000-0000-000-000 NN P	423.13	423.13
73	PO-190068	01/03/2019	77929707		1 01-0000-0-9320-000-0000-0000-000-000 NN P	2,554.29	2,554.29
73	PO-190068	01/03/2019	77937348		1 01-0000-0-9320-000-0000-0000-000-000 NN P	634.69	634.69
73	PO-190068	01/03/2019	77943422		1 01-0000-0-9320-000-0000-0000-000-000 NN P	458.58	458.58
					TOTAL PAYMENT AMOUNT 7,386.16 *		7,386.16
020792/00	WEST INTERACTIVE SERVICES CORP			[redacted]			
1025	PO-191003	01/03/2019	101501		1 01-0000-0-5800-115-0000-7200-007-000 NN F	7,151.55	7,151.55
					TOTAL PAYMENT AMOUNT 7,151.55 *		7,151.55

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type / Account num	Liq Amt	Net Amount
017313/00	XEROX						
8	PO-190002	01/03/2019	095344287		1 01-3010-0-5600-240-1110-1000-011-000 NN P	29.20	29.20
183	PO-190171	01/03/2019	7149057-001		1 01-0000-0-5800-116-0000-7200-007-992 NN P	35,226.52	35,226.52
185	PO-190172	01/03/2019	230096825		1 01-0000-0-5800-116-0000-7200-007-992 NN P	1,915.97	1,915.97
				TOTAL PAYMENT AMOUNT	37,171.69 *		37,171.69
				TOTAL FUND PAYMENT	259,071.22 **		259,071.22
				TOTAL USE TAX AMOUNT	419.49		

Vendor/Addr / Req	Reference	Date	Description	Remit name / Tax ID num / Deposit type	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
016617/00			ESSENTIAL EDUCATION					
1338	PO-191358	01/03/2019	20939	1	11-3913-0-5800-600-4130-1000-015-000 NN F		735.00	735.00
			TOTAL PAYMENT AMOUNT		735.00 *			735.00
017002/00			HOME DEPOT CREDIT SERVICES					
432	PO-190407	01/03/2019	6035322538182191	1	11-6391-0-4300-600-4130-1000-015-892 NN P		3,933.07	3,933.07
			TOTAL PAYMENT AMOUNT		3,933.07 *			3,933.07
017576/00			OFFICE DEPOT					
1417	PO-191384	01/03/2019	245751474001	1	11-6391-0-4300-600-4130-1000-015-892 NN F		166.58	166.58
			TOTAL PAYMENT AMOUNT		166.58 *			166.58
018015/00			TOMPKINS, SHELLEY					
1397	PO-191408	01/03/2019	REIMB FILTER	1	11-3905-0-4300-600-4130-1000-015-000 NN F		6.99	6.99
			TOTAL PAYMENT AMOUNT		6.99 *			6.99
			TOTAL FUND PAYMENT		4,841.64 **			4,841.64

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
011602/00	DANIELSEN CO., THE							
80	PO-190070	01/03/2019	183982		1 13-5310-0-4700-108-0000-3700-007-000 N P		1,012.32	1,012.32
80	PO-190070	01/03/2019	183982		2 13-5310-0-4300-108-0000-3700-007-000 N P		8.00	8.00
			TOTAL PAYMENT AMOUNT		1,020.32 *			1,020.32
016779/00	EISCHENS, DEBORAH							
1504	PO-191474	01/03/2019	MILEAGE		1 13-5310-0-5210-108-0000-3700-007-000 NN F		34.88	34.88
			TOTAL PAYMENT AMOUNT		34.88 *			34.88
021080/00	GOLD STAR FOODS INC		[redacted]					
79	PO-190069	01/03/2019	2607433		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,748.33	1,748.33
79	PO-190069	01/03/2019	2615684		1 13-5310-0-4700-108-0000-3700-007-000 NN P		4,759.36	4,759.36
79	PO-190069	01/03/2019	2613354		1 13-5310-0-4700-108-0000-3700-007-000 NN P		284.40	284.40
79	PO-190069	01/03/2019	2613476		1 13-5310-0-4700-108-0000-3700-007-000 NN P		198.75	198.75
79	PO-190069	01/03/2019	2601245		1 13-5310-0-4700-108-0000-3700-007-000 NN P		566.63	566.63
79	PO-190069	01/03/2019	2607387		1 13-5310-0-4700-108-0000-3700-007-000 NN P		4,570.11	4,570.11
79	PO-190069	01/03/2019	2587431		1 13-5310-0-4700-108-0000-3700-007-000 NN P		185.35	185.35
79	PO-190069	01/03/2019	2592884		1 13-5310-0-4700-108-0000-3700-007-000 NN P		2,220.62	2,220.62
79	PO-190069	01/03/2019	2592890		1 13-5310-0-4700-108-0000-3700-007-000 NN P		259.58	259.58
79	PO-190069	01/03/2019	2595356		1 13-5310-0-4700-108-0000-3700-007-000 NN P		35.75	35.75
79	PO-190069	01/03/2019	2601242		1 13-5310-0-4700-108-0000-3700-007-000 NN P		5,376.94	5,376.94
79	PO-190069	01/03/2019	2602213		1 13-5310-0-4700-108-0000-3700-007-000 NN P		654.72	654.72
			TOTAL PAYMENT AMOUNT		20,860.54 *			20,860.54
022364/00	HEARTLAND		[redacted]					
152	PO-190143	01/03/2019	HSS0000030924		1 13-5310-0-5300-108-0000-3700-007-000 NN P		618.30	618.30
			TOTAL PAYMENT AMOUNT		618.30 *			618.30
014098/00	JEW, JEANNENE							
156	PO-190146	01/03/2019	NOV/DEC MILEAGE		1 13-5310-0-5210-108-0000-3700-007-000 NN P		31.72	31.72
			TOTAL PAYMENT AMOUNT		31.72 *			31.72
016279/00	P&R PAPER SUPPLY							
119	PO-190088	01/03/2019	30227652-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P		554.59	554.59
			TOTAL PAYMENT AMOUNT		554.59 *			554.59

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
019993/00	PROPACIFIC FRESH							
121	PO-190089	01/03/2019	62230		1 13-5310-0-4700-108-0000-3700-007-000 NN P		2,181.13	2,181.13
121	PO-190089	01/03/2019	61883		1 13-5310-0-4700-108-0000-3700-007-000 NN P		812.91	812.91
121	PO-190089	01/03/2019	61169		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,252.17	1,252.17
121	PO-190089	01/03/2019	61188		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,346.76	1,346.76
121	PO-190089	01/02/2019	60507		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,483.07	1,483.07
121	PO-190089	01/03/2019	60270		1 13-5310-0-4700-108-0000-3700-007-000 NN P		3,796.77	3,796.77
			TOTAL PAYMENT AMOUNT		10,872.81 *			10,872.81
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
148	PO-190139	01/03/2019	180325099		1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
			TOTAL PAYMENT AMOUNT		77.75 *			77.75
019501/00	SAN JOSE STATE UNIV RESEARCH							
1452	PO-191422	01/03/2019	#T9KAyqwO-LISA CORONADO		1 13-5310-0-5200-108-0000-3700-007-000 NN P		125.00	125.00
1452	PO-191422	01/03/2019	#p25DYpXu-LAURA DAVIS		1 13-5310-0-5200-108-0000-3700-007-000 NN P		125.00	125.00
1452	PO-191422	01/03/2019	#GLvE12a4 JEANNENE JEW		1 13-5310-0-5200-108-0000-3700-007-000 NN F		125.00	125.00
			TOTAL PAYMENT AMOUNT		375.00 *			375.00
017334/00	SEVEN UP BOTTLING CO. OF S.F.							
147	PO-190138	01/03/2019	3587505498		1 13-5310-0-4700-108-0000-3700-007-000 NN P		465.60	465.60
			TOTAL PAYMENT AMOUNT		465.60 *			465.60
016043/00	SHELTONS UNLIMITED MECHANICAL [redacted]							
150	PO-190141	01/03/2019	19-JANPM		1 13-5310-0-5600-108-0000-3700-007-000 NN P		2,040.00	2,040.00
			TOTAL PAYMENT AMOUNT		2,040.00 *			2,040.00
011422/00	SYSCO OF SAN FRANCISCO							
81	PO-190071	01/03/2019	231074499		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,587.26	1,587.26
81	PO-190071	01/03/2019	231074500		1 13-5310-0-4700-108-0000-3700-007-000 NN P		291.84	291.84
81	PO-190071	01/03/2019	231074499		2 13-5310-0-4300-108-0000-3700-007-000 NN P		206.02	206.02
			TOTAL PAYMENT AMOUNT		2,085.12 *			2,085.12
			TOTAL FUND PAYMENT		39,036.63 **			39,036.63

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
015195/00	BIONDI PAVING & ENGINEERING			[redacted]				
680	PO-190661	01/03/2019	1804-04		1 21-0000-0-6243-106-0000-8500-007-619 NN P		66,997.14	66,997.14
			TOTAL PAYMENT AMOUNT		66,997.14 *			66,997.14
019750/00	CAPITAL PROGRAM MGMT INC			[redacted]				
47	PO-190156	01/03/2019	#29		2 21-0000-0-5800-106-9175-8100-007-000 NN P		42,410.00	42,410.00
			TOTAL PAYMENT AMOUNT		42,410.00 *			42,410.00
019627/00	NACHT & LEWIS ARCHITECTS							
609	PO-190573	01/03/2019	00005		1 21-0000-0-6215-106-0000-8500-007-610 NN P		26,596.60	26,596.60
609	PO-190573	01/03/2019	00006		1 21-0000-0-6215-106-0000-8500-007-610 NN P		13,298.26	13,298.26
			TOTAL PAYMENT AMOUNT		39,894.86 *			39,894.86
			TOTAL FUND PAYMENT		149,302.00 **			149,302.00
			TOTAL BATCH PAYMENT		452,251.49 ***	0.00		452,251.49
			TOTAL USE TAX AMOUNT		419.49			
			TOTAL DISTRICT PAYMENT		452,251.49 ****	0.00		452,251.49
			TOTAL USE TAX AMOUNT		419.49			
			TOTAL FOR ALL DISTRICTS:		452,251.49 ****	0.00		452,251.49
			* TOTAL USE TAX AMOUNT		419.49			

Number of checks to be printed: 101, not counting voids due to stub overflows.

Batch status: A All
From batch: 0038
To batch: 0038
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y
Include Audit Date and Time in Sort: N

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
019553/00	ACORN ARBORICULTURAL SERVICES							
763	PO-190731	01/10/2019	18272		1 01-0000-0-5800-106-0000-8110-007-000 NN F		325.00	325.00
			TOTAL PAYMENT AMOUNT		325.00 *			325.00
010549/00	ACOUSTICAL MATERIAL SERVICES							
1276	PO-191245	01/10/2019	20159925-00		1 01-8150-0-4300-106-0000-8110-007-000 NN P		921.14	921.14
1276	PO-191245	01/10/2019	20116592-00		1 01-8150-0-4300-106-0000-8110-007-000 NN P		552.68	552.68
1276	PO-191245	01/10/2019	20116592-01		1 01-8150-0-4300-106-0000-8110-007-000 NN P		51.06	51.06
1276	PO-191245	01/10/2019	20196273-00		1 01-8150-0-4300-106-0000-8110-007-000 NN M		-51.06	-51.06
			TOTAL PAYMENT AMOUNT		1,473.82 *			1,473.82
010002/00	ALDAR ACADEMY							
750	PO-190848	01/10/2019	DEC 2018		1 01-6500-0-5800-102-5750-1180-019-000 NN P		4,906.16	4,906.16
			TOTAL PAYMENT AMOUNT		4,906.16 *			4,906.16
010669/00	ALHAMBRA & SIERRA SPRINGS							
326	PO-190316	01/10/2019	27045224780818		1 01-0000-0-4300-105-0000-7200-005-000 NN P		17.19	17.19
326	PO-190316	01/10/2019	27045224780818		2 01-0000-0-5600-105-0000-7200-005-000 NN P		6.99	6.99
322	PO-190324	01/10/2019	663302014871405		1 01-0000-0-4300-103-0000-7200-019-000 NN P		26.57	26.57
322	PO-190324	01/10/2019	663302014871405		2 01-6500-0-4300-102-5001-2700-019-000 NN P		26.58	26.58
322	PO-190324	01/10/2019	663302014871405		3 01-0000-0-5600-103-0000-7200-019-000 NN P		10.49	10.49
322	PO-190324	01/10/2019	663302014871405		4 01-6500-0-5600-102-5001-2700-019-000 NN P		10.48	10.48
			TOTAL PAYMENT AMOUNT		98.30 *			98.30
021763/00	ALL STAR RENTS							
807	PO-190767	01/10/2019	818207-10		1 01-0000-0-5600-106-0000-8110-007-000 NN P		124.57	124.57
			TOTAL PAYMENT AMOUNT		124.57 *			124.57
010564/00	APPLE COMPUTER							
1317	PO-191277	01/10/2019	6775523495,6775018843		1 01-3010-0-4400-238-1110-1000-010-109 NN F		5,489.86	5,489.86
1317	PO-191277	01/10/2019	6789027225		2 01-3010-0-4300-238-1110-1000-010-109 NN F		4,941.42	4,933.59
			TOTAL PAYMENT AMOUNT		10,423.45 *			10,423.45

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
021097/00	ASSOCIATED VALUATION SERVICES [redacted]							
1536	PO-191510	01/10/2019	6023		1 01-0000-0-5800-105-0000-7200-005-000 NN F		1,994.15	1,994.15
			TOTAL PAYMENT AMOUNT		1,994.15 *			1,994.15
010400/00	AT&T							
18	PO-190013	01/10/2019	81008413		1 01-0000-0-5930-106-0000-8110-007-000 NN P		9.34	9.34
			TOTAL PAYMENT AMOUNT		9.34 *			9.34
017623/00	AVID CENTER - SI PAYMENT							
1008	PO-191000	01/10/2019	35633		1 01-0740-0-5200-103-1110-1000-019-205 NN F		599.00	599.00
			TOTAL PAYMENT AMOUNT		599.00 *			599.00
010142/00	AWARDS BY KAY							
1272	PO-191242	01/10/2019	NAMEPLATE-J'BEILY		1 01-0000-0-5800-120-0000-7110-000-000 NN F		26.94	26.94
			TOTAL PAYMENT AMOUNT		26.94 *			26.94
022222/00	BEENTJES, TONIA							
1111	PO-191168	01/10/2019	DEC MILEAGE		1 01-6500-0-5210-102-5770-1130-019-000 NN P		9.81	9.81
			TOTAL PAYMENT AMOUNT		9.81 *			9.81
022282/00	BRIGHT START THERAPIES							
751	PO-190849	01/10/2019	CUAH1130.18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		675.00	675.00
751	PO-190849	01/10/2019	CUEH1130.18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		675.00	675.00
751	PO-190849	01/10/2019	CUEH1215.18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		1,005.00	1,005.00
751	PO-190849	01/10/2019	CUAH1215.18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		540.00	540.00
			TOTAL PAYMENT AMOUNT		2,895.00 *			2,895.00
013988/00	BUTTES/CENTER STATE PIPE &							
48	PO-190040	01/10/2019	S010513480.002		1 01-8150-0-4300-106-0000-8110-007-000 NN P		682.75	682.75
48	PO-190040	01/10/2019	S010489834.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		99.72	99.72
			TOTAL PAYMENT AMOUNT		782.47 *			782.47

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
021045/00	CALDWELL FLORES WINTERS INC							
1300	PO-191270	01/10/2019	#3		1 01-0000-0-5800-106-9175-8100-007-995 NN P		30,000.00	30,000.00
			TOTAL PAYMENT AMOUNT		30,000.00 *			30,000.00
022594/00	CALIFORNIA ASSOCIATION OF [redacted]							
1408	PO-191375	01/10/2019	18-661		1 01-5630-0-5200-601-1421-1000-017-120 NN F		508.00	508.00
			TOTAL PAYMENT AMOUNT		508.00 *			508.00
021678/00	CAPITOL ACADEMY							
753	PO-190943	01/10/2019	CA0722		1 01-6500-0-5800-102-5750-1180-019-000 NN P		1,059.52	1,059.52
753	PO-190943	01/10/2019	CA0734		1 01-6500-0-5800-102-5750-1180-019-000 NN P		90.00	90.00
			TOTAL PAYMENT AMOUNT		1,149.52 *			1,149.52
021036/00	CCHAT CENTER							
752	PO-190850	01/10/2019	10-18 CENTER		2 01-6500-0-5800-102-5750-1180-019-000 NN F		480.00	480.00
752	PO-190850	01/10/2019	10-18CENTER		1 01-6500-0-5800-102-5750-1180-019-000 NN F		161.58	809.86
			TOTAL PAYMENT AMOUNT		1,289.86 *			1,289.86
020305/00	CDW GOVERNMENT INC.							
1384	PO-191397	01/10/2019	QKP8259		1 01-6500-0-4300-472-5770-1120-014-000 NN F		380.82	380.82
			TOTAL PAYMENT AMOUNT		380.82 *			380.82
013928/00	CINTAS LOCATION 622							
168	PO-190153	01/10/2019	4014235561		1 01-0000-0-5800-111-0000-8200-007-000 NN P		5.83	5.83
168	PO-190153	01/10/2019	4014235623		1 01-0000-0-5800-111-0000-8200-007-000 NN P		64.22	64.22
168	PO-190153	01/10/2019	4014235650		1 01-0000-0-5800-111-0000-8200-007-000 NN P		21.12	21.12
168	PO-190153	01/10/2019	4014235659		1 01-0000-0-5800-111-0000-8200-007-000 NN P		11.20	11.20
168	PO-190153	01/10/2019	4014235664		1 01-0000-0-5800-111-0000-8200-007-000 NN P		55.42	55.42
168	PO-190153	01/10/2019	4014235704		1 01-0000-0-5800-111-0000-8200-007-000 NN P		17.72	17.72
168	PO-190153	01/10/2019	4014235782		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
168	PO-190153	01/10/2019	4014235915		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
			TOTAL PAYMENT AMOUNT		195.09 *			195.09

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
022201/00	CLARK-CADMAN INC							
1525	PO-191497	01/10/2019	18617, 18628		1 01-8150-0-5600-106-0000-8110-007-000 NN F		792.00	792.00
			TOTAL PAYMENT AMOUNT		792.00 *			792.00
017023/00	CROWE			[redacted]				
1537	PO-191511	01/10/2019	7452214174		1 01-0000-0-5800-105-0000-7190-005-000 NN F		2,780.00	2,780.00
			TOTAL PAYMENT AMOUNT		2,780.00 *			2,780.00
014858/00	DEASON, CRAIG							
1519	PO-191493	01/10/2019	REIMB FOOD		1 01-0000-0-4300-106-0000-8110-007-000 NN F		166.06	166.06
			TOTAL PAYMENT AMOUNT		166.06 *			166.06
016681/00	DEPARTMENT OF INDUSTRIAL							
1521	PO-191495	01/10/2019	E 1607847 SA		1 01-8150-0-5800-106-0000-8110-007-000 NN F		125.00	125.00
			TOTAL PAYMENT AMOUNT		125.00 *			125.00
018277/00	EASTER SEAL SOCIETY OF CA. INC							
756	PO-190851	01/10/2019	NOV-18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		1,440.00	1,440.00
756	PO-190851	01/10/2019	NOV-18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		2,572.50	2,572.50
			TOTAL PAYMENT AMOUNT		4,012.50 *			4,012.50
010336/00	ECOTECH PEST MANAGEMENT INC			[redacted]				
16	PO-190011	01/10/2019	22068		1 01-0000-0-5500-106-0000-8110-007-000 NN P		712.00	712.00
			TOTAL PAYMENT AMOUNT		712.00 *			712.00
017322/00	ELDRIDGE PUBLISHING CO.							
1373	PO-191343	01/10/2019	4251090		1 01-0000-0-5800-371-1110-1000-012-000 NN F		75.00	75.00
			TOTAL PAYMENT AMOUNT		75.00 *			75.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
016304/00 FOLSOM LAKE FORD INC.					
1510 PO-191484 01/10/2019 FL9152		1 01-0000-0-6400-106-0000-8200-007-995 NN F		34,335.58	34,335.58
		TOTAL PAYMENT AMOUNT 34,335.58 *			34,335.58
015004/00 FUTURE FORD LINCOLN	[redacted]				
1552 PO-191520 01/10/2019 91839		1 01-0740-0-5800-112-0000-3600-007-302 NN F		240.00	240.00
		TOTAL PAYMENT AMOUNT 240.00 *			240.00
020514/00 GLASS WEST INC	[redacted]				
1529 PO-191498 01/10/2019 40302,40368		1 01-8150-0-4300-106-0000-8110-007-000 NN F		568.69	568.69
1529 PO-191498 01/10/2019 40302,40368		2 01-8150-0-5600-106-0000-8110-007-000 NN F		700.00	700.00
		TOTAL PAYMENT AMOUNT 1,268.69 *			1,268.69
017718/00 GUIDING HANDS INC.					
758 PO-190852 01/10/2019 5321		1 01-6500-0-5800-102-5750-1180-019-000 NN P		963.55	963.55
		TOTAL PAYMENT AMOUNT 963.55 *			963.55
010992/00 HARBOR FREIGHT TOOLS USA INC					
1514 PO-191488 01/10/2019 867618		1 01-0000-0-4300-111-0000-8200-007-000 NN P		213.74	213.74
1514 PO-191488 01/10/2019 865984		1 01-0000-0-4300-111-0000-8200-007-000 NN P		342.42	342.42
1522 PO-191496 01/10/2019 865984		1 01-8150-0-4300-106-0000-8110-007-000 NN P		73.15	73.15
		TOTAL PAYMENT AMOUNT 629.31 *			629.31
015498/00 HARRIS WELDING					
1457 PO-191425 01/10/2019 01765808		1 01-8150-0-4300-106-0000-8110-007-000 N P		103.44	103.44
1457 PO-191425 01/10/2019 01765807		1 01-8150-0-4300-106-0000-8110-007-000 N P		151.50	151.50
1457 PO-191425 01/10/2019 01765806		1 01-8150-0-4300-106-0000-8110-007-000 N P		2.78	2.78
		TOTAL PAYMENT AMOUNT 257.72 *			257.72
010602/00 HI-LINE ELECTRICAL & MECH					
1095 PO-191072 01/10/2019 10668423		1 01-0740-0-4300-112-0000-3600-007-302 NN P		672.26	672.26
		TOTAL PAYMENT AMOUNT 672.26 *			672.26

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
017002/00	HOME DEPOT CREDIT SERVICES							
468	PO-190456	01/10/2019	6035-3226-4903-3119		1 01-6387-0-4300-472-1110-1000-019-201 NN P		358.55	358.55
			TOTAL PAYMENT AMOUNT		358.55 *			358.55
017337/00	HUMMINGBIRD NETWORKS							
1213	PO-191182	01/09/2019	244704		1 01-6387-0-4300-472-1110-1000-019-201 NN F		500.48	500.48
1213	PO-191182	01/10/2019	244704		2 01-6387-0-4400-472-1110-1000-019-201 NN F		3,526.40	3,526.40
			TOTAL PAYMENT AMOUNT		4,026.88 *			4,026.88
017472/00	INDUSTRIAL PLUMBING SUPPLY LLC [redacted]							
59	PO-190051	01/10/2019	75144		1 01-8150-0-4300-106-0000-8110-007-000 NN P		62.44	62.44
59	PO-190051	01/10/2019	75035		1 01-8150-0-4300-106-0000-8110-007-000 NN P		552.56	552.56
			TOTAL PAYMENT AMOUNT		615.00 *			615.00
018990/00	INTERSTATE BATTERIES							
1507	PO-191476	01/10/2019	130014684		1 01-0740-0-4300-112-0000-3600-007-302 NN P		131.26	131.26
			TOTAL PAYMENT AMOUNT		131.26 *			131.26
018923/00	LARMER VIRGEN, JENNIFER							
1511	PO-191485	01/10/2019	MILEAGE		1 01-0000-0-5210-103-1110-1004-019-000 NN F		31.61	31.61
			TOTAL PAYMENT AMOUNT		31.61 *			31.61
017726/00	LOS ANGELES FREIGHTLINER							
143	PO-190135	01/10/2019	XA410009611:01		1 01-0740-0-4300-112-0000-3600-007-302 NN P		412.08	412.08
143	PO-190135	01/10/2019	xa410010004:01		1 01-0740-0-4300-112-0000-3600-007-302 NN P		87.11	87.11
1541	PO-191514	01/10/2019	RA410002226:02		1 01-0740-0-5600-112-0000-3600-007-302 NN F		266.00	266.00
			TOTAL PAYMENT AMOUNT		765.19 *			765.19
022406/00	MAXIM HEALTHCARE SERVICES INC [redacted]							
622	PO-190577	01/10/2019	6215350262		1 01-0740-0-5800-104-0000-3140-019-128 NN P		1,280.00	1,280.00
622	PO-190577	01/10/2019	6239680262		1 01-0740-0-5800-104-0000-3140-019-128 NN P		2,469.00	2,469.00
786	PO-190854	01/10/2019	6215350262		1 01-6500-0-5800-102-5750-1180-019-000 NN P		1,441.50	1,441.50
786	PO-190854	01/10/2019	6239680262		1 01-6500-0-5800-102-5750-1180-019-000 NN P		1,229.00	1,229.00
			TOTAL PAYMENT AMOUNT		6,419.50 *			6,419.50

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
			TOTAL PAYMENT AMOUNT		889.92 *			889.92
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
115	PO-190085	01/10/2019	180326292,ACCT 1182301		1 01-0740-0-5800-112-0000-3600-007-302 NN P		59.09	59.09
115	PO-190085	01/10/2019	180325738,ACCT-1182301		1 01-0740-0-5800-112-0000-3600-007-302 NN P		59.09	59.09
115	PO-190085	01/10/2019	180326802		1 01-0740-0-5800-112-0000-3600-007-302 NN P		59.09	59.09
			TOTAL PAYMENT AMOUNT		177.27 *			177.27
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
262	PO-190249	01/10/2019	984460		1 01-0740-0-4300-112-0000-3600-007-302 NN P		397.66	397.66
262	PO-190249	01/10/2019	984576		1 01-0740-0-4300-112-0000-3600-007-302 NN P		309.14	309.14
262	PO-190249	01/10/2019	984855		1 01-0740-0-4300-112-0000-3600-007-302 NN P		75.60	75.60
262	PO-190249	01/10/2019	984942		1 01-0740-0-4300-112-0000-3600-007-302 NN P		508.04	508.04
			TOTAL PAYMENT AMOUNT		1,290.44 *			1,290.44
010049/00	SACRAMENTO CO OFFICE OF ED							
1512	PO-191486	01/10/2019	191241		1 01-4035-0-5800-103-0000-2110-019-104 NN F		29,200.00	29,200.00
			TOTAL PAYMENT AMOUNT		29,200.00 *			29,200.00
010266/00	SACRAMENTO COUNTY UTILITIES							
25	PO-190019	01/10/2019	50000878546		1 01-0000-0-5520-106-0000-8110-007-000 N P		729.95	729.95
25	PO-190019	01/10/2019	50000878608		1 01-0000-0-5520-106-0000-8110-007-000 N P		283.11	283.11
25	PO-190019	01/10/2019	50006974207		1 01-0000-0-5520-106-0000-8110-007-000 N P		1,728.24	1,728.24
			TOTAL PAYMENT AMOUNT		2,741.30 *			2,741.30
014786/00	SCHOOL SPECIALTY INC			[redacted]				
1159	PO-191135	01/10/2019	208121997448		1 01-6500-0-4300-472-5770-1110-014-000 NN F		69.30	69.29
			TOTAL PAYMENT AMOUNT		69.29 *			69.29
010373/00	SCHOOLS INSURANCE AUTHORITY							
164	PO-190151	01/10/2019	2019UST-BZ.10		1 01-0740-0-5800-112-0000-3600-007-302 NN P		75.00	75.00
			TOTAL PAYMENT AMOUNT		75.00 *			75.00

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
015787/00	O'REILLY AUTO PARTS							
114	PO-190084	01/10/2019	1333147		1 01-0740-0-4300-112-0000-3600-007-302 NN P		1,338.73	1,338.73
			TOTAL PAYMENT AMOUNT		1,338.73 *			1,338.73
017576/00	OFFICE DEPOT							
1423	PO-191385	01/07/2019	245754972001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		607.65	607.65
1423	PO-191385	01/10/2019	245754973001		1 01-8150-0-4300-106-0000-8110-007-000 NN F		101.26	101.26
1400	PO-191392	01/10/2019	246517548001		1 01-0000-0-4300-472-0000-2700-014-000 NN F		420.21	420.21
1477	PO-191436	01/10/2019	249469472001		1 01-0000-0-4300-106-0000-7200-007-000 NN F		16.35	16.35
1477	PO-191436	01/10/2019	249569472001		2 01-8150-0-4300-106-0000-8110-007-000 NN F		39.14	39.14
			TOTAL PAYMENT AMOUNT		1,184.61 *			1,184.61
010980/00	PEARSON EDUCATION INC							
1243	PO-191246	01/10/2019	7026544560		1 01-0037-0-4100-103-1110-1000-019-102 NN F		51,360.37	51,667.21
			TOTAL PAYMENT AMOUNT		51,667.21 *			51,667.21
019700/00	PITNEY BOWES GLOBAL FINANCIAL		[redacted]					
1545	PO-191515	01/10/2019	3102829958		1 01-0000-0-5800-105-0000-7200-005-000 NN F		1,130.31	1,130.31
			TOTAL PAYMENT AMOUNT		1,130.31 *			1,130.31
011345/00	PLACER LEARNING CENTER							
790	PO-190857	01/10/2019	NOV 2018		1 01-6500-0-5800-102-5750-1180-019-000 NN P		14,566.46	14,566.46
790	PO-190857	01/10/2019	DEC 2018		1 01-6500-0-5800-102-5750-1180-019-000 NN P		12,476.92	12,476.92
			TOTAL PAYMENT AMOUNT		27,043.38 *			27,043.38
014069/00	PLATT ELECTRIC SUPPLY INC		[redacted]					
56	PO-190048	01/10/2019	U032197		1 01-8150-0-4300-106-0000-8110-007-000 NN P		183.51	183.51
56	PO-190048	01/10/2019	Z380624		1 01-8150-0-4300-106-0000-8110-007-000 NN P		125.87	125.87
			TOTAL PAYMENT AMOUNT		309.38 *			309.38
021401/00	PRACTI-CAL INC		[redacted]					
175	PO-190194	01/10/2019	342222		1 01-5640-0-5800-102-1110-1000-019-000 NN P		568.90	568.90
175	PO-190194	01/10/2019	342157		1 01-5640-0-5800-102-1110-1000-019-000 NN P		147.20	147.20
175	PO-190194	01/10/2019	342109		1 01-5640-0-5800-102-1110-1000-019-000 NN P		173.82	173.82

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
020602/00	MCGRAW HILL SCHOOL EDUCATION							
1275	PO-191248	01/10/2019	106171697001		1 01-0037-0-4100-103-1110-1000-019-102 NN P		125,499.83	125,499.83
			TOTAL PAYMENT AMOUNT		125,499.83 *			125,499.83
016087/00	MICHAEL'S TRANSPORTATION SERV.							
362	PO-190346	01/10/2019	107416		1 01-0740-0-5800-112-0000-3600-007-302 NN P		4,050.00	4,050.00
362	PO-190346	01/10/2019	107468		1 01-0740-0-5800-112-0000-3600-007-302 NN P		4,050.00	4,050.00
			TOTAL PAYMENT AMOUNT		8,100.00 *			8,100.00
021692/00	MONOPRICE INC							
1401	PO-191399	01/10/2019	18423746		1 01-0000-0-4300-472-0000-2700-014-000 NN F		53.86	53.61
			TOTAL PAYMENT AMOUNT		53.61 *			53.61
017315/00	NAPA AUTO PARTS - GENUINE AUTO							
514	PO-190494	01/10/2019	ACCT 1850		1 01-0740-0-4300-112-0000-3600-007-302 NN P		12.38	12.38
			TOTAL PAYMENT AMOUNT		12.38 *			12.38
016912/00	NATOMAS AUTOMOTIVE							
1335	PO-191307	01/10/2019	29566		1 01-0740-0-5800-112-0000-3600-007-302 NN P		49.95	49.95
1335	PO-191307	01/10/2019	29531		1 01-0740-0-5800-112-0000-3600-007-302 NN P		79.95	79.95
1335	PO-191307	01/10/2019	29618		1 01-0740-0-5800-112-0000-3600-007-302 NN P		119.90	119.90
1335	PO-191307	01/10/2019	29577		1 01-0740-0-5800-112-0000-3600-007-302 NN P		59.95	59.95
1335	PO-191307	01/10/2019	29571		1 01-0740-0-5800-112-0000-3600-007-302 NN F		50.45	69.95
			TOTAL PAYMENT AMOUNT		379.70 *			379.70
018419/00	NCPS			[redacted]				
788	PO-190855	01/10/2019	NCPS3802		1 01-6500-0-5800-102-5750-1180-019-000 NN P		1,816.32	1,816.32
			TOTAL PAYMENT AMOUNT		1,816.32 *			1,816.32
021173/00	NORTH STATE TIRE CO. INC			[redacted]				
1429	PO-191499	01/10/2019	94098,94267,94956		1 01-0740-0-4300-112-0000-3600-007-302 NN F		1,353.22	1,353.22
1429	PO-191499	01/10/2019	94098,94267,94956		2 01-0740-0-5800-112-0000-3600-007-302 NN F		170.00	170.00
			TOTAL PAYMENT AMOUNT		1,523.22 *			1,523.22

Vendor/Addr / Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
011500/00	SCHOOLS INSURANCE AUTHORITY							
	PV-190055	01/09/2019	JANUARY 2019		01-0000-0-9552-000-0000-0000-000-000 NN			55,239.80
			TOTAL PAYMENT AMOUNT		55,239.80 *			55,239.80
015240/00	SF CABLE							
1440	PO-191412	01/10/2019	417714		1 01-0370-0-4300-115-1110-1000-007-000 NN F		552.39	553.84
			TOTAL PAYMENT AMOUNT		553.84 *			553.84
020811/00	SHRED-IT USA LLC							
140	PO-190132	01/10/2019	8126230130		1 01-0000-0-5800-472-0000-2700-014-000 NN P		79.14	79.14
988	PO-190976	01/10/2019	8126284478		1 01-0000-0-5800-103-0000-7200-019-000 NN P		118.71	118.71
			TOTAL PAYMENT AMOUNT		197.85 *			197.85
019683/00	SIERRA FOOTHILLS ACADEMY			[redacted]				
791	PO-190858	01/10/2019	DEC 2018		1 01-6500-0-5800-102-5750-1180-019-000 NN P		4,265.70	4,265.70
791	PO-190858	01/10/2019	OT-RSY-122018-2		1 01-6500-0-5800-102-5750-1180-019-000 NN P		165.00	165.00
791	PO-190858	01/10/2019	SP-RSY-122018-2		1 01-6500-0-5800-102-5750-1180-019-000 NN P		165.75	165.75
			TOTAL PAYMENT AMOUNT		4,596.45 *			4,596.45
010263/00	SMUD							
27	PO-190021	01/10/2019	7000000347		1 01-0000-0-5510-106-0000-8110-007-000 NN P		45,085.41	45,085.41
			TOTAL PAYMENT AMOUNT		45,085.41 *			45,085.41
020706/00	SPECTRAFLOW INC			[redacted]				
1268	PO-191279	01/10/2019	INV-27613		1 01-6387-0-4400-472-1110-1000-019-201 NN F		53,333.92	53,318.11
			TOTAL PAYMENT AMOUNT		53,318.11 *			53,318.11
020371/00	SUMNER, SHERYL							
1494	PO-191479	01/10/2019	MILEAGE		1 01-0000-0-5210-103-1110-1004-019-000 NN F		7.63	7.63
			TOTAL PAYMENT AMOUNT		7.63 *			7.63

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
020098/00	BIG TRAY			[redacted]				
149	PO-190140	01/10/2019	814623		1 13-5310-0-4400-108-0000-3700-007-000 NN P		32.76	32.76
			TOTAL PAYMENT AMOUNT		32.76 *			32.76
016279/00	P&R PAPER SUPPLY							
119	PO-190088	01/10/2019	30232058-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P		1,299.47	1,299.47
119	PO-190088	01/10/2019	30227652-01		1 13-5310-0-4300-108-0000-3700-007-000 NN P		115.40	115.40
			TOTAL PAYMENT AMOUNT		1,414.87 *			1,414.87
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
148	PO-190139	01/10/2019	180325737,ACCT-1254601		1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
148	PO-190139	01/10/2019	180326801,ACCT 1254601		1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
148	PO-190139	01/10/2019	18036291,ACCT1254601		1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
			TOTAL PAYMENT AMOUNT		233.25 *			233.25
			TOTAL FUND PAYMENT		1,680.88 **			1,680.88

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
011554/00	TRACTOR SUPPLY CO							
1546	PO-191516	01/10/2019	6035-3012-0347-6674		1 01-0740-0-4300-112-0000-3600-007-302 NN F		44.98	44.98
			TOTAL PAYMENT AMOUNT		44.98 *			44.98
010139/00	TROXELL COMMUNICATIONS INC							
1448	PO-191419	01/10/2019	155685		1 01-0370-0-4300-115-1110-1000-007-000 NN F		1,093.66	1,093.67
1448	PO-191419	01/10/2019	155442		2 01-0370-0-4400-115-1110-1000-007-000 NN F		9,292.36	9,292.36
			TOTAL PAYMENT AMOUNT		10,386.03 *			10,386.03
016370/00	TWIN RIVERS UNIFIED SCH DIST							
491	PO-190472	01/10/2019	191141		1 01-0000-0-5800-105-0000-8300-005-000 NN P		11,833.33	11,833.33
			TOTAL PAYMENT AMOUNT		11,833.33 *			11,833.33
010902/00	U.S. BANK			[redacted]				
1376	PO-191344	01/10/2019	4866 9145 5551 0632		1 01-0000-0-4300-106-0000-8200-007-000 NN F		26.93	24.99
1517	PO-191491	01/10/2019	4866914555510632		1 01-6500-0-4300-102-5750-1110-019-000 NN F		76.45	76.45
1517	PO-191491	01/10/2019	4866 9145 5551 0632		2 01-6500-0-4300-102-5001-3120-019-000 NN F		28.00	28.00
1517	PO-191491	01/10/2019	4866 9145 5551 0632		3 01-5630-0-4400-601-1421-2700-017-120 NN F		1,400.82	1,400.82
			TOTAL PAYMENT AMOUNT		1,530.26 *			1,530.26
021111/00	ULINE							
1433	PO-191430	01/10/2019	104301767		1 01-0000-0-4300-472-1110-1000-014-000 NN F		163.78	192.27
			TOTAL PAYMENT AMOUNT		192.27 *			192.27
021143/00	US AIR CONDITIONING							
1439	PO-191406	01/10/2019	3351960		1 01-8150-0-4300-106-0000-8110-007-000 NN P		344.43	344.43
			TOTAL PAYMENT AMOUNT		344.43 *			344.43
010552/00	WAXIE SANITARY SUPPLY			[redacted]				
73	PO-190068	01/10/2019	77962345		1 01-0000-0-9320-000-0000-0000-000-000 NN P		1,172.69	1,172.69
			TOTAL PAYMENT AMOUNT		1,172.69 *			1,172.69

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
015157/00	WILSON'S TROPHY							
1227	PO-191208	01/10/2019	a18-03647		1 01-0076-0-5800-472-1110-4200-014-805 N F		151.81	128.35
			TOTAL PAYMENT AMOUNT		128.35 *			128.35
			TOTAL FUND PAYMENT		555,702.29 **			555,702.29

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
017681/00	GEARY PACIFIC SUPPLY							
1520	PO-191494	01/10/2019	3914173		1 14-0024-0-4400-106-9265-8110-007-000 NN F		12,449.94	12,449.94
			TOTAL PAYMENT AMOUNT			12,449.94 *		12,449.94
			TOTAL FUND PAYMENT			12,449.94 **		12,449.94

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
010563/00	MHL ENTERPRISES			[redacted]				
543	PO-190534	01/09/2019	828		2 21-0000-0-6290-106-0000-8500-007-620 NY P		1,657.50	1,657.50
			TOTAL PAYMENT AMOUNT		1,657.50 *			1,657.50
017295/00	TERRACON CONSULTANTS INC			[redacted]				
547	PO-190537	01/10/2019	TB41631		2 21-0000-0-6280-106-0000-8500-007-620 NN P		1,340.00	1,340.00
547	PO-190537	01/10/2019	TB26915		2 21-0000-0-6280-106-0000-8500-007-620 NN F		1,160.00	1,160.00
547	PO-190537	01/09/2019	NOT NEEDED		1 21-0000-0-6280-106-0000-8500-007-620 NN F		29.00	0.00
			TOTAL PAYMENT AMOUNT		2,500.00 *			2,500.00
			TOTAL FUND PAYMENT		4,157.50 **			4,157.50
			TOTAL BATCH PAYMENT		573,990.61 ***		0.00	573,990.61
			TOTAL DISTRICT PAYMENT		573,990.61 ****		0.00	573,990.61
			TOTAL FOR ALL DISTRICTS:		573,990.61 ****		0.00	573,990.61

Number of checks to be printed: 81, not counting voids due to stub overflows.

Batch status: A All

From batch: 0039

To batch: 0039

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
019553/00	ACORN ARBORICULTURAL SERVICES							
856	PO-190835	01/17/2019	18306		1 01-0000-0-5800-106-0000-8110-007-000 NN F		4,050.00	4,050.00
			TOTAL PAYMENT AMOUNT		4,050.00 *			4,050.00
010669/00	ALHAMBRA & SIERRA SPRINGS							
38	PO-190033	01/17/2019	27045104780794		1 01-0000-0-4300-110-0000-7200-004-000 NN P		23.04	23.04
38	PO-190033	01/17/2019	27045104780794		2 01-0000-0-5600-110-0000-7200-004-000 NN P		7.50	7.50
314	PO-190305	01/17/2019	27053384782453		1 01-8150-0-4300-106-0000-8110-007-000 NN P		35.02	35.02
314	PO-190305	01/17/2019	27053384782453		2 01-8150-0-5600-106-0000-8110-007-000 NN P		30.00	30.00
431	PO-190406	01/17/2019	270503341781839		2 01-0740-0-5600-475-3200-2700-015-106 NN P		7.99	7.99
431	PO-190406	01/17/2019	270503341781839		1 01-0740-0-4300-475-3200-2700-015-106 NN P		17.05	17.05
1461	PO-191426	01/17/2019	27047404781257		2 01-0740-0-4300-112-0000-3600-007-302 NN P		52.99	52.99
1461	PO-191426	01/17/2019	27047404781257		1 01-0740-0-5600-112-0000-3600-007-302 NN P		7.99	7.99
			TOTAL PAYMENT AMOUNT		181.58 *			181.58
020766/00	ASSET GENIE INC		[redacted]					
1430	PO-191404	01/17/2019	1359007		1 01-0000-0-4300-472-1110-1000-014-000 NN M		-255.00	-255.00
1430	PO-191404	01/17/2019	1355633		1 01-0000-0-4300-472-1110-1000-014-000 NN P		255.00	255.00
1430	PO-191404	01/17/2019	1351631		1 01-0000-0-4300-472-1110-1000-014-000 YN F		271.15	251.65
			TOTAL PAYMENT AMOUNT		251.65 *			251.65
			TOTAL USE TAX AMOUNT		19.50			
011481/00	AT&T							
20	PO-190015	01/17/2019	12438364		1 01-0000-0-5930-106-0000-8110-007-000 NN P		5,710.15	5,710.15
			TOTAL PAYMENT AMOUNT		5,710.15 *			5,710.15
021604/00	ATLAS DISPOSAL INDUSTRIES							
9	PO-190006	01/17/2019	1031		1 01-0000-0-5525-106-0000-8110-007-000 NN P		230.13	230.13
9	PO-190006	01/17/2019	149397		1 01-0000-0-5525-106-0000-8110-007-000 NN P		567.96	567.96
9	PO-190006	01/17/2019	149398		1 01-0000-0-5525-106-0000-8110-007-000 NN P		1,764.54	1,764.54
9	PO-190006	01/17/2019	149399		1 01-0000-0-5525-106-0000-8110-007-000 NN P		733.43	733.43
9	PO-190006	01/17/2019	149400		1 01-0000-0-5525-106-0000-8110-007-000 NN P		307.08	307.08
9	PO-190006	01/17/2019	149401		1 01-0000-0-5525-106-0000-8110-007-000 NN P		266.28	266.28
9	PO-190006	01/17/2019	149402		1 01-0000-0-5525-106-0000-8110-007-000 NN P		524.84	524.84
9	PO-190006	01/17/2019	149403		1 01-0000-0-5525-106-0000-8110-007-000 NN P		483.59	483.59
9	PO-190006	01/17/2019	149404		1 01-0000-0-5525-106-0000-8110-007-000 NN P		86.92	86.92
9	PO-190006	01/17/2019	189672		1 01-0000-0-5525-106-0000-8110-007-000 NN P		433.75	433.75
9	PO-190006	01/17/2019	1032		1 01-0000-0-5525-106-0000-8110-007-000 NN P		357.50	357.50

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
			TOTAL PAYMENT AMOUNT		5,756.02 *			5,756.02
018309/00	BRAIN POP LLC			[redacted]				
1418	PO-191410	01/17/2019	US185340		1 01-3010-0-5800-371-1110-1000-012-000 NN F		1,795.00	1,795.00
			TOTAL PAYMENT AMOUNT		1,795.00 *			1,795.00
020977/00	BUDERER, CLAUDIA							
1587	PO-191563	01/17/2019	REIMB SUPPLIES		1 01-0000-0-4300-238-1110-1000-010-996 NN F		179.88	179.86
			TOTAL PAYMENT AMOUNT		179.86 *			179.86
010150/00	BURKETTS OFFICE SUPPLIES							
1539	PO-191512	01/17/2019	1384866-0		1 01-0000-0-4300-472-1110-1000-014-854 NN F		16.08	16.08
			TOTAL PAYMENT AMOUNT		16.08 *			16.08
010340/00	CA DEPT OF JUSTICE							
15	PO-190010	01/17/2019	347931		1 01-0000-0-5800-110-0000-7200-004-000 NN P		145.00	145.00
15	PO-190010	01/17/2019	342089		1 01-0000-0-5800-110-0000-7200-004-000 NN P		224.00	224.00
			TOTAL PAYMENT AMOUNT		369.00 *			369.00
011265/00	CAHPERD CONFERENCE							
1570	PO-191544	01/17/2019	SHERRY EDGAR		1 01-4035-0-5200-472-1110-1000-014-103 NN P		245.00	245.00
1570	PO-191544	01/17/2019	TINA SEELE		1 01-4035-0-5200-472-1110-1000-014-103 NN P		350.00	350.00
1570	PO-191544	01/17/2019	SANDRA WEAVER		1 01-4035-0-5200-472-1110-1000-014-103 NN F		350.00	350.00
			TOTAL PAYMENT AMOUNT		945.00 *			945.00
019750/00	CAPITAL PROGRAM MGMT INC			[redacted]				
1531	PO-191506	01/17/2019	#46		1 01-6230-0-6272-371-0000-8500-007-623 NN P		4,642.75	4,642.75
			TOTAL PAYMENT AMOUNT		4,642.75 *			4,642.75
016082/00	CARMAZZI GLOBAL SOLUTIONS			[redacted]				
649	PO-190625	01/17/2019	22735		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00
649	PO-190625	01/17/2019	23671		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00
649	PO-190625	01/17/2019	23672		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
016082 (CONTINUED)								
649	PO-190625	01/17/2019	22734		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00
			TOTAL PAYMENT AMOUNT		840.00 *			840.00
020687/00	CCAC MEMBERSHIP							
1564	PO-191538	01/17/2019	DIANNA L ALESSIO		1 01-0000-0-5300-110-0000-7200-004-000 NN F		40.00	40.00
			TOTAL PAYMENT AMOUNT		40.00 *			40.00
017888/00	CCC EVENTS		[redacted]					
1354	PO-191337	01/17/2019	INV209167		1 01-3010-0-5200-240-1110-1000-011-110 NY F		90.00	90.00
1352	PO-191346	01/17/2019	INV209166		1 01-6500-0-5200-240-5770-1120-011-110 NY F		90.00	90.00
			TOTAL PAYMENT AMOUNT		180.00 *			180.00
017639/00	CDT INC.							
21	PO-190016	01/17/2019	45981		1 01-0000-0-5800-110-0000-7200-004-000 NN F		1,407.52	54.00
			TOTAL PAYMENT AMOUNT		54.00 *			54.00
020305/00	CDW GOVERNMENT INC.							
1263	PO-191312	01/17/2019	QJF4211,QMH5952,QKR0633		1 01-6300-0-4300-371-1110-1000-012-000 NN F		320.01	320.01
1263	PO-191312	01/17/2019	QJX3197,QKH0551,QHT8536		2 01-0000-0-4300-371-0000-2700-012-000 NN F		1,551.44	1,307.87
1465	PO-191448	01/17/2019	QPL8501		1 01-0000-0-4300-103-0000-2420-019-000 NN F		74.91	74.91
			TOTAL PAYMENT AMOUNT		1,702.79 *			1,702.79
014449/00	CENTER HIGH SCHOOL STUDENT							
1557	PO-191535	01/17/2019	REIMB TICKETS FROM EXPLORITOR		1 01-7220-0-5800-472-1110-1000-014-209 NN F		4,059.15	4,059.15
			TOTAL PAYMENT AMOUNT		4,059.15 *			4,059.15
013928/00	CINTAS LOCATION 622							
168	PO-190153	01/17/2019	4014879809		1 01-0000-0-5800-111-0000-8200-007-000 NN P		21.12	21.12
168	PO-190153	01/17/2019	4014879866		1 01-0000-0-5800-111-0000-8200-007-000 NN P		5.83	5.83
168	PO-190153	01/17/2019	4014879907		1 01-0000-0-5800-111-0000-8200-007-000 NN P		64.22	64.22
168	PO-190153	01/17/2019	4014879922		1 01-0000-0-5800-111-0000-8200-007-000 NN P		55.42	55.42
168	PO-190153	01/17/2019	4014879912		1 01-0000-0-5800-111-0000-8200-007-000 NN P		17.72	17.72
168	PO-190153	01/17/2019	4014879937		1 01-0000-0-5800-111-0000-8200-007-000 NN P		11.20	11.20

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
013928 (CONTINUED)								
168	PO-190153	01/17/2019	4014880046		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
168	PO-190153	01/17/2019	4014880202		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
			TOTAL PAYMENT AMOUNT		195.09 *			195.09
015191/00	CONIDARIS, CYNTHIA							
1544	PO-191525	01/17/2019	DEC MILEAGE		1 01-6500-0-5210-102-5060-2110-019-000 NN F		82.95	82.95
			TOTAL PAYMENT AMOUNT		82.95 *			82.95
010433/00	COUNTY OF SACRAMENTO							
1583	PO-191562	01/17/2019	55649		1 01-0000-0-5525-106-0000-8110-007-000 NN F		257.60	257.60
			TOTAL PAYMENT AMOUNT		257.60 *			257.60
010625/00	CULLIGAN WATER OF SACRAMENTO			[redacted]				
668	PO-190656	01/17/2019	932392		1 01-0740-0-5600-112-0000-3600-007-302 NN P		42.75	42.75
			TOTAL PAYMENT AMOUNT		42.75 *			42.75
018951/00	DELL							
1481	PO-191437	01/17/2019	10289633205		2 01-6387-0-4300-472-1110-1000-019-201 NN F		60.23	52.59
1481	PO-191437	01/17/2019	10289633205		1 01-6387-0-4400-472-1110-1000-019-201 NN F		561.80	561.80
			TOTAL PAYMENT AMOUNT		614.39 *			614.39
019943/00	DOCUMENT TRACKING SERVICES							
646	PO-190622	01/17/2019	T-958430020		1 01-0000-0-5800-103-4760-1000-019-000 NN P		352.36	352.36
			TOTAL PAYMENT AMOUNT		352.36 *			352.36
019519/00	EPIC SPORTS INC							
1056	PO-191232	01/17/2019	3780897		1 01-0076-0-4300-472-1110-4200-014-812 NN F		131.11	136.32
			TOTAL PAYMENT AMOUNT		136.32 *			136.32

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
010408/00	FERRELLGAS							
1567	PO-191539	01/17/2019	RNT7656584		1 01-0740-0-5600-112-0000-3600-007-302 NN F		12.00	12.00
			TOTAL PAYMENT AMOUNT		12.00 *			12.00
016879/00	FREE SPIRIT PUBLISHING							
1460	PO-191445	01/17/2019	242049		1 01-6512-0-4300-102-5001-3110-019-122 YN F		58.46	54.68
			TOTAL PAYMENT AMOUNT		54.68 *			54.68
			TOTAL USE TAX AMOUNT		4.24			
020514/00	GLASS WEST INC			[redacted]				
1595	PO-191566	01/17/2019	40368		1 01-8150-0-4300-106-0000-8110-007-000 NN P		237.44	237.44
1595	PO-191566	01/17/2019	40386		1 01-8150-0-4300-106-0000-8110-007-000 NN P		332.70	332.70
			TOTAL PAYMENT AMOUNT		570.14 *			570.14
011341/00	HUNT & SONS INC							
306	PO-190298	01/17/2019	915482		1 01-0740-0-4340-112-0000-3600-007-302 NN P		23,260.64	23,260.64
			TOTAL PAYMENT AMOUNT		23,260.64 *			23,260.64
021789/00	JABBERGYM INC			[redacted]				
785	PO-190853	01/17/2019	10579		1 01-6500-0-5800-102-5750-1180-019-000 NN P		20,637.00	20,637.00
			TOTAL PAYMENT AMOUNT		20,637.00 *			20,637.00
015165/00	JOHN L. SULLIVAN CHEVROLET							
1568	PO-191540	01/17/2019	C35958		1 01-0740-0-5800-112-0000-3600-007-302 NN F		52.19	52.19
			TOTAL PAYMENT AMOUNT		52.19 *			52.19
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO							
54	PO-190046	01/17/2019	27-S2342918.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		58.33	58.33
54	PO-190046	01/17/2019	27-S2343933.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		219.09	219.09
			TOTAL PAYMENT AMOUNT		277.42 *			277.42

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
014426/00	JOSTENS INC.							
1547	PO-191526	01/17/2019	22304147		1 01-0000-0-5800-472-1405-1000-014-000 NN F		1,775.87	1,775.87
			TOTAL PAYMENT AMOUNT		1,775.87 *			1,775.87
010609/00	KELLY MOORE PAINT COMPANY INC							
541	PO-190525	01/17/2019	203-00000306630		1 01-8150-0-4300-106-0000-8110-007-000 NN P		272.98	272.98
			TOTAL PAYMENT AMOUNT		272.98 *			272.98
022590/00	MICHAEL JONES							
169	PO-190163	01/17/2019	TRIP 1974		1 01-0740-0-5800-112-0000-3600-007-302 NN P		6.72	6.72
			TOTAL PAYMENT AMOUNT		6.72 *			6.72
019059/00	MILLENNIUM TERMITE & PEST							
12	PO-190009	01/17/2019	TR-71089		1 01-0000-0-5500-106-0000-8110-007-000 NN P		91.00	91.00
12	PO-190009	01/17/2019	TR-72628		1 01-0000-0-5500-106-0000-8110-007-000 NN P		57.00	57.00
12	PO-190009	01/17/2019	TR-72628		1 01-0000-0-5500-106-0000-8110-007-000 NN P		59.00	59.00
			TOTAL PAYMENT AMOUNT		207.00 *			207.00
019828/00	MIRANDA, RYAN							
1597	PO-191567	01/17/2019	REIMB MILEAGE		1 01-0740-0-5210-601-1110-1000-017-120 NN F		30.03	30.03
1598	PO-191568	01/17/2019	REIMB PASS		1 01-5630-0-5800-601-1421-1000-017-120 NN F		100.00	100.00
1598	PO-191568	01/17/2019	REIMB PLATE		2 01-0740-0-4300-601-1110-1000-017-120 NN F		3.00	3.00
			TOTAL PAYMENT AMOUNT		133.03 *			133.03
010286/00	NATIONAL DATE STAMP	[redacted]						
1577	PO-191548	01/17/2019	57515		1 01-0000-0-5600-105-0000-7200-005-000 NN F		88.24	88.24
			TOTAL PAYMENT AMOUNT		88.24 *			88.24
010253/00	NCS PEARSON INC							
1508	PO-191483	01/17/2019	11939484		1 01-6500-0-4300-102-5770-1191-019-000 NN F		97.28	99.97
			TOTAL PAYMENT AMOUNT		99.97 *			99.97

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
019252/00	PEARSON EDUCATION INC.							
1436	PO-191439	01/17/2019	11937266		1 01-0036-0-4300-103-1110-1000-019-113 NN P		2,025.44	2,025.44
1436	PO-191439	01/17/2019	11936783		1 01-0036-0-4300-103-1110-1000-019-113 NN F		1,352.66	1,360.00
			TOTAL PAYMENT AMOUNT		3,385.44 *			3,385.44
022525/00	POST-IT LLC							
26	PO-190020	01/17/2019	NOV 2018		1 01-0000-0-5800-110-0000-7200-004-000 NN P		100.00	100.00
			TOTAL PAYMENT AMOUNT		100.00 *			100.00
021401/00	PRACTI-CAL INC		[redacted]					
175	PO-190194	01/17/2019	342260		1 01-5640-0-5800-102-1110-1000-019-000 NN P		1,241.78	1,241.78
			TOTAL PAYMENT AMOUNT		1,241.78 *			1,241.78
020981/00	SAVE MART SUPERMARKETS							
1118	PO-191107	01/17/2019	2581575		2 01-6500-0-4300-472-5750-1110-014-000 NN P		24.18	24.18
			TOTAL PAYMENT AMOUNT		24.18 *			24.18
018297/00	SCHOOL SERVICES OF CALIFORNIA		[redacted]					
1562	PO-191537	01/17/2019	REPORT		1 01-0000-0-4300-110-0000-7200-004-000 NN F		20.00	20.00
			TOTAL PAYMENT AMOUNT		20.00 *			20.00
020811/00	SHRED-IT USA LLC							
17	PO-190012	01/17/2019	8126309601		1 01-0000-0-5800-106-0000-7200-007-000 NN P		80.00	80.00
			TOTAL PAYMENT AMOUNT		80.00 *			80.00
017265/00	SIERRA SCHOOL AT EASTERN		[redacted]					
1037	PO-191025	01/17/2019	inv72286		1 01-6500-0-5800-102-5750-1180-019-000 NN P		4,123.72	4,123.72
			TOTAL PAYMENT AMOUNT		4,123.72 *			4,123.72

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / Account num	Liq Amt	Net Amount
014558/00	SPURR						
30	PO-190024	01/17/2019	96102		1 01-0000-0-5515-106-0000-8110-007-000 NN P	5,576.93	5,576.93
					TOTAL PAYMENT AMOUNT 5,576.93 *		5,576.93
010137/00	STATE BOARD OF EQUALIZATION						
1005	PO-190984	01/17/2019	57-415168		1 01-0740-0-5800-112-0000-3600-007-302 NN P	100.00	100.00
1553	PO-191528	01/17/2019	44-018826		1 01-0000-0-5800-112-0000-3600-007-000 NN F	931.58	931.58
					TOTAL PAYMENT AMOUNT 1,031.58 *		1,031.58
020399/00	SUMDOG						
1476	PO-191462	01/17/2019	INV-9563		1 01-3010-0-5800-371-1110-1000-012-108 NN F	118.80	118.80
					TOTAL PAYMENT AMOUNT 118.80 *		118.80
015259/00	SUNBELT RENTALS INC						
294	PO-190288	01/17/2019	85675144-0001		1 01-0000-0-5600-106-0000-8110-007-000 NN F	175.85	347.93
					TOTAL PAYMENT AMOUNT 347.93 *		347.93
016005/00	SWRCB FEES						
1592	PO-191555	01/17/2019	SW-0165741		1 01-8150-0-5800-106-0000-8110-007-000 NN F	1,400.00	1,400.00
					TOTAL PAYMENT AMOUNT 1,400.00 *		1,400.00
017767/00	SYTECH SOLUTIONS INC			[redacted]			
1535	PO-191522	01/17/2019	7425		1 01-0000-0-5800-114-0000-7200-007-000 NN F	4,200.00	4,200.00
					TOTAL PAYMENT AMOUNT 4,200.00 *		4,200.00
010139/00	TROXELL COMMUNICATIONS INC						
1403	PO-191366	01/17/2019	156216		1 01-0370-0-4300-115-1110-1000-007-000 NN F	1,050.56	1,050.57
					TOTAL PAYMENT AMOUNT 1,050.57 *		1,050.57

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
022179/00	US HEALTHWORKS			[redacted]				
23	PO-190017	01/17/2019	3434939-CA		1 01-0000-0-5800-110-0000-7200-004-000 NN P		64.00	64.00
			TOTAL PAYMENT AMOUNT		64.00 *			64.00
016235/00	VITALE, TRACEY							
1576	PO-191550	01/17/2019	REIMB BAGS		1 01-0000-0-4300-236-1110-1000-009-000 NN F		15.09	15.09
			TOTAL PAYMENT AMOUNT		15.09 *			15.09
010552/00	WAXIE SANITARY SUPPLY			[redacted]				
73	PO-190068	01/17/2019	77979854		1 01-0000-0-9320-000-0000-0000-000-000 NN P		2,291.27	2,291.27
73	PO-190068	01/17/2019	77929709		1 01-0000-0-9320-000-0000-0000-000-000 NN P		37.41	37.41
73	PO-190068	01/17/2019	77987587		1 01-0000-0-9320-000-0000-0000-000-000 NN P		1,371.03	1,371.03
73	PO-190068	01/17/2019	77990924		1 01-0000-0-9320-000-0000-0000-000-000 NN P		90.58	90.58
73	PO-190068	01/17/2019	77991024		1 01-0000-0-9320-000-0000-0000-000-000 NN P		295.00	295.00
73	PO-190068	01/17/2019	77994867		1 01-0000-0-9320-000-0000-0000-000-000 NN P		210.59	210.59
73	PO-190068	01/17/2019	77991075		1 01-0000-0-9320-000-0000-0000-000-000 NN P		3,282.19	3,282.19
			TOTAL PAYMENT AMOUNT		7,578.07 *			7,578.07
014653/00	WELLNESS TOGETHER			[redacted]				
1560	PO-191536	01/17/2019	880876839		1 01-4035-0-5200-472-1110-1000-014-103 NN F		821.94	821.94
			TOTAL PAYMENT AMOUNT		821.94 *			821.94
022221/00	WESTERN HEALTH ADVANTAGE							
	PV-190056	01/17/2019	FEBRUARY 2019		01-0000-0-9552-000-0000-0000-000-000 NN			3,155.67
			TOTAL PAYMENT AMOUNT		3,155.67 *			3,155.67
			TOTAL FUND PAYMENT		114,238.07 **			114,238.07
			TOTAL USE TAX AMOUNT		23.74			

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
011205/00	CULTURE SHOCK YOGURT							
146	PO-190137	01/17/2019	7490		1 13-5310-0-4700-108-0000-3700-007-000 NN P		220.00	220.00
146	PO-190137	01/17/2019	7570		1 13-5310-0-4700-108-0000-3700-007-000 NN P		130.00	130.00
			TOTAL PAYMENT AMOUNT		350.00 *			350.00
022586/00	D&P Creamery							
142	PO-190134	01/17/2019	50110		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,019.19	1,019.19
142	PO-190134	01/17/2019	50120		1 13-5310-0-4700-108-0000-3700-007-000 NN P		963.50	963.50
142	PO-190134	01/17/2019	50125		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,051.66	1,051.66
142	PO-190134	01/17/2019	50130		1 13-5310-0-4700-108-0000-3700-007-000 NN P		677.17	677.17
142	PO-190134	01/17/2019	50135		1 13-5310-0-4700-108-0000-3700-007-000 NN P		850.34	850.34
142	PO-190134	01/17/2019	50105		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,142.27	1,142.27
			TOTAL PAYMENT AMOUNT		5,704.13 *			5,704.13
011602/00	DANIELSEN CO., THE							
80	PO-190070	01/17/2019	185606		2 13-5310-0-4300-108-0000-3700-007-000 N P		8.00	8.00
80	PO-190070	01/17/2019	185606		1 13-5310-0-4700-108-0000-3700-007-000 N P		1,492.91	1,492.91
			TOTAL PAYMENT AMOUNT		1,500.91 *			1,500.91
011462/00	HOBART SERVICE							
1561	PO-191542	01/17/2019	33860332		1 13-5310-0-5600-108-0000-3700-007-000 NN F		278.00	278.00
			TOTAL PAYMENT AMOUNT		278.00 *			278.00
018033/00	SWETT, MICHELLE							
157	PO-190158	01/17/2019	APR-MAY 2018		1 13-5310-0-5210-108-0000-3700-007-000 NN P		60.49	60.49
157	PO-190158	01/17/2019	DEC 2018		1 13-5310-0-5210-108-0000-3700-007-000 NN P		13.95	13.95
			TOTAL PAYMENT AMOUNT		74.44 *			74.44
011422/00	SYSCO OF SAN FRANCISCO							
81	PO-190071	01/17/2019	231110669		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,576.43	1,576.43
81	PO-190071	01/17/2019	231110669		2 13-5310-0-4300-108-0000-3700-007-000 NN P		109.70	109.70
			TOTAL PAYMENT AMOUNT		1,686.13 *			1,686.13
			TOTAL FUND PAYMENT		9,593.61 **			9,593.61

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num Deposit type	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
015226/00 ATI ARCHITECTS & ENGINEERS [redacted]					
569 PO-190570 01/17/2019 1500971	1	21-0000-0-6215-106-0000-8500-007-611	NN P	32,272.77	32,272.77
570 PO-190571 01/17/2019 1500972	1	21-0000-0-6215-106-0000-8500-007-612	NN P	36,904.95	36,904.95
TOTAL PAYMENT AMOUNT		69,177.72 *			69,177.72
019750/00 CAPITAL PROGRAM MGMT INC [redacted]					
47 PO-190156 01/17/2019 #30	2	21-0000-0-5800-106-9175-8100-007-000	NN P	16,929.50	16,929.50
TOTAL PAYMENT AMOUNT		16,929.50 *			16,929.50
019627/00 NACHT & LEWIS ARCHITECTS					
609 PO-190573 01/17/2019 00007	1	21-0000-0-6215-106-0000-8500-007-610	NN P	8,865.50	8,865.50
TOTAL PAYMENT AMOUNT		8,865.50 *			8,865.50
TOTAL FUND PAYMENT		94,972.72 **			94,972.72
TOTAL BATCH PAYMENT		218,804.40 ***		0.00	218,804.40
TOTAL USE TAX AMOUNT		23.74			
TOTAL DISTRICT PAYMENT		218,804.40 ****		0.00	218,804.40
TOTAL USE TAX AMOUNT		23.74			
TOTAL FOR ALL DISTRICTS:		218,804.40 ****		0.00	218,804.40
TOTAL USE TAX AMOUNT		23.74			

Number of checks to be printed: 66, not counting voids due to stub overflows.

Batch status: A All
From batch: 0040
To batch: 0040
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y
Include Audit Date and Time in Sort: N

BATCH: 0040 1-24-19 << Open >>
FUND : 01 GENERAL FUND

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
011322/00	AERIAL LIFT SERVICE CO INC	[redacted]						
1613	PO-191581	01/24/2019	9933W		2 01-8150-0-4300-106-0000-8110-007-000 NN F		608.82	608.82
1613	PO-191581	01/24/2019	9933W		1 01-8150-0-5600-106-0000-8110-007-000 NN F		517.50	517.50
				TOTAL PAYMENT AMOUNT	1,126.32 *			1,126.32
021763/00	ALL STAR RENTS	[redacted]						
460	PO-190446	01/24/2019	821301-10		1 01-8150-0-4300-106-0000-8110-007-000 NN P		63.61	63.61
460	PO-190446	01/24/2019	821301-10		1 01-8150-0-4300-106-0000-8110-007-000 NN P		100.90	100.90
				TOTAL PAYMENT AMOUNT	164.51 *			164.51
010564/00	APPLE COMPUTER							
1327	PO-191295	01/24/2019	6789042980		1 01-3010-0-4400-238-1110-1000-010-109 NN F		919.80	919.80
1556	PO-191529	01/24/2019	6789758810		1 01-0000-0-4400-371-0000-2700-012-000 NN F		1,243.05	1,243.05
				TOTAL PAYMENT AMOUNT	2,162.85 *			2,162.85
017561/00	BAIONI, KIM							
1634	PO-191586	01/24/2019	REIMB ER		1 01-0740-0-3401-475-3200-1000-000-106 NN F		100.00	100.00
				TOTAL PAYMENT AMOUNT	100.00 *			100.00
015623/00	BARRIGA, MARIA I. PEREZ							
1152	PO-191129	01/24/2019	NOV, DEC MILEAGE		1 01-6500-0-5800-102-5750-1180-019-000 NN P		379.75	379.75
				TOTAL PAYMENT AMOUNT	379.75 *			379.75
015718/00	BASIC PACIFIC							
	PV-190060	01/24/2019	1/31/19		01-0000-0-9552-000-0000-0000-000-000 NN			4,693.90
				TOTAL PAYMENT AMOUNT	4,693.90 *			4,693.90
010537/00	BISHOP, APRIL							
1620	PO-191589	01/24/2019	MILEAGE		1 01-0000-0-5210-115-0000-7700-007-000 NN F		19.72	19.72
				TOTAL PAYMENT AMOUNT	19.72 *			19.72

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
022282/00	BRIGHT START THERAPIES							
751	PO-190849	01/24/2019	CUEH1231.18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		405.00	405.00
751	PO-190849	01/24/2019	CUAH1231.18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		270.00	270.00
			TOTAL PAYMENT AMOUNT		675.00 *			675.00
013988/00	BUTTES/CENTER STATE PIPE &							
48	PO-190040	01/24/2019	S010530571.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		169.90	169.90
1593	PO-191565	01/24/2019	S010530571.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		666.30	666.30
1593	PO-191565	01/24/2019	S010526111.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		4,075.29	4,075.29
1593	PO-191565	01/24/2019	S010530571.002		1 01-8150-0-4300-106-0000-8110-007-000 NN P		244.26	244.26
			TOTAL PAYMENT AMOUNT		5,155.75 *			5,155.75
016082/00	CARMAZZI GLOBAL SOLUTIONS			[redacted]				
649	PO-190625	01/24/2019	23784		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00
649	PO-190625	01/24/2019	23785		2 01-0000-0-5800-103-4760-1000-019-000 NN P		210.00	210.00
649	PO-190625	01/24/2019	23786		2 01-0000-0-5800-103-4760-1000-019-000 NN P		230.00	210.00
			TOTAL PAYMENT AMOUNT		630.00 *			630.00
016081/00	CARS+ -THE ORGANIZATION FOR							
1602	PO-191598	01/24/2019	2018-32		1 01-6500-0-5200-371-5770-1110-012-000 NN F		998.00	998.00
			TOTAL PAYMENT AMOUNT		998.00 *			998.00
020305/00	CDW GOVERNMENT INC.							
1533	PO-191508	01/24/2019	QQG0816		1 01-0370-0-4300-115-1110-1000-007-000 NN F		399.00	399.00
			TOTAL PAYMENT AMOUNT		399.00 *			399.00
015768/00	CHAMBERLAIN, JOE MATTHEW							
1639	PO-191614	01/24/2019	TRAVEL EXPENSE		1 01-6385-0-5200-472-1110-1000-014-209 NN F		283.70	283.70
			TOTAL PAYMENT AMOUNT		283.70 *			283.70
016237/00	CLARITY AVL INC							
127	PO-190193	01/24/2019	1156		1 01-6387-0-4400-472-1110-1000-014-000 NN F		1,309.32	1,309.32
127	PO-190193	01/24/2019	1156		2 01-6387-0-4300-472-1110-1000-014-000 NN F		1,300.39	1,300.39
			TOTAL PAYMENT AMOUNT		2,609.71 *			2,609.71

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
020138/00	COMMUNITY MATTERS [redacted]							
1622	PO-191591	01/24/2019	LACEY LOPEZ-PO 191591		1 01-4035-0-5200-236-1110-1000-009-103 NN F		225.00	225.00
			TOTAL PAYMENT AMOUNT		225.00 *			225.00
021813/00	CONSOLIDATED COMMUNICATIONS							
31	PO-190025	01/24/2019	916-773-4131/0		1 01-0000-0-5930-106-0000-8110-007-000 NN P		1,044.90	1,044.90
			TOTAL PAYMENT AMOUNT		1,044.90 *			1,044.90
021797/00	D3 SPORTS INC							
1059	PO-191048	01/24/2019	2306		1 01-0076-0-4300-472-1110-4200-014-802 NN F		816.81	816.81
1308	PO-191298	01/24/2019	2461		1 01-0076-0-5800-472-1110-4200-014-805 NN F		462.16	401.93
1355	PO-191347	01/24/2019	2419		1 01-0000-0-5800-472-1110-1000-014-000 NN F		479.97	481.02
			TOTAL PAYMENT AMOUNT		1,699.76 *			1,699.76
016142/00	DAWN ALTOBELL							
1586	PO-191597	01/24/2019	REIMB SUPPLIES		1 01-6300-0-4300-234-1110-1000-008-000 NN F		44.08	44.08
			TOTAL PAYMENT AMOUNT		44.08 *			44.08
018277/00	EASTER SEAL SOCIETY OF CA. INC							
756	PO-190851	01/24/2019	DEC 18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		1,837.50	1,837.50
756	PO-190851	01/24/2019	DEC 18		1 01-6500-0-5800-102-5750-1180-019-000 NN P		720.00	720.00
			TOTAL PAYMENT AMOUNT		2,557.50 *			2,557.50
016016/00	EDLIO LLC [redacted]							
1629	PO-191596	01/24/2019	17511		1 01-0000-0-5800-115-0000-7200-007-000 NN F		8,600.00	8,600.00
			TOTAL PAYMENT AMOUNT		8,600.00 *			8,600.00
018444/00	ELITE TROPHIES & AWARDS							
1605	PO-191576	01/24/2019	2537, 2538		1 01-0000-0-5800-120-0000-7110-000-000 NN F		87.95	87.95
			TOTAL PAYMENT AMOUNT		87.95 *			87.95

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / Account num	Liq Amt	Net Amount
019662/00	FARREL, JASON						
1608	PO-191577	01/24/2019	MICE, SUPPLIES		1 01-0000-0-4300-236-1110-1000-009-000 NN F	32.52	32.52
1608	PO-191577	01/24/2019	REIMB MICE,SUPPLIES		2 01-3010-0-4300-236-1110-1000-009-111 NN F	237.60	237.60
1642	PO-191605	01/24/2019	REIMB BATTERIES		1 01-0000-0-4300-236-1110-1000-009-000 NN F	43.08	43.08
			TOTAL PAYMENT AMOUNT		313.20 *		313.20
015172/00	FRENCH, DAVID L.						
1641	PO-191604	01/24/2019	REIMB REFRESHMENTS		1 01-3010-0-4300-475-3200-2700-015-106 NN F	14.01	14.01
			TOTAL PAYMENT AMOUNT		14.01 *		14.01
015904/00	GATE WRX			[redacted]			
1607	PO-191587	01/24/2019	776		1 01-8150-0-5800-106-0000-8110-007-000 NY F	585.00	585.00
			TOTAL PAYMENT AMOUNT		585.00 *		585.00
022347/00	GIVE SOMETHING BACK			[redacted]			
1390	PO-191357	01/24/2019	IN-0801032		1 01-0000-0-4300-110-0000-7200-004-000 NN P	88.34	88.34
1390	PO-191357	01/24/2019	CM-034767		1 01-0000-0-4300-110-0000-7200-004-000 NN M	-67.87	-67.87
1390	PO-191357	01/24/2019	IN-0799320		1 01-0000-0-4300-110-0000-7200-004-000 NN F	217.73	238.20
1515	PO-191489	01/24/2019	IN-0805286		1 01-0000-0-4300-110-0000-7200-004-000 NN F	41.99	41.99
			TOTAL PAYMENT AMOUNT		300.66 *		300.66
017002/00	HOME DEPOT CREDIT SERVICES						
53	PO-190045	01/24/2019	6035322503880209		1 01-8150-0-4300-106-0000-8110-007-000 NN P	2,517.46	2,517.46
808	PO-190768	01/24/2019	6035322503880209		1 01-0000-0-4300-111-0000-8200-007-000 NN F	926.07	416.99
1489	PO-191460	01/24/2019	6035322503880209		1 01-0000-0-4300-111-0000-8200-007-000 NN F	196.08	196.08
1516	PO-191490	01/24/2019	6035322503880209		1 01-0000-0-4300-111-0000-8200-007-000 NN F	1,000.00	1,221.76
			TOTAL PAYMENT AMOUNT		4,352.29 *		4,352.29
021789/00	JABBERGYM INC			[redacted]			
785	PO-190853	01/24/2019	10477		1 01-6500-0-5800-102-5750-1180-019-000 NN P	21,492.00	21,492.00
			TOTAL PAYMENT AMOUNT		21,492.00 *		21,492.00

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
018727/00	JACKSON, JASON			[redacted]				
485	PO-190477	01/24/2019	AUG-NOV MILEAGE		2 01-6500-0-5800-102-5750-1180-019-000 NN P		254.43	254.43
			TOTAL PAYMENT AMOUNT		254.43 *			254.43
017883/00	JOHNSON CONTROLS FIRE			[redacted]				
1644	PO-191607	01/24/2019	85524390		1 01-8150-0-4300-106-0000-8110-007-000 NN F		490.21	490.21
			TOTAL PAYMENT AMOUNT		490.21 *			490.21
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO							
54	PO-190046	01/24/2019	27-S2354137		1 01-8150-0-4300-106-0000-8110-007-000 NN P		362.45	362.45
			TOTAL PAYMENT AMOUNT		362.45 *			362.45
010355/00	KAISER FOUNDATION HEALTH PLAN							
	PV-190058	01/24/2019	FEBRUARY		01-0000-0-9552-000-0000-0000-000-000 NN			143,295.88
			TOTAL PAYMENT AMOUNT		143,295.88 *			143,295.88
018818/00	LAURA BIRGE			[redacted]				
712	PO-190699	01/22/2019	#6		1 01-3010-0-5800-236-1110-1000-009-114 NY P		350.00	350.00
			TOTAL PAYMENT AMOUNT		350.00 *			350.00
017726/00	LOS ANGELES FREIGHTLINER							
143	PO-190135	01/24/2019	xa410010004:01		1 01-0740-0-4300-112-0000-3600-007-302 NN P		87.11	87.11
1643	PO-191606	01/24/2019	RA410002372:01		1 01-0740-0-5600-112-0000-3600-007-302 NN F		1,249.01	1,249.01
1643	PO-191606	01/24/2019	RA410002372:01		2 01-0740-0-4300-112-0000-3600-007-302 NN F		248.18	248.18
			TOTAL PAYMENT AMOUNT		1,584.30 *			1,584.30
022230/00	MANAGED HEALTH NETWORK			[redacted]				
2	PO-190004	01/24/2019	prm-034548		1 01-0000-0-3401-100-1110-1000-000-000 NN P		983.06	983.06
			TOTAL PAYMENT AMOUNT		983.06 *			983.06

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
016087/00	MICHAEL'S TRANSPORTATION SERV.							
362	PO-190346	01/24/2019	107626		1 01-0740-0-5800-112-0000-3600-007-302 NN P		4,050.00	4,050.00
			TOTAL PAYMENT AMOUNT		4,050.00 *			4,050.00
019828/00	MIRANDA, RYAN							
1603	PO-191575	01/18/2019	REIMB- COATS AND SUPPLIES		1 01-5630-0-4300-601-1421-1000-017-120 NN F		356.58	356.58
			TOTAL PAYMENT AMOUNT		356.58 *			356.58
021692/00	MONOPRICE INC							
1590	PO-191554	01/24/2019	18541817		1 01-0370-0-4300-115-1110-1000-007-000 NN F		472.88	470.75
			TOTAL PAYMENT AMOUNT		470.75 *			470.75
017576/00	OFFICE DEPOT							
918	PO-190890	01/24/2019	211124476001		1 01-6500-0-4300-238-5770-1120-010-000 NN P		161.94	161.94
918	PO-190890	01/24/2019	211124477001		1 01-6500-0-4300-238-5770-1120-010-000 NN P		170.05	170.05
918	PO-190890	01/24/2019	211124475001		1 01-6500-0-4300-238-5770-1120-010-000 NN F		47.81	77.80
1427	PO-191395	01/24/2019	246519680001		1 01-6500-0-4300-472-5770-1110-014-000 NN F		218.89	123.73
1449	PO-191440	01/24/2019	256535107001		1 01-6300-0-4300-371-1110-1000-012-000 NN F		125.64	125.07
1500	PO-191472	01/24/2019	256539800001		1 01-6300-0-4300-371-1110-1000-012-000 NN F		6.94	6.94
1500	PO-191472	01/24/2019	256539802001		2 01-0000-0-4300-371-1110-1000-012-000 NN F		17.23	17.23
1500	PO-191472	01/24/2019	286539800001		3 01-0000-0-4300-371-0000-2700-012-000 NN F		476.63	481.41
1548	PO-191517	01/24/2019	257340514001		1 01-0000-0-4300-472-0000-2700-014-000 NN F		135.72	135.72
1555	PO-191534	01/24/2019	258923160001		1 01-0000-0-4300-238-0000-2700-010-000 NN P		30.36	30.36
1555	PO-191534	01/23/2019	258923161001		1 01-0000-0-4300-238-0000-2700-010-000 NN F		37.25	37.25
1571	PO-191541	01/24/2019	258921883001		1 01-6300-0-4300-238-1110-1000-010-000 NN F		41.08	41.08
1571	PO-191541	01/24/2019	258921883001		2 01-0000-0-4300-238-1110-1000-010-000 NN F		41.12	41.12
1575	PO-191547	01/24/2019	259937413001		1 01-0000-0-4300-236-1110-1000-009-000 NN F		179.60	179.60
1575	PO-191547	01/24/2019	259937413001		2 01-6300-0-4300-236-1110-1000-009-000 NN F		88.68	88.68
			TOTAL PAYMENT AMOUNT		1,717.98 *			1,717.98
021050/00	PACHECO, SHAWNA							
1637	PO-191612	01/24/2019	MILEAGE		1 01-6520-0-5200-472-5770-1110-014-207 NN F		38.04	38.04
			TOTAL PAYMENT AMOUNT		38.04 *			38.04

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
014069/00	PLATT ELECTRIC SUPPLY INC			[redacted]				
56	PO-190048	01/24/2019	Z397585		1 01-8150-0-4300-106-0000-8110-007-000 NN P		926.15	926.15
56	PO-190048	01/24/2019	U213049		1 01-8150-0-4300-106-0000-8110-007-000 NN P		96.69	96.69
			TOTAL PAYMENT AMOUNT		1,022.84 *			1,022.84
021401/00	PRACTI-CAL INC			[redacted]				
175	PO-190194	01/24/2019	342296		1 01-5640-0-5800-102-1110-1000-019-000 NN P		241.75	241.75
			TOTAL PAYMENT AMOUNT		241.75 *			241.75
017736/00	PRICE, KAREN							
1618	PO-191599	01/24/2019	REIMB SUPPLIES		1 01-0000-0-4300-371-1110-1000-012-996 NN F		25.70	25.70
1618	PO-191599	01/24/2019	REIMB TICKETS		2 01-0000-0-5800-371-1110-1000-012-996 NN F		66.00	66.00
			TOTAL PAYMENT AMOUNT		91.70 *			91.70
011238/00	RELIABLE TIRE							
1619	PO-191585	01/24/2019	171828		1 01-0740-0-5800-112-0000-3600-007-302 NN F		178.00	178.00
1619	PO-191585	01/24/2019	171828		2 01-0740-0-4300-112-0000-3600-007-302 NN F		1,639.94	1,639.94
			TOTAL PAYMENT AMOUNT		1,817.94 *			1,817.94
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
262	PO-190249	01/17/2019	985898		1 01-0740-0-4300-112-0000-3600-007-302 NN P		258.94	258.94
1518	PO-191492	01/24/2019	268086		1 01-0740-0-4300-112-0000-3600-007-302 NN F		2,754.79	2,754.79
1518	PO-191492	01/24/2019	268086		2 01-0740-0-5600-112-0000-3600-007-302 NN F		2,091.00	2,091.00
			TOTAL PAYMENT AMOUNT		5,104.73 *			5,104.73
018970/00	RUA & SON MECHANICAL INC			[redacted]				
1132	PO-191096	01/24/2019	302771		1 01-8150-0-5600-106-0000-8110-007-000 NN F		17,135.00	17,135.00
			TOTAL PAYMENT AMOUNT		17,135.00 *			17,135.00
016337/00	SAECHAO, MUANG							
829	PO-190801	01/24/2019	NOV MILEAGE		1 01-6500-0-5800-102-5750-1180-019-000 NN P		131.89	131.89
829	PO-190801	01/24/2019	DEC MILEAGE		1 01-6500-0-5800-102-5750-1180-019-000 NN P		179.85	179.85
			TOTAL PAYMENT AMOUNT		311.74 *			311.74

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
020981/00	SAVE MART SUPERMARKETS							
1118	PO-191107	01/24/2019	2581577		2 01-6500-0-4300-472-5750-1110-014-000 NN P		31.73	31.73
			TOTAL PAYMENT AMOUNT		31.73 *			31.73
020695/00	SCHOOL OUTFITTERS							
1589	PO-191553	01/24/2019	INV13048288		1 01-0370-0-4300-115-1110-1000-007-000 NN F		2,025.70	2,025.70
1596	PO-191561	01/24/2019	INV13049109		1 01-3010-0-4300-236-1110-1000-009-111 NN F		2,734.70	2,734.70
			TOTAL PAYMENT AMOUNT		4,760.40 *			4,760.40
014786/00	SCHOOL SPECIALTY INC			[redacted]				
1320	PO-191289	01/24/2019	308103244612		1 01-6500-0-4300-472-5750-1110-014-000 NN P		656.02	656.02
1320	PO-191289	01/24/2019	208122280623		1 01-6500-0-4300-472-5750-1110-014-000 NN F		13.69	15.74
			TOTAL PAYMENT AMOUNT		671.76 *			671.76
010373/00	SCHOOLS INSURANCE AUTHORITY							
164	PO-190151	01/24/2019	2019ust-bz.12		1 01-0740-0-5800-112-0000-3600-007-302 NN P		85.00	85.00
			TOTAL PAYMENT AMOUNT		85.00 *			85.00
010373/02	SCHOOLS INSURANCE AUTHORITY							
1615	PO-191582	01/24/2019	9L-2019-41		1 01-0000-0-5400-105-0000-7200-005-000 NN F		134,098.50	134,098.50
			TOTAL PAYMENT AMOUNT		134,098.50 *			134,098.50
010373/03	SCHOOLS INSURANCE AUTHORITY							
1617	PO-191584	01/24/2019	WC2019-38		1 01-0000-0-9558-000-0000-0000-000-000 NN F		210,067.09	210,067.09
			TOTAL PAYMENT AMOUNT		210,067.09 *			210,067.09
016043/00	SHELTONS UNLIMITED MECHANICAL			[redacted]				
1616	PO-191583	01/24/2019	19-22122		1 01-8150-0-5600-106-0000-8110-007-000 NN F		144.00	144.00
1616	PO-191583	01/24/2019	19-22122		2 01-8150-0-4300-106-0000-8110-007-000 NN F		19.92	19.92
			TOTAL PAYMENT AMOUNT		163.92 *			163.92

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
020252/00	STAPLES BUSINESS ADVANTAGE			[redacted]				
1409	PO-191400	01/24/2019	3399171048		1 01-0000-0-4300-234-1110-1000-008-000 NN F		106.57	100.58
1540	PO-191513	01/24/2019	3401650527		1 01-0740-0-4300-475-3200-1000-015-106 NN F		215.49	215.49
			TOTAL PAYMENT AMOUNT		316.07 *			316.07
020371/00	SUMNER, SHERYL							
1611	PO-191579	01/24/2019	MILEAGE		1 01-0000-0-5210-103-1110-1004-019-000 NN F		7.24	7.24
			TOTAL PAYMENT AMOUNT		7.24 *			7.24
020465/00	SUPPORTED LIFE INSTITUTE			[redacted]				
793	PO-190945	01/24/2019	DEC 2018		1 01-6500-0-5800-102-5750-1180-019-000 NN P		318.00	318.00
			TOTAL PAYMENT AMOUNT		318.00 *			318.00
019383/00	SUTTER HEALTH PLUS							
	PV-190057	01/24/2019	FEBRUARY		01-0000-0-9552-000-0000-0000-000-000 NN			68,939.44
			TOTAL PAYMENT AMOUNT		68,939.44 *			68,939.44
010139/00	TROXELL COMMUNICATIONS INC							
1448	PO-191419	01/24/2019	158007		3 01-0370-0-5800-115-1110-1000-007-000 NN F		950.00	950.00
1550	PO-191518	01/24/2019	157575		1 01-0370-0-4300-115-1110-1000-007-000 NN F		85.68	85.69
			TOTAL PAYMENT AMOUNT		1,035.69 *			1,035.69
010902/00	U.S. BANK			[redacted]				
1526	PO-191502	01/24/2019	4866914555510632		1 01-6500-0-4300-102-5001-2700-019-000 NN F		62.21	62.21
1527	PO-191503	01/24/2019	4866914555510632		1 01-6500-0-4300-102-5001-2700-019-000 NN F		82.96	82.96
1528	PO-191504	01/24/2019	4866914555510632		1 01-6500-0-4300-102-5001-2700-019-000 NN F		10.64	10.64
1530	PO-191505	01/24/2019	4866914555510632		1 01-6500-0-4300-102-5770-1191-019-000 NN F		240.89	240.89
1542	PO-191524	01/24/2019	4866914555510632		1 01-4035-0-5200-103-1110-1000-019-103 NN F		2,200.00	2,200.00
1542	PO-191524	01/24/2019	4866914555510632		2 01-3010-0-5200-475-3200-2700-015-106 NN F		550.00	550.00
1554	PO-191533	01/24/2019	4866914555510632		1 01-4035-0-5200-103-1110-1000-019-103 NN F		275.00	275.00
1543	PO-191556	01/24/2019	4866914555510632		1 01-4035-0-5200-103-1110-1000-019-103 NN F		550.00	550.00
1543	PO-191556	01/24/2019	4866914555510632		2 01-0000-0-5200-238-0000-2700-010-000 NN F		275.00	275.00
			TOTAL PAYMENT AMOUNT		4,246.70 *			4,246.70

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
021111/00 ULINE					
1645 PO-191608 01/24/2019 104670469		1 01-0000-0-4400-106-0000-8110-007-000 NN F		784.27	784.27
TOTAL PAYMENT AMOUNT		784.27 *			784.27
011088/00 VERDE DESIGN INC	[redacted]				
1290 PO-191261 01/24/2019 1-1816000		1 01-9181-0-6215-106-0000-8500-007-621 NN P		14,210.82	14,210.82
TOTAL PAYMENT AMOUNT		14,210.82 *			14,210.82
010552/00 WAXIE SANITARY SUPPLY	[redacted]				
73 PO-190068 01/24/2019 77991075		1 01-0000-0-9320-000-0000-0000-000-000 NN P		3,186.60	3,186.60
73 PO-190068 01/24/2019 77994867		1 01-0000-0-9320-000-0000-0000-000-000 NN P		204.46	204.46
73 PO-190068 01/24/2019 77991024		1 01-0000-0-9320-000-0000-0000-000-000 NN P		286.41	286.41
73 PO-190068 01/24/2019 77990924		1 01-0000-0-9320-000-0000-0000-000-000 NN P		87.95	87.95
73 PO-190068 01/24/2019 77987588		1 01-0000-0-9320-000-0000-0000-000-000 NN P		1,083.79	1,083.79
73 PO-190068 01/24/2019 77987587		1 01-0000-0-9320-000-0000-0000-000-000 NN P		1,331.10	1,331.10
73 PO-190068 01/24/2019 77979854		1 01-0000-0-9320-000-0000-0000-000-000 NN P		2,224.45	2,224.45
73 PO-190068 01/24/2019 CM77902428		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-7.15	-7.15
73 PO-190068 01/24/2019 CM77887647		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-247.62	-247.62
73 PO-190068 01/24/2019 77885068		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-14.20	-14.20
73 PO-190068 01/24/2019 CM77929709		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-60.23	-60.23
73 PO-190068 01/24/2019 CM77929707		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-74.39	-74.39
73 PO-190068 01/24/2019 CM77937348		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-18.48	-18.48
73 PO-190068 01/24/2019 CM77937349		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-12.32	-12.32
73 PO-190068 01/24/2019 CM77943422		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-13.35	-13.35
73 PO-190068 01/24/2019 CM77962345		1 01-0000-0-9320-000-0000-0000-000-000 NN M		-34.15	-34.15
73 PO-190068 01/24/2019 77929309		1 01-0000-0-9320-000-0000-0000-000-000 NN P		37.41	37.41
73 PO-190068 01/24/2019 78001404		1 01-0000-0-9320-000-0000-0000-000-000 NN P		434.21	434.21
TOTAL PAYMENT AMOUNT		8,394.49 *			8,394.49
022221/00 WESTERN HEALTH ADVANTAGE					
PV-190059 01/24/2019 FEBRUARY		01-0000-0-9552-000-0000-0000-000-000 NN			70,032.59
TOTAL PAYMENT AMOUNT		70,032.59 *			70,032.59
011017/00 WeVIDEO INC	[redacted]				
1582 PO-191560 01/24/2019 6724		1 01-6387-0-5800-472-1110-1000-019-201 NN F		665.24	665.25
TOTAL PAYMENT AMOUNT		665.25 *			665.25

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
017313/00	XEROX							
8	PO-190002	01/24/2019	093890635		1 01-3010-0-5600-240-1110-1000-011-000 NN P		55.88	55.88
8	PO-190002	01/24/2019	094015993		1 01-3010-0-5600-240-1110-1000-011-000 NN P		29.20	29.20
8	PO-190002	01/24/2019	095344287		1 01-3010-0-5600-240-1110-1000-011-000 NN P		29.20	29.20
8	PO-190002	01/24/2019	095647464		1 01-3010-0-5600-240-1110-1000-011-000 NN P		51.05	51.05
				TOTAL PAYMENT AMOUNT	165.33 *			165.33
				TOTAL FUND PAYMENT	759,388.23 **			759,388.23

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type / Account num	ABA num	Liq Amt	Net Amount
020834/00	CASAS NATIONAL SUMMER INSTITUT							
1635	PO-191602	01/24/2019	153459		1 11-6391-0-5200-600-4130-1000-015-000 NN F		650.00	650.00
			TOTAL PAYMENT AMOUNT		650.00 *			650.00
020305/00	CDW GOVERNMENT INC.							
1446	PO-191418	01/24/2019	QKT 2862		1 11-6391-0-5800-600-4130-1000-015-000 NN F		91.59	85.00
			TOTAL PAYMENT AMOUNT		85.00 *			85.00
017002/00	HOME DEPOT CREDIT SERVICES							
432	PO-190407	01/24/2019	6035322538182191		1 11-6391-0-4300-600-4130-1000-015-892 NN P		470.83	470.83
			TOTAL PAYMENT AMOUNT		470.83 *			470.83
018015/00	TOMPKINS, SHELLEY							
1610	PO-191578	01/24/2019	mileage		1 11-6391-0-5210-600-4130-1000-015-000 NN F		42.07	42.07
			TOTAL PAYMENT AMOUNT		42.07 *			42.07
			TOTAL FUND PAYMENT		1,247.90 **			1,247.90

BATCH: 0040 1-24-19 << Open >>
FUND : 13 CAFETERIA FUND

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
016670/00	FATCAT BAKERY			[redacted]				
117	PO-190086	01/24/2019	160267		1 13-5310-0-4700-108-0000-3700-007-000 NN P		2,150.00	2,150.00
			TOTAL PAYMENT AMOUNT		2,150.00 *			2,150.00
022364/00	HEARTLAND			[redacted]				
152	PO-190143	01/24/2019	HSS0000030976		1 13-5310-0-5300-108-0000-3700-007-000 NN P		625.05	625.05
			TOTAL PAYMENT AMOUNT		625.05 *			625.05
014098/00	JEW, JEANNENE							
1621	PO-191590	01/24/2019	REIMB GLUTEN FREE FOOD		1 13-5310-0-4700-108-0000-3700-007-000 NN F		19.91	19.91
			TOTAL PAYMENT AMOUNT		19.91 *			19.91
011645/00	REFRIGIWEAR							
1614	PO-191588	01/24/2019	947532		1 13-5310-0-4300-108-0000-3700-007-000 NN F		130.43	130.43
			TOTAL PAYMENT AMOUNT		130.43 *			130.43
			TOTAL FUND PAYMENT		2,925.39 **			2,925.39

BATCH: 0040 1-24-19 << Open >>

FUND : 14 DEFERRED MAINTENANCE FUND

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
018970/00	RUA & SON MECHANICAL INC			[redacted]				
1186	PO-191152	01/24/2019	302730		1 14-0024-0-5600-106-9585-8110-007-000 NN F		15,000.00	15,000.00
					TOTAL PAYMENT AMOUNT	15,000.00 *		15,000.00
					TOTAL FUND PAYMENT	15,000.00 **		15,000.00

BATCH: 0040 1-24-19 << Open >>
FUND : 21 BUILDING FUND

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
011814/00	CITY OF SACRAMENTO							
1653	PO-191617	01/24/2019	STADIUM FIRE REVIEW		1 21-0000-0-6201-106-0000-8500-007-611 N F		154.00	154.00
			TOTAL PAYMENT AMOUNT		154.00 *			154.00
			TOTAL FUND PAYMENT		154.00 **			154.00
			TOTAL BATCH PAYMENT		778,715.52 ***		0.00	778,715.52
			TOTAL DISTRICT PAYMENT		778,715.52 ****		0.00	778,715.52
			TOTAL FOR ALL DISTRICTS:		778,715.52 ****		0.00	778,715.52

Number of checks to be printed: 75, not counting voids due to stub overflows.

Batch status: A All

From batch: 0042

To batch: 0042

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
018839/00	ACADEMIC INNOVATIONS LLC			[redacted]				
1588	PO-191564	01/31/2019	IN0133569		1 01-6300-0-5800-475-3200-1000-015-106 NN F		199.00	199.00
			TOTAL PAYMENT AMOUNT		199.00 *			199.00
010669/00	ALHAMBRA & SIERRA SPRINGS							
1493	PO-191478	01/30/2019	6633020148714405		1 01-0000-0-5600-103-0000-7200-019-000 NN P		20.97	20.97
1493	PO-191478	01/31/2019	663302014871405		2 01-0000-0-4300-103-0000-7200-019-000 NN P		41.00	41.00
			TOTAL PAYMENT AMOUNT		61.97 *			61.97
011617/00	AMADOR STAGE LINES							
1711	PO-191669	01/31/2019	82014		1 01-0740-0-5865-112-0000-3600-007-302 NN P		2,900.32	2,900.32
1711	PO-191669	01/31/2019	82015		1 01-0740-0-5865-112-0000-3600-007-302 NN F		3,402.01	3,402.01
			TOTAL PAYMENT AMOUNT		6,302.33 *			6,302.33
015699/00	ANIXTER INC							
1692	PO-191642	01/31/2019	22K299685		1 01-8150-0-4300-106-0000-8110-007-000 NN P		20.83	20.83
1692	PO-191642	01/31/2019	22K299470		1 01-8150-0-4300-106-0000-8110-007-000 NN P		21.09	21.09
1692	PO-191642	01/31/2019	22K298833		1 01-8150-0-4300-106-0000-8110-007-000 NN P		198.41	198.41
			TOTAL PAYMENT AMOUNT		240.33 *			240.33
019504/00	B & H PHOTO-VIDEO							
1404	PO-191372	01/31/2019	52714838		1 01-6387-0-4300-472-1110-1000-019-000 NN F		609.94	524.09
1462	PO-191446	01/31/2019	152793214		1 01-6387-0-4300-472-1110-1000-019-000 YN F		48.49	45.00
			TOTAL PAYMENT AMOUNT		569.09 *			569.09
			TOTAL USE TAX AMOUNT		3.49			
021669/00	BAIONI, RON							
1688	PO-191657	01/31/2019	MILEAGE		1 01-0740-0-5210-475-3200-1000-015-106 NN F		14.72	14.72
			TOTAL PAYMENT AMOUNT		14.72 *			14.72
022222/00	BEENTJES, TONIA							
1111	PO-191168	01/31/2019	JAN MILEAGE		1 01-6500-0-5210-102-5770-1130-019-000 NN P		8.60	8.60
			TOTAL PAYMENT AMOUNT		8.60 *			8.60

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
014789/00	BISHO, VERNON							
1680	PO-191653	01/31/2019	MEAL REIMB		1 01-7220-0-5200-472-1110-1000-014-209 NN F		12.00	12.00
			TOTAL PAYMENT AMOUNT		12.00 *			12.00
010989/00	BOBERG HARDWOOD FLOORS							
1655	PO-191631	01/31/2019	4522		1 01-0000-0-5600-106-9223-8200-007-995 NN F		9,711.50	9,711.50
			TOTAL PAYMENT AMOUNT		9,711.50 *			9,711.50
015495/00	BOOMBAH							
1311	PO-191299	01/31/2019	131709		1 01-0076-0-5800-472-1110-4200-014-812 NN F		631.00	631.00
			TOTAL PAYMENT AMOUNT		631.00 *			631.00
013988/00	BUTTES/CENTER STATE PIPE &							
1593	PO-191565	01/31/2019	s010530571.003		1 01-8150-0-4300-106-0000-8110-007-000 NN P		577.00	577.00
			TOTAL PAYMENT AMOUNT		577.00 *			577.00
020605/00	CALIFORNIA SCHOOL EMPLOYEES [redacted]							
1031	PO-191005	01/31/2019	22350		1 01-3010-0-5200-236-0000-2700-009-000 NN F		109.00	109.00
1147	PO-191128	01/31/2019	22352		1 01-4035-0-5200-234-1110-1000-008-103 NN F		545.00	545.00
1413	PO-191409	01/31/2019	22357		1 01-0000-0-5200-371-1110-1000-012-000 NN F		327.00	327.00
			TOTAL PAYMENT AMOUNT		981.00 *			981.00
017158/00	CCSESA [redacted]							
1670	PO-191634	01/31/2019	6427		1 01-4035-0-5200-234-1110-1000-008-103 NN F		200.00	200.00
			TOTAL PAYMENT AMOUNT		200.00 *			200.00
020305/00	CDW GOVERNMENT INC.							
1502	PO-191480	01/31/2019	QPN1115		1 01-6387-0-5800-472-1110-1000-019-201 NN F		170.00	170.00
1573	PO-191557	01/31/2019	QSD1780		1 01-0000-0-4300-103-0000-2420-019-000 NN F		152.70	152.70
1579	PO-191559	01/31/2019	QSC3440		1 01-6387-0-4300-472-1110-1000-019-201 NN F		23.85	23.85
			TOTAL PAYMENT AMOUNT		346.55 *			346.55

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
019910/00	CHANEY, AMY							
1679	PO-191652	01/31/2019	REIMB MEALS		1 01-7220-0-5200-472-1110-1000-014-209 NN F		16.79	16.79
			TOTAL PAYMENT AMOUNT		16.79 *			16.79
013928/00	CINTAS LOCATION 622							
168	PO-190153	01/31/2019	4015587894		1 01-0000-0-5800-111-0000-8200-007-000 NN P		64.22	64.22
168	PO-190153	01/31/2019	4015587943		1 01-0000-0-5800-111-0000-8200-007-000 NN P		55.42	55.42
168	PO-190153	01/31/2019	4015587948		1 01-0000-0-5800-111-0000-8200-007-000 NN P		21.12	21.12
168	PO-190153	01/31/2019	4015587960		1 01-0000-0-5800-111-0000-8200-007-000 NN P		5.83	5.83
168	PO-190153	01/31/2019	4015587964		1 01-0000-0-5800-111-0000-8200-007-000 NN P		11.20	11.20
168	PO-190153	01/31/2019	4015587994		1 01-0000-0-5800-111-0000-8200-007-000 NN P		17.72	17.72
168	PO-190153	01/31/2019	4015588029		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
168	PO-190153	01/31/2019	4015588139		1 01-0000-0-5800-111-0000-8200-007-000 NN P		9.79	9.79
			TOTAL PAYMENT AMOUNT		195.09 *			195.09
016237/00	CLARITY AVL INC							
89	PO-190097	01/31/2019	1167		1 01-6300-0-4300-472-1110-1000-014-000 NN F		494.62	494.62
89	PO-190097	01/31/2019	1167		2 01-6300-0-4400-472-1110-1000-014-000 NN F		352.25	352.25
90	PO-190098	01/31/2019	1170		1 01-0000-0-4300-472-0000-8200-014-855 NN F		2,187.23	208.77
			TOTAL PAYMENT AMOUNT		1,055.64 *			1,055.64
018951/00	DELL							
1580	PO-191551	01/31/2019	10294183182		1 01-6387-0-4400-472-1110-1000-019-201 NN F		36,804.01	36,804.01
1580	PO-191551	01/31/2019	10294183182		2 01-6387-0-4300-472-1110-1000-019-201 NN F		14,431.96	13,992.13
			TOTAL PAYMENT AMOUNT		50,796.14 *			50,796.14
021626/00	DELTA WIRELESS INC							
1581	PO-191552	01/31/2019	154000767-1		1 01-0000-0-4300-236-1110-1000-009-000 NN F		90.00	90.78
			TOTAL PAYMENT AMOUNT		90.78 *			90.78
015004/00	FUTURE FORD LINCOLN			[redacted]				
1693	PO-191643	01/31/2019	303534		1 01-0740-0-4300-112-0000-3600-007-302 NN F		527.11	527.11
			TOTAL PAYMENT AMOUNT		527.11 *			527.11

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
022347/00	GIVE SOMETHING BACK	[redacted]						
1624	PO-191593	01/31/2019	in-0810776		1 01-0000-0-4300-105-0000-7200-005-000 NN P		389.27	389.27
1624	PO-191593	01/31/2019	in-0811207		1 01-0000-0-4300-105-0000-7200-005-000 NN F		161.61	161.61
			TOTAL PAYMENT AMOUNT		550.88 *			550.88
020514/00	GLASS WEST INC	[redacted]						
1595	PO-191566	01/31/2019	40386		1 01-8150-0-4300-106-0000-8110-007-000 NN P		332.70	332.70
1595	PO-191566	01/31/2019	40429		1 01-8150-0-4300-106-0000-8110-007-000 NN P		77.23	77.23
			TOTAL PAYMENT AMOUNT		409.93 *			409.93
017618/00	GOPHER SPORT							
1566	PO-191543	01/31/2019	349105		1 01-6300-0-4300-234-1110-1000-008-000 NN M		-0.01	-0.01
1566	PO-191543	01/31/2019	9552322		1 01-6300-0-4300-234-1110-1000-008-000 NN F		1,407.48	1,407.47
			TOTAL PAYMENT AMOUNT		1,407.46 *			1,407.46
010602/00	HI-LINE ELECTRICAL & MECH							
1095	PO-191072	01/31/2019	10676998		1 01-0740-0-4300-112-0000-3600-007-302 NN P		91.29	91.29
			TOTAL PAYMENT AMOUNT		91.29 *			91.29
017002/00	HOME DEPOT CREDIT SERVICES							
468	PO-190456	01/29/2019	6035 3226 4903 3119		1 01-6387-0-4300-472-1110-1000-019-201 NN P		164.33	164.33
			TOTAL PAYMENT AMOUNT		164.33 *			164.33
014270/00	JOHNSON, DENISE							
1698	PO-191663	01/31/2019	REIMB POSTAGE		1 01-0000-0-5920-236-1110-1000-009-000 NN P		40.95	40.95
			TOTAL PAYMENT AMOUNT		40.95 *			40.95
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO							
54	PO-190046	01/31/2019	27-S2354128.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		211.46	211.46
			TOTAL PAYMENT AMOUNT		211.46 *			211.46

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
014500/00	JOPE, BRINA							
1682	PO-191655	01/31/2019	REIMB MEALS		1 01-7220-0-5200-472-1110-1000-014-209	NN F	18.14	18.14
			TOTAL PAYMENT AMOUNT		18.14 *			18.14
021636/00	LAMINATING AND BINDING							
1559	PO-191531	01/31/2019	19532		1 01-0000-0-4300-472-1110-1000-014-000	NN F	323.21	304.46
			TOTAL PAYMENT AMOUNT		304.46 *			304.46
022457/00	LUKES, REBECCA							
837	PO-190803	01/31/2019	JAN MILEAGE		1 01-6500-0-5210-102-5001-2700-019-000	NN P	19.87	19.87
			TOTAL PAYMENT AMOUNT		19.87 *			19.87
017071/00	MARGARITA I. MORENO							
1704	PO-191667	01/31/2019	REIMB PURCHASE		1 01-6300-0-4300-240-1110-1000-011-000	NN F	33.96	33.96
			TOTAL PAYMENT AMOUNT		33.96 *			33.96
016087/00	MICHAEL'S TRANSPORTATION SERV.							
362	PO-190346	01/31/2019	107818		1 01-0740-0-5800-112-0000-3600-007-302	NN P	4,050.00	4,050.00
			TOTAL PAYMENT AMOUNT		4,050.00 *			4,050.00
019828/00	MIRANDA, RYAN							
1654	PO-191623	01/31/2019	REIMB REG. FEE		1 01-5630-0-5200-601-1421-1000-017-120	NN F	422.94	422.94
			TOTAL PAYMENT AMOUNT		422.94 *			422.94
017576/00	OFFICE DEPOT							
1116	PO-191105	01/31/2019	224933495001		1 01-6300-0-4300-234-1110-1000-008-000	NN F	165.13	87.43
1453	PO-191442	01/31/2019	260097067001		1 01-6300-0-4300-371-1110-1000-012-000	NN P	80.87	80.87
1453	PO-191442	01/31/2019	260092933001		1 01-6300-0-4300-371-1110-1000-012-000	NN M	-80.87	-80.87
1453	PO-191442	01/31/2019	256528094001		1 01-6300-0-4300-371-1110-1000-012-000	NN P	158.12	158.12
1453	PO-191442	01/31/2019	256528096001		1 01-6300-0-4300-371-1110-1000-012-000	NN P	80.87	80.87
1453	PO-191442	01/31/2019	256528098001		1 01-6300-0-4300-371-1110-1000-012-000	NN F	12.47	12.18
1558	PO-191530	01/31/2019	258281905001		1 01-6500-0-4300-472-5750-1110-014-000	NN P	226.24	226.24
1558	PO-191530	01/31/2019	258281904001		1 01-6500-0-4300-472-5750-1110-014-000	NN F	103.38	103.38
1600	PO-191569	01/31/2019	261775331001		1 01-6300-0-4300-238-1110-1000-010-000	NN F	27.60	28.32

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
017576 (CONTINUED)								
1600	PO-191569	01/31/2019	261775331001		2 01-0000-0-4300-238-1110-1000-010-000 NN F		27.62	28.32
			TOTAL PAYMENT AMOUNT		724.86 *			724.86
017829/00	OLMSTEAD, ERICA							
1702	PO-191665	01/31/2019	REIMB BOOKBAGS		1 01-3010-0-4300-240-1110-1000-011-110 NN F		29.64	29.64
			TOTAL PAYMENT AMOUNT		29.64 *			29.64
014069/00	PLATT ELECTRIC SUPPLY INC		[redacted]					
56	PO-190048	01/31/2019	U268558		1 01-8150-0-4300-106-0000-8110-007-000 NN P		4.67	4.67
56	PO-190048	01/31/2019	U266279		1 01-8150-0-4300-106-0000-8110-007-000 NN P		2.91	2.91
1650	PO-191621	01/31/2019	U265699		1 01-0000-0-4300-111-0000-8200-007-939 NN F		656.85	656.85
			TOTAL PAYMENT AMOUNT		664.43 *			664.43
017987/00	POOR, BERNADETTE							
1690	PO-191659	01/31/2019	REIMB PURCHASES		1 01-0000-0-4300-472-0000-2700-014-000 NN F		57.82	57.82
			TOTAL PAYMENT AMOUNT		57.82 *			57.82
021401/00	PRACTI-CAL INC		[redacted]					
175	PO-190194	01/31/2019	342324		1 01-5640-0-5800-102-1110-1000-019-000 NN P		1,147.75	1,147.75
			TOTAL PAYMENT AMOUNT		1,147.75 *			1,147.75
015228/00	SACRAMENTO COUNTY OFFICE OF							
1458	PO-191443	01/31/2019	191637		1 01-0000-0-4300-103-0000-3160-019-000 NN F		263.76	249.85
			TOTAL PAYMENT AMOUNT		249.85 *			249.85
010266/00	SACRAMENTO COUNTY UTILITIES							
25	PO-190019	01/31/2019	50008418859		1 01-0000-0-5520-106-0000-8110-007-000 N P		207.50	207.50
25	PO-190019	01/31/2019	50000918485		1 01-0000-0-5520-106-0000-8110-007-000 N P		3,541.76	3,541.76
25	PO-190019	01/31/2019	50000918556		1 01-0000-0-5520-106-0000-8110-007-000 N P		113.70	113.70
25	PO-190019	01/31/2019	50000918618		1 01-0000-0-5520-106-0000-8110-007-000 N P		677.65	677.65
			TOTAL PAYMENT AMOUNT		4,540.61 *			4,540.61

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
020981/00	SAVE MART SUPERMARKETS							
554	PO-190539	01/31/2019	2581576		1 01-6500-0-4300-472-5750-1110-014-000 NN P		23.76	23.76
			TOTAL PAYMENT AMOUNT		23.76 *			23.76
017234/00	SCHIRO, BONNIE							
1674	PO-191648	01/31/2019	REIMB PURCHASE		1 01-0000-0-4300-472-1110-1000-014-000 N P		23.90	23.90
			TOTAL PAYMENT AMOUNT		23.90 *			23.90
014786/00	SCHOOL SPECIALTY INC		[redacted]					
1551	PO-191519	01/31/2019	208122265853		1 01-6300-0-4300-475-3200-1000-015-106 NN F		287.98	296.71
			TOTAL PAYMENT AMOUNT		296.71 *			296.71
018967/00	SPRINT CUSTOMER SERVICE							
29	PO-190023	01/31/2019	811116315-206		1 01-0000-0-5930-106-0000-8110-007-000 NN P		232.44	232.44
132	PO-190124	01/31/2019	811116315-206		1 01-0000-0-5930-115-0000-7700-007-000 NN P		135.77	135.77
137	PO-190129	01/31/2019	811116315-206		1 01-6500-0-5930-102-5060-2110-019-000 NN P		46.29	46.29
138	PO-190130	01/31/2019	811116315-506		1 01-6387-0-5930-472-1110-1000-014-000 NN P		46.29	46.29
139	PO-190131	01/31/2019	811116315-206		1 01-0000-0-5930-472-0000-2700-014-000 NN P		0.40	0.40
188	PO-190175	01/31/2019	811116315-206		1 01-0000-0-5930-101-0000-7150-002-000 NN P		56.29	56.29
623	PO-190578	01/30/2019	811116315-206		1 01-0740-0-5930-104-0000-3140-019-128 NN P		6.33	6.33
			TOTAL PAYMENT AMOUNT		523.81 *			523.81
018370/00	STANLEY CONVERGENT SECURITY							
11	PO-190008	01/31/2019	16192630		1 01-8150-0-5800-106-0000-8110-007-000 NN P		4,080.24	4,080.24
			TOTAL PAYMENT AMOUNT		4,080.24 *			4,080.24
017874/00	TEC EQUIPMENT		[redacted]					
1694	PO-191644	01/31/2019	161602N		1 01-0740-0-4300-112-0000-3600-007-302 NN F		77.52	77.52
			TOTAL PAYMENT AMOUNT		77.52 *			77.52
015908/00	THE PLAYMAKER ORGANIZATION		[redacted]					
1313	PO-191276	01/31/2019	#44		1 01-0000-0-5800-101-1110-1000-002-000 NY P		1,000.00	1,000.00
			TOTAL PAYMENT AMOUNT		1,000.00 *			1,000.00

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
018015/00	TOMPKINS, SHELLEY							
1609	PO-191618	01/31/2019	mileage		1 01-0740-0-5210-601-1110-1000-017-120 NN F		13.63	13.63
1652	PO-191622	01/31/2019	reimb supplies		1 01-5630-0-4300-601-1421-1000-017-120 NN F		350.28	350.28
1652	PO-191622	01/31/2019	reimb supplies		2 01-0740-0-4300-601-1110-1000-017-120 NN F		259.55	259.55
			TOTAL PAYMENT AMOUNT		623.46 *			623.46
010139/00	TROXELL COMMUNICATIONS INC							
1488	PO-191464	01/31/2019	156949,156957		1 01-3410-0-4400-472-1110-1000-014-207 YN F		1,280.06	1,265.88
1488	PO-191464	01/31/2019	156949,156957		2 01-3410-0-4300-472-1110-1000-014-207 YN F		197.19	197.19
			TOTAL PAYMENT AMOUNT		1,463.07 *			1,463.07
			TOTAL USE TAX AMOUNT		113.39			
018279/00	UNIVERSITY OF OREGON		[redacted]					
1687	PO-191656	01/31/2019	INV00049698		1 01-0000-0-5800-371-1110-1000-012-905 NN F		204.17	204.17
			TOTAL PAYMENT AMOUNT		204.17 *			204.17
010552/00	WAXIE SANITARY SUPPLY		[redacted]					
73	PO-190068	01/31/2019	78013704		1 01-0000-0-9320-000-0000-0000-000-000 NN P		38.38	38.38
73	PO-190068	01/31/2019	78004265		1 01-0000-0-9320-000-0000-0000-000-000 NN P		1,107.61	1,107.61
73	PO-190068	01/31/2019	78016560		1 01-0000-0-9320-000-0000-0000-000-000 NN P		586.64	586.64
73	PO-190068	01/31/2019	78025904		1 01-0000-0-9320-000-0000-0000-000-000 NN P		96.33	96.33
			TOTAL PAYMENT AMOUNT		1,828.96 *			1,828.96
019497/00	WOODS, HEATHER							
1681	PO-191654	01/31/2019	REIMB MEAL		1 01-7220-0-5200-472-1110-1000-014-209 NN F		8.94	8.94
			TOTAL PAYMENT AMOUNT		8.94 *			8.94
017313/00	XEROX							
183	PO-190171	01/31/2019	230103488		1 01-0000-0-5800-116-0000-7200-007-992 NN P		35,226.52	35,226.52
185	PO-190172	01/31/2019	230103482		1 01-0000-0-5800-116-0000-7200-007-992 NN P		1,993.40	1,993.40
			TOTAL PAYMENT AMOUNT		37,219.92 *			37,219.92
			TOTAL FUND PAYMENT		135,051.73 **			135,051.73
			TOTAL USE TAX AMOUNT		116.88			

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
018015/00	TOMPKINS, SHELLEY							
1652	PO-191622	01/31/2019	reimb supplies		3 11-6391-0-4300-600-4130-1000-015-000 NN F		74.85	74.85
1652	PO-191622	01/31/2019	reimb supplies		4 11-3905-0-4300-600-4130-1000-015-000 NN F		66.79	66.79
1652	PO-191622	01/31/2019	reimb supplies		5 11-3913-0-4300-600-4130-1000-015-000 NN F		32.16	32.16
				TOTAL PAYMENT AMOUNT	173.80 *			173.80
				TOTAL FUND PAYMENT	173.80 **			173.80

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num / Account num	Liq Amt	Net Amount
014156/00	COUNTY OF SACRAMENTO							
155	PO-190847	01/31/2019	AR0006771		1 13-5310-0-5800-108-0000-3700-007-000 NN P		686.00	686.00
155	PO-190847	01/31/2019	AR0001744		1 13-5310-0-5800-108-0000-3700-007-000 NN P		686.00	686.00
155	PO-190847	01/31/2019	AR0005930		1 13-5310-0-5800-108-0000-3700-007-000 NN P		686.00	686.00
155	PO-190847	01/29/2019	AR0004778		1 13-5310-0-5800-108-0000-3700-007-000 NN P		686.00	686.00
			TOTAL PAYMENT AMOUNT		2,744.00 *			2,744.00
011205/00	CULTURE SHOCK YOGURT							
146	PO-190137	01/31/2019	7217		1 13-5310-0-4700-108-0000-3700-007-000 NN P		220.00	220.00
146	PO-190137	01/31/2019	7598		1 13-5310-0-4700-108-0000-3700-007-000 NN P		130.00	130.00
146	PO-190137	01/31/2019	7655		1 13-5310-0-4700-108-0000-3700-007-000 NN P		130.00	130.00
			TOTAL PAYMENT AMOUNT		480.00 *			480.00
011602/00	DANIELSEN CO., THE							
80	PO-190070	01/31/2019	186382		1 13-5310-0-4700-108-0000-3700-007-000 N P		2,150.55	2,150.55
80	PO-190070	01/31/2019	186382		2 13-5310-0-4300-108-0000-3700-007-000 N P		743.80	743.80
			TOTAL PAYMENT AMOUNT		2,894.35 *			2,894.35
016279/00	P&R PAPER SUPPLY							
119	PO-190088	01/31/2019	30234585-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P		783.35	783.35
119	PO-190088	01/31/2019	30233186-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P		984.94	984.94
			TOTAL PAYMENT AMOUNT		1,768.29 *			1,768.29
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
148	PO-190139	01/31/2019	180328494		1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
148	PO-190139	01/31/2019	1811006446		1 13-5310-0-5800-108-0000-3700-007-000 NN M		-77.75	-77.75
148	PO-190139	01/31/2019	180327931		1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
			TOTAL PAYMENT AMOUNT		77.75 *			77.75
018967/00	SPRINT CUSTOMER SERVICE							
160	PO-190160	01/31/2019	811116315-206		1 13-5310-0-5930-108-0000-3700-007-000 NN P		5.18	5.18
			TOTAL PAYMENT AMOUNT		5.18 *			5.18

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type / Account num	Liq Amt	Net Amount
011422/00	SYSCO OF SAN FRANCISCO						
81	PO-190071	01/31/2019	231119558		2 13-5310-0-4300-108-0000-3700-007-000 NN P	230.47	230.47
81	PO-190071	01/31/2019	231114336		2 13-5310-0-4300-108-0000-3700-007-000 NN M	-41.17	-41.17
81	PO-190071	01/31/2019	231119558		1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,348.75	1,348.75
81	PO-190071	01/31/2019	231119559		1 13-5310-0-4700-108-0000-3700-007-000 NN P	240.80	240.80
			TOTAL PAYMENT AMOUNT		1,778.85 *		1,778.85
			TOTAL FUND PAYMENT		9,748.42 **		9,748.42

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	T9MPS	Liq Amt	Net Amount
015121/00	B.J. FLOORING INC	[redacted]												
1626	PO-191594	01/31/2019	2009599	1	14-0024-0	5800	106	9223	8110	007	000	NN F	4,858.00	4,858.00
1628	PO-191595	01/31/2019	2009601	1	14-0024-0	4300	106	9223	8110	007	000	NN F	314.00	314.00
			TOTAL PAYMENT AMOUNT										5,172.00 *	5,172.00
018670/00	PALMER HAMILTON LLC	[redacted]												
1325	PO-191301	01/31/2019	0000116536	1	14-0024-0	4300	106	9120	8110	007	000	NN F	5,751.69	5,751.69
1325	PO-191301	01/31/2019	0000116536	2	14-0024-0	4400	106	9120	8110	007	000	NN F	10,851.01	10,851.01
			TOTAL PAYMENT AMOUNT										16,602.70 *	16,602.70
018970/00	RUA & SON MECHANICAL INC	[redacted]												
1684	PO-191639	01/31/2019	302819	1	14-0024-0	4300	106	9585	8110	007	000	NN F	91.59	91.59
1684	PO-191639	01/31/2019	302819	2	14-0024-0	5600	106	9585	8110	007	000	NN F	760.00	760.00
			TOTAL PAYMENT AMOUNT										851.59 *	851.59
			TOTAL FUND PAYMENT										22,626.29 **	22,626.29

Vendor/Addr Req	Remit name Reference	Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num Account num	Liq Amt	Net Amount
017735/00	BILL LITCHFIELD CONSTRUCTION			[redacted]				
542	PO-190533	01/31/2019	1802-6		1 21-0000-0-6243-106-0000-8500-007-620 NN F		19,891.02	19,891.02
542	PO-190533	01/31/2019	1802-6		2 21-0000-0-6243-106-0000-8500-007-620 NN P		36,306.59	36,306.59
				TOTAL PAYMENT AMOUNT	56,197.61 *			56,197.61
014514/00	ELLIS & ELLIS SIGN SYSTEMS			[redacted]				
1045	PO-191022	01/31/2019	169741		1 21-0000-0-6200-106-0000-8500-007-620 NN F		4,033.94	4,358.69
				TOTAL PAYMENT AMOUNT	4,358.69 *			4,358.69
019627/00	NACHT & LEWIS ARCHITECTS							
574	PO-190547	01/30/2019	00012		2 21-0000-0-6215-106-0000-8500-007-620 NN P		520.34	520.34
574	PO-190547	01/31/2019	00011		3 21-0000-0-6215-106-0000-8500-007-620 NN P		17,915.70	17,915.70
				TOTAL PAYMENT AMOUNT	18,436.04 *			18,436.04
				TOTAL FUND PAYMENT	78,992.34 **			78,992.34
				TOTAL BATCH PAYMENT	246,592.58 ***	0.00		246,592.58
				TOTAL USE TAX AMOUNT	116.88			
				TOTAL DISTRICT PAYMENT	246,592.58 ****	0.00		246,592.58
				TOTAL USE TAX AMOUNT	116.88			
				TOTAL FOR ALL DISTRICTS:	246,592.58 ****	0.00		246,592.58
				TOTAL USE TAX AMOUNT	116.88			

Number of checks to be printed: 67, not counting voids due to stub overflows.

AGENDA ITEM # XVI-A

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, 2019**	**# Attached Pages** _____
From:	**Scott A. Loehr, Superintendent**	
Principal/Administrator Initials:	_____	

SUBJECT: 2019 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, 2019 - March 31, 2021.

RECOMMENDATION:

AGENDA ITEM: XVI-A

OFFICE OF SUPERINTENDENT
FEB - 4 2019
CENTER JOINT
UNIFIED SCHOOL DISTRICT

csba
California School Boards Association

REQUIRES BOARD ACTION

Due: Fri. Mar. 15 return ballot in enclosed envelope

January 31, 2019

MEMORANDUM

To: All Board Presidents and Superintendents — CSBA Member Boards – **SUBREGION 6-B**
From: Emma Turner, CSBA President
Re: 2019 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper), the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume, which will be on the reverse side of the biographical sketch form. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2019.** ***No exceptions.***

Your Board 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, the Board may vote for up to three candidates. However, your 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 along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot).

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, 2019 – March 31, 2021. The next meeting of the Delegate Assembly takes place on Saturday, May 18 and 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 CSBA's Executive Office at (800) 266-3382 should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot (red paper and white paper)
Candidate(s)' required Biographical Sketch Forms and resumes, if provided
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

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, 2019**. 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 2019 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of vacancies: 5 (Vote for no more than 5 candidates)

Delegates will serve two-year terms beginning April 1, 2019 - March 31, 2021

**denotes incumbent*

☐ Basim Elkarra (Twin Rivers USD)

☐ John Gordon (Galt Jt. Un. ESD)*

☐ Susan Heredia (Natomas USD)*

☐ Lisa Kaplan (Natomas USD)*

☐ Ed Short (Folsom Cordova USD)*

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District Name *Date of Board Action*

See reverse side for list of all current Delegates in your Region.

REGION 6 – 19 Delegates (12 elected/7 appointed◈)

Director: Darrel Woo (Sacramento City USD)

Below is a list of all the current Delegates with expired terms from this Region.

Subregion 6-A (Yolo)
Jackie Wong (Washington USD), term expires 2020

Subregion 6-B (Sacramento)
Michael A. Baker (Twin Rivers USD)◈, appointed term expires 2021
Pam Costa (San Juan USD)◈, appointed term expires 2019
Craig DeLuz (Robla ESD), term expires 2020
John Gordon (Galt Joint Union ESD), term expires 2019
Jay Hansen (Sacramento City USD)◈, appointed term expires 2019
Susan Heredia (Natomas USD), term expires 2019
Lisa Kaplan (Natomas USD), term expires 2019
Ramona Landeros (Twin Rivers USD), term expires 2020
Mike McKibbin (San Juan USD)◈, appointed term expires 2020
Christina Pritchett (Sacramento City USD)◈, appointed term expires 2020
JoAnne Reinking (Folsom-Cordova USD), term expires 2020
Rebecca Sandoval (Twin Rivers USD), term expires 2019
Edward (Ed) Short (Folsom-Cordova USD), term expires 2019
Bobbie Singh-Allen (Elk Grove USD)◈, appointed term expires 2020
Vacant (Elk Grove USD)◈, appointed term expires 2019

Subregion 6-C (Alpine, El Dorado, Mono)
Misty diVittorio (Placerville Union ESD), term expires 2020
Suzanna George (Rescue Union ESD), term expires 2019

County Delegate:
Shelton Yip (Yolo COE), term expires 2020

Counties

Yolo (Subregion A)
Sacramento (Subregion B)
Alpine, El Dorado, Mono (Subregion C)

csba
California School Boards Association

2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

Please complete, sign, and date this required ONE-page 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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Basil ***Date:*** 1/7/2019

Name: Basim Elkarra CSBA Region & subregion #: 6B

District or COE: Twin Rivers Unified School District Years on board: 2

Profession: Non Profit Executive Contact Number (please √ ■ Cell ☐ Home ☐ Bus.): 916-289-3748

*Primary E-mail: basim.elkarra@twinriversusd.org

(*Communications from CSBA will be sent to primary email)*

Are you an incumbent Delegate? ☐ Yes ■ No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Connecting, learning from and sharing ideas with fellow delegates. Ensuring CSBA policy platforms reflect the interests of diverse districts.

Running a non profit and youth leadership program for minority students for over a decade gives me a great pulse of the challenges facing our students and school districts.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I work with the community through different boards, including: Governor's Complete Count Census Commission, City of Sacramento Community Police Review Commission, and chair the CA Democratic Party's Affirmative Action Committee to increase diversity and inclusion in California.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Upcoming budget cuts. CSBA can help address this issue by sharing best practices and strategies of successful budget cuts that minimized the effects on students and the morale of staff.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

Basim Elkarra, Board Member
Twin Rivers Unified School District

Basim Elkarra is the Executive Director of the Sacramento Valley office of the Council on American-Islamic Relations (CAIR-SV). Elkarra has been instrumental in building coalitions with ethnic, interfaith and the civil rights community. For over a decade, Elkarra has founded and runs CAIR-CA's youth leadership program at the State Capitol. Elkarra is a member of the California Democratic Party's (CDP) Executive Board and Chairs the Affirmative Action Committee. In 2016, Elkarra was elected to the Twin Rivers Unified School District Board of Trustees. In 2017, Elkarra was elected to chair the City of Sacramento Community Police Review Commission. He also regularly appears in the media as a commentator on civil liberties. Elkarra previously served on numerous boards, including, the Los Rios Community College Bond Oversight Committee, ACLU Sacramento, New Leaders Council (Sacramento) Advisory Board, Sacramento Police Multicultural Advisory Committee, and the Asian Pacific Islander American Public Affairs Association's (APAPA) Outreach Committee. The San Francisco native holds a B.A. in Political Science from the University of California at Berkeley.

Excerpt from Resume

2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

Please complete, sign, and date this required ONE-page 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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ ***Date:*** 1/4/19

Name: John Gordon

CSBA Region & subregion #: 6B

District or COE: Galt JUESD

Years on board: 10

Profession: CDE Field Representative Contact Number (please √ ■ Cell ☐ Home ☐ Bus.): 209-712-3815

*Primary E-mail: jgordon@galt.k12.ca.us

*(*Communications from CSBA will be sent to primary email)*

Are you an incumbent Delegate? ■ Yes ☐ No | If yes, year you became Delegate: 2011

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

The opportunity to serve is extremely valuable to my region. Located south of Elk Grove, a greenbelt separates Galt from the rest of Sacramento County. It's important that school districts in this area (Arcohe, Galt High and Elementary School Districts) have a voice at the table. Additionally, the cross sharing that occurs at our regional meetings is extremely benefical.

Through my job at the California Department of Education, I have extensive experience related to school construction. A s most of the school districts have recently passed local school bonds, I can help keep my fellow delegates informed with school facilities related issues.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

School Board: CAST (Cities & Schools Together) committee, which consists of board members & superintendents from the elementary & high school districts and city council members and the city manager. We meet every other month to discuss issues related to youth.

CSBA: Programmatic Content Advisory Group. This advisory group provided recommendations to Master's in Governance curriculum. Also served on Legislative Committee 2016-18.

Community: Appointed to serve as an adult mentor to the Galt City Council's Youth Commission, which develop leadership/governance skills with our high school students through local government.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

As the dust settles on LCFF and the dashboard, the effectiveness of local control will be the biggest challenge. Slowly, studies and news articles are starting to question whether the shift is making a difference in learning outcomes. I am very concerned about how school boards will be scrutinized with how their supplemental/concentration funds are used especially with a base grant that is underfunded. My fear is that this whole thing could fall apart and school boards will be blamed if we don't collectively take control of the narrative.

This is why CSBAs charge for "Fair and Full Funding" is critical and CSBA needs to continue to leading this effort.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

John Gordon

(209) 712-3815
jgordon@galt.k12.ca.us

Objective

To become the next California School Board Association Director-at-Large Hispanic.

Experience

School Board Member (December 2008 – present) Galt Joint Union Elementary School District, Galt
Throughout my term, the district experienced significant gains in academic achievement. From 2010-2012, I served as President of the board. During that time, GJUESD was one of three California school districts awarded a Race to the Top Grant. This $10 million grant is allowing the district to develop a personalized approach to learning while implementing the Common Core State Standards. Our progress has been documented through various videos at https://www.secctv.org (Search: Galt Bright Futures)

Adult Mentor (December 2013 – present), Galt Youth Commission, Galt
Appointed by City Council, I serve to support ten high school students accomplish their mission to serve the community. Shortly after my appointment, I led an effort to successfully rebrand this commission to include developing leadership and public speaking skills so our high school students can champion community service and address youth issues affecting the community.

The commission successfully advocated that City Council pass an ordinance to require pharmacies to take back sharps. In addition, the commission held a community teen art exhibit the last three years, supported local races and partnered with local newspapers to publish teen editorials. Our progress is also documented on our YouTube page.

Field Representative (January 2004 – present) California Department of Education, Sacramento
I serve school districts in 20 counties in the Bay Area, East Bay, Central Valley, and Southern CA (Orange and San Diego counties) by reviewing and approving new school sites and new construction/modernization plans to ensure the project meets Title 5 Regulations. Additionally, I administer the Proposition 1D/Proposition 51 Career Technical Education Facilities Program, which provided $500 million to construct new or renovate existing learning environments related to one of 15 career industry sectors recognized by the California Department of Education.

Education

Master of Public Administration, University of San Francisco, Sacramento, CA (2008)
Bachelor of Arts, Communications/Electronic Media, California State University, Sacramento (1992)

School Board Related Activities

Delegate, Region 6, California School Boards Association's Delegate Assembly (2011- current)
Member, CSBA Legislative Committee (2016-2018)
Member, CSBA Programmatic Content Advisory Committee (Ongoing)
Validator, CSBA Golden Bell Awards (2013)
Graduate, Masters in Governance (2010)
Member, National Association of Latino Elected and Appointed Officials
Member, National Hispanic Council, National School Boards Association

csba
California School Boards Association

2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

Please complete, sign, and date this required ONE-page 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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Dr. Susan Heredia Digitally signed by Dr. Susan Heredia Date: 2019.01.07 08:37:16 -08'00' ***Date:*** January 7, 2019

Name: Susan Heredia CSBA Region & subregion #: 6-B

District or COE: Natomas Unified School District Years on board: 18

Profession: Professor Emerita Contact Number (please √ ■ Cell ☐ Home ☐ Bus.): 916-524-3300

*Primary E-mail: susanheredia2@gmail.com

(**Communications from CSBA will be sent to primary email)*

Are you an incumbent Delegate? ■ Yes ☐ No | If yes, year you became Delegate: 2012

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I seek re-election to the Delegate Assembly because I want to remain involved in this important governance body that advocates for all students. My experience as a Director-At-Large, Hispanic (2004-2012) and my tenure as a Delegate (2012-present) offered a breadth of active involvement at multiple levels of public-school advocacy. This involvement coupled with my professional experience as a Professor of Education at CSUS and membership and participation in national educational associations prepared me well and will continue to serve me as a Delegate. I am an active listener, collaborative and motivated to continue to advocate for an educational system that helps all students to achieve excellence.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I was elected to the Natomas Unified School Board in 2000. I have served on many district committees and represented my district at the regional level. I also attend regional meetings with Region 6 trustees where we discus local concerns, best practices and the impact of state and federal policies upon districts. I have served on the following CSBA committees: NCLB Task Force, Accountability Task Force, Annual Educational Conference, Board Development, Bylaws, CSBA Council of Presidents, Policy Platform, and Golden Bell. Currently, I chair the 2019 Annual Educational Conference Committee and serve on the Governance Study Group.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I believe Full and Fair Funding is the biggest challenge facing governing boards. Although the funding base was restored to spending levels similar to the 2007-2008 school year (a level that remains below the national average) districts still struggle to meet their budgetary and student needs. I believe there's a large body of voters who subscribe to the notion that schools are well funded. Generally, they lack a clear understanding of how schools are funded. Efforts such as the Grassroots Initiative and CSBA Political Action Committee lay the groundwork for trustees to educate the public on the need for more funding.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

Brief Bio for Dr. Susan Heredia
January 2019

Dr. Susan Heredia is a board member in the Natomas Unified School District in Sacramento County. Dr. Heredia was first elected to the board of trustees for the Natomas Unified School District in 2000 after having served as a PTSA member, a representative of the American Lakes School Site Council, and the District's Parent Advisory Board. She has served multiple times as the NUSD board president, vice-president and board clerk. Additionally, she served as board representative for the following committees: Strategic Planning, Charter School, English Language Learner, Achievement Gap, Multicultural Advisory, County Committee on School District Organization and the Bond Committee.

Dr. Heredia served as the Director-At-Large, Hispanic of the California School Board Association having been elected for multiple terms (2004-2012) by the CSBA Delegate Assembly. In 2012 she was elected to the Delegate Assembly (2012-present). She has served on the following CSBA committees: By-Laws, Policy Platfore, Federal Issues Council, NCLB Focus Group, Accountability Task Force, Board Development, Golden Bell Review, CSBA's Annual Educational Conference, and CSBA's Council of Presidents. Currently she is as member of the Governance Study Group and Chair of the 2019 Annual Educational Conference.

Preceding her recent retirement, Dr. Heredia was Chair of the Graduate and Professional Studies in Education Division at CSUS as well as the Director of the Cross-Cultural Resource Center. Prior to serving as Department Chair, she was a professor and faculty coordinator for the McNair's Scholar Program; a program that prepares unrepresented undergraduates, primarily students of color, for graduate school. Earlier in her career, Heredia taught in the credential program at UC, Davis and was a bilingual teacher in Sacramento City Unified School District. Her professional interests include: the preparation of teachers to teach in diverse school settings, home-school relationships, and bilingual multicultural education. Her current research interest is on the role and perspectives of Latino school board members.

She earned a doctorate in socio-cultural studies from the University of California, Davis, and a Master of Arts in Education and a Bachelor of Arts in Liberal Studies from California State University, Sacramento (CSUS). She holds a lifetime teaching credential with an emphasis on bilingual education from CSUS, as well.

csba
California School Boards Association

2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

Please complete, sign, and date this required ONE-page 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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Lisa Kaplan Digitally signed by Lisa Kaplan Date: 2019.01.02 14:41:16 -08'00' ***Date:*** January 2, 2019

Name: Lisa Kaplan CSBA Region & subregion #: 6-B

District or COE: Natomas Unified School District Years on board: 16

Profession: Eduction Attorney Contact Number (please √ ■ Cell ☐ Home ☐ Bus.): 916-996-1474

*Primary E-mail: kaplan4kids@gmail.com

(**Communications from CSBA will be sent to primary email)*

Are you an incumbent Delegate? ■ Yes ☐ No | If yes, year you became Delegate: 2009

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I firmly believe it is my responsibility to use my knowledge of the law, policy and budget for the greater good to benefit all of Natomas' children, and as a delegate - all children in California. I have served as chair of nominating committee, a member of the CSBA leg committee and currently a member of the governance review team. All together my knowledge and vast experience will serve to benefit CSBA and help lead the change for all our children as we fight for full and fair funding.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Currently, I'm an attorney and governmental affairs consultant representing school districts, companies specializing in K-12 issues including but not limited to, special education, construction, bond financing, selling surplus property, as well as drafting legislation. As a currently delegate, I participate in delegate meetings, but also attend 2-3 meetings a year with our local Region 6. In Natomas, I have served on the facilities planning committee while we were a fast-growing district, the district safety committee, budget committee, nutrition committee and have actively volunteered tutoring children in our schools to our at risk kids, and raising funds for our food locker.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenges facing local board are making sure that districts maintain local control but are able to convince our state leaders that CA woefully under-funds education, so that Districts can implement their LCAP plans fully. It is no longer acceptable to fund education around the 43rd in the Nation. CSBA can continue to push our grass roots plan, and pressure our state leaders to fully fund education. However, that in and of itself is going to be a challenge with the current state budget surplus, divergent top priorities of every elected and the fact that the required retirement pre-funding is going to bankrupt many school districts. As a delegate, I look forward to working to resolve this.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

BIOGRAPHY

LISA M. KAPLAN
TRUSTEE, NATOMAS UNIFIED SD
916/996-1474

LISA M. KAPLAN, a 18-year Attorney, a 16-year veteran School Board member, Delegate to the California School Board Association, former appointed Assistant Executive Officer for the State Allocation Board, Licensed California Real Estate Broker, and former Capitol staff member in the California State Legislature, brings her knowledge of the law, K-12 Education matters, surplus property, governance, school construction, school funding, government and policy to *Kaplan Law Group*, as its Chief Executive Officer.

Kaplan Law Group's practice consists of K-12 Education representation, land-use, administrative, and public law, involving general representation of public school districts, architectural firms, construction companies, independent and private schools, charter schools, education foundations and other education-related entities. Our services include, but not limited to, reviewing and drafting contracts, negotiating developer fee agreements, bid review and certification, Proposition 39 (Energy Efficiency) advice, School Facility Program applications (state school construction funding), Office of Public School Construction and Department of State Architect trouble=shooting, sale of surplus property, charter schools, policy development, Brown Act, public information requests and other legal and political matters affecting educational entities.

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.

Between 2000-2005, Lisa first served as legislative director for several California State Assemblymembers, supervising legislative staff and administrating the Assemblymember's legislative agenda.

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 16 years, Lisa has served on the facilities advisory committee, policy committee, budget committee and student safety committee, taking the lead for the district as the Board member on the construction of nine schools and passage of three local bonds.

Lisa is also very active and involved in the community. For 11 years she was a member of Natomas Rotary (serving as President in 2002-2003), she also served as President of the Sacramento Region Jewish Federation Board (2011-2013), Past President for Sacramento Regional Chapter of California Women Lead (2008-2011), and as a Delegate Member for the California School Board Association (2009 - present). In her spare time, Lisa spends as much time as possible with her husband and their two daughters.

2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

Please complete, sign, and date this required ONE-page 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 do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

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:*** 01-07-19

Name: Ed Short

CSBA Region & subregion #: 6-B

District or COE: Folsom Cordova Unified School District

Years on board: 16

Profession: Engineer

Contact Number (please √ ■ Cell ☐ Home ☐ Bus.): (916) 591-6850

*Primary E-mail: edshort08@comcast.net

(**Communications from CSBA will be sent to primary email)*

Are you an incumbent Delegate? ■ Yes ☐ No | If yes, year you became Delegate: 6

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. (Character count limit: 700)

I believe, I can help make a difference in CSBA's policy making that will positively impact the public education system. Furthermore, the regional connection with other surrounding school board members help me to learn best or bad practices that can be shared with my district.

I feel being a delegate helps increase my effectiveness in advancing public education priorities and my community involvement by increasing my sphere of influence.

Please describe your activities and involvement on your local board, community, and/or CSBA. (Character count limit: 700)

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 and that meet or exceed the needs for local/Regional/Statewide employers.

I am personally involved in local non-profit organizations that support kids in their success in education and lives.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? (Character count limit: 700)

#1: Teacher shortage in California. I believe that the credentialing criteria can be changed to attract more professionals and other expert subject matters to teach. The decline in teachers is at a critical state and the credentialing process has become more restrictive, cost more and takes longer to obtain. CSBA can help influence a change that helps increase the teachers pool, and is more flexible. Make it more attractive for people to select teaching as a career of choice.

E-mail: nominations@csba.org or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

AGENDA ITEM # XVI-B

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, 2019**	**# Attached Pages** _____
From:	**Scott A. Loehr, Superintendent**	
Principal/Administrator Initials:	_____	

SUBJECT: First Reading: Board Policies/Regulations/Exhibits

Replace	BP/AR	0420	School Plans/Site Councils
Replace	BP/AR	0450	Comprehensive Safety Plan
Replace	BP/AR	0460	Local Control and Accountability Plan
Replace	AR	1220	Citizen Advisory Committees
Replace	AR	3311.1	Uniform Public Construction Cost Accounting Procedures
Replace	AR	3543	Transportation Safety and Emergencies
Replace	AR	4200	Classified Personnel
Replace	AR	5113	Absences and Excuses
Add	AR	5131.41	Use of Seclusion and Restraint
Replace	BP/AR	5141.52	Suicide Prevention
Replace	BP/AR	5144	Discipline
Replace	BP	5146	Married/Pregnant/Parenting Students
Replace	BP	6146.1	High School Graduation Requirements
Replace	AR	6173.2	Education of Children of Military Families
Replace	AR	6183	Home and Hospital Instruction
Replace	BB	9322	Agenda/Meeting Materials
Replace	BB	9324	Minutes and Recordings

RECOMMENDATION: CJUSD Board of Trustees approve the first reading of presented policies/regulations/exhibits.

AGENDA ITEM # XVI-B

CSBA Sample
Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans BP 0420(a)

SCHOOL PLANS/SITE COUNCILS

Note: The following **optional** policy may be revised to reflect district practice. ~~Each school that participates in specified state and/or federal categorical programs must establish a school site council for the purpose of developing a single plan for student achievement (SPSA), pursuant to Education Code 64001~~.

The Governing Board believes that comprehensive planning ~~that is aligned with the district's local control and accountability plan (LCAP)~~ is necessary at each school~~,~~ in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0415 - Equity)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

Note: ~~The following optional paragraph may be revised to reflect district practice. Education Code 64001 requires the composition of a school site council or schoolwide advisory group to meet the requirements of Education Code 52852, as specified in the accompanying administrative regulation.~~ **Pursuant to Education Code 64000, the district may submit a consolidated application to the California Department of Education (CDE) to apply for federal categorical funds and/or state categorical programs that are not funded through the local control funding formula. As a condition of receiving such funds, Education Code 64001, as amended by AB 716 (Ch. 471, Statutes of 2018), requires each school to consolidate all of the plans that are required by these programs into a school plan for student achievement (SPSA), unless otherwise prohibited by law. If these programs do not require a plan, the Governing Board may require a school that participates in any program included on the consolidated application to develop an SPSA.**

Pursuant to Education Code 64001, each school preparing an SPSA must have the SPSA developed and approved by a school site council. Education Code 65000-65001, as added by AB 716, contain requirements for the establishment and membership of school site councils; see the accompanying administrative regulation.

For additional information regarding the development and content of the SPSA, see the accompanying administrative regulation and CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, available on its web site. **Education Code 64001 provides that, although SPSAs are not required to be submitted as part of the consolidated application, they will be reviewed by CDE during the Federal Program Monitoring process.**

Pursuant to Education Code 64001, districts with a single school may instead utilize the local control and accountability plan (LCAP) to serve as the SPSA if the LCAP meets certain federal planning and stakeholder requirements.

SCHOOL PLANS/SITE COUNCILS (continued)

Each district school that participates in ~~specified~~ **one or more** ~~state and/or~~ federal **and/or state** categorical programs **funded through the state's consolidated application process pursuant to Education Code 64000** shall establish a school site council in accordance with Education Code ~~52852~~ **65000-65001.** ~~and the accompanying administrative regulation to develop, review, and approve school plans. For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA).~~ **The school site council shall develop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for those categorical programs into a single plan, unless otherwise prohibited by law.** (Education Code 64001)

~~Note: School site councils or other schoolwide advisory committees are required to develop the SPSA to consolidate the school plans required for the state and federal categorical programs included in the state's consolidated application (Education Code 64000-64001).~~

~~For additional information regarding the development and content of the SPSA, see the accompanying administrative regulation and the California Department of Education's (CDE) publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, available on its web site.~~

~~For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 64001)~~

(cf. 1220 - Citizen Advisory Committees)
(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6190 - Evaluation of the Instructional Program)

~~As appropriate, a school may incorporate any other school program into the SPSA. (Education Code 64001)~~

Note: The following **optional** paragraph may be revised to reflect district practice. Pursuant to Education Code 52062, there must be consistency between a school's SPSA and specific actions included in the district's ~~local control and accountability plan~~ (LCAP). For more detailed requirements of the LCAP, see BP/AR 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all **applicable** programs ~~included~~, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. ~~He/she~~ **The Superintendent or designee** shall

SCHOOL PLANS/SITE COUNCILS (continued)

also ensure ~~that specific actions included in the district's LCAP are consistent~~ **consistency between the specific actions included in the district's local control and accountability plan and** ~~with~~ the strategies identified in each school's SPSA.

Note: Education Code 64001, as amended by AB 716, requires the Board to review and approve a school's SPSA whenever there are material revisions affecting the academic programs for students participating in the categorical programs. Although not explicitly required by law, it is recommended that the Board also review the initial plan.

The Board shall, at a regularly scheduled Board meeting, review and approve each school's SPSA ~~and~~ **whenever there are** any ~~subsequent~~ material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. ~~The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding.~~ (Education Code 64001)

~~Note: Pursuant to Education Code 52855 and as indicated in the CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, the Board must communicate its reasons to the school site council any time it does not approve the SPSA.~~

~~Whenever~~ **If** the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council ~~or committee~~. The school site council ~~or committee~~ shall then revise and resubmit the SPSA to the Board for its approval. (Education Code ~~52855~~ **64001**)

Note: The following **optional** paragraph may be revised to reflect district practice.

~~The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the~~ **school** ~~site council.~~

Note: Education Code 64001, as amended by AB 716, authorizes a school identified for targeted or comprehensive support pursuant to 20 USC 6303 to use its SPSA to satisfy the requirement for a school improvement plan.

The SPSA may serve as the school improvement plan required when a school is identified for targeted or comprehensive support pursuant to 20 USC 6303. (Education Code 64001)

(cf. 0500 - Accountability)

Note: Education Code 64001, as amended by AB 716, provides that complaints alleging noncompliance with requirements pertaining to school site councils or the SPSA may be addressed through the district's uniform complaint procedures pursuant to 5 CCR 4600-4670.

SCHOOL PLANS/SITE COUNCILS (continued)

Any complaint alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA may be filed with the district in accordance with the district's uniform complaint procedures pursuant to 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 64001)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference: (see next page)

SCHOOL PLANS/SITE COUNCILS (continued)

Legal Reference:

EDUCATION CODE
52-53 Designation of schools
33133 Information guide for school site councils
35147 Open meeting laws exceptions
~~*41540-41544 Targeted instructional improvement block grants*~~
52060-52077 Local control and accountability plan
52176 ***English learner a****Advisory committees*
~~*52852 School site councils*~~
~~*54000-54028 Educationally Disadvantaged Youth Programs*~~
~~*54425 Advisory committees (compensatory education)*~~
56000-56867 Special education
64000 Categorical programs included in consolidated application
64001 ~~*Single s*~~*School plan for student achievement, consolidated application programs*
65000-65001 School site councils
CODE OF REGULATIONS, TITLE 5
3930-3937 Compliance plans
4600-4670 Uniform complaint procedures
11308 English learner advisory committees
UNITED STATES CODE, TITLE 20
6303 School improvement
6311 State plan
~~*6312 Title I local educational agency plans*~~
6314 Schoolwide programs; schoolwide program plan
6421-6472 Programs for neglected, delinquent, and at-risk children and youth
6601-6651 Teacher and Principal Training and Recruitment program
6801-7014 Limited English proficient and immigrant students
7101-7122 Student Support and Academic Enrichment Grants
7341-7355c Rural Education Initiative

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2014
WEST ED PUBLICATIONS
California Healthy Kids Survey
California School Climate Survey
WEB SITES
California Department of Education, ~~*Single Plan for Student Achievement:*~~ *http://www.cde.ca.gov*~~*/nclb/sr/le/singleplan.asp*~~
U.S. Department of Education: http://www.ed.gov
WestEd: http://www.wested.org

(8/13 7/15) 12/18

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Policy

School Plans/Site Councils

BP 0420

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board believes that comprehensive planning that is aligned with the district's local control and accountability plan (LCAP) is necessary at each school, in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)

Each district school shall establish a school site council in accordance with Education Code 52852 and the accompanying administrative regulation to develop, review, and approve school plans.

For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 64001)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6190 - Evaluation of the Instructional Program)

As appropriate, a school may incorporate any other school program into the SPSA. (Education Code 64001)

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. He/she shall also ensure that specific actions included in the district's LCAP are consistent with the strategies

identified in each school's SPSA.

The Board shall, at a regularly scheduled Board meeting, review and approve each school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code 64001)

Whenever the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval. (Education Code 52855)

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the site council.

Legal Reference:
EDUCATION CODE
52-53 Designation of schools
33133 Information guide for school site councils
35147 Open meeting laws exceptions
41540-41544 Targeted instructional improvement block grants
52060-52077 Local control and accountability plan
52176 Advisory committees
52852 School site councils
54000-54028 Educationally Disadvantaged Youth Programs
54425 Advisory committees (compensatory education)
56000-56867 Special education
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs
CODE OF REGULATIONS, TITLE 5
3930-3937 Compliance plans
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312-6319 Title I programs; plans
6421-6472 Programs for neglected, delinquent, and at-risk children and youth
6601-6651 Teacher and Principal Training and Recruitment program
6801-7014 Limited English proficient and immigrant students
7101-7165 Safe and Drug-Free Schools and Communities
7341-7355c Rural Education Initiative

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2014
WEST ED PUBLICATIONS
California Healthy Kids Survey
California School Climate Survey
WEB SITES
California Department of Education, Single Plan for Student Achievement: http://www.cde.ca.gov/nclb/sr/le/singleplan.asp
U.S. Department of Education: http://www.ed.gov
WestEd: http://www.wested.org

Policy
adopted: October 21, 2015

CENTER UNIFIED SCHOOL DISTRICT
Antelope California

CSBA Sample
Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans AR 0420(a)

SCHOOL PLANS/SITE COUNCILS

Note: The following **optional** administrative regulation may be revised to reflect district practice.

School Site Councils

Note: Pursuant to Education Code 64001, each school **participating in a federal or state categorical program which is funded through the state's consolidated application and requires a school plan for student achievement (SPSA)** must ~~have~~ **establish** a school site council~~, or other advisory committee~~ that meets the requirements of Education Code ~~52852~~ **65000-65001, as added by AB 716 (Ch. 471, Statutes of 2018). The school site council is responsible for** ~~to~~ developing and reviewing the ~~school's single~~ SPSA ~~for categorical programs included in the state's consolidated application process~~; see section "~~Single~~ **School** Plan for Student Achievement" below. **AB 716 eliminated the authority for another school advisory committee or school group to serve as the school site council for a school that operates a program requiring an SPSA.** ~~The same school site council composition may be adopted for other school programs as necessary.~~

Pursuant to Education Code 65000, a school site council must generally include members from all of the categories listed in items #1-5 below, as applicable. However, pursuant to Education Code 65001, a school with a student population of less than 300 may operate a school site council which includes at least one representative from items #1-3 and at least one from items #4-5, provided there is parity between staff and non-staff members and the Governing Board has obtained approval from its local bargaining unit. Education Code 65001 also provides that schools with a common site administration may operate a shared school site council if the school has a student population of less than 300, and up to three schools with a combined student population of less than 1,000 may operate a shared school site council if the schools either share a campus or have geographic proximity to one another with similar student populations. Any shared school site council must meet the requirements of Education Code 65000 with regard to the composition of the council. Districts with any schools meeting these criteria may revise the following section accordingly.

For information about the organization of the school site council, including sample school site council bylaws that address duties, membership, officers, subcommittees, and meetings, see the California Department of Education's (CDE) publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, available on ~~the~~ CDE's web site.

Each school **that operates a program requiring the development of a school plan for student achievement (SPSA) pursuant to Education Code 64001** shall have a school site council composed of the following: (Education Code ~~52852~~ **65000**)

1. The principal **or designee**

2. **Classroom t**~~T~~eachers **at the school,** selected by the ~~school's~~ **classroom** teachers **at the school**

3. Other school personnel **who are not teachers,** selected by the ~~school's~~ other personnel **at the school who are not teachers**

SCHOOL PLANS/SITE COUNCILS (continued)

4. ~~Parent/guardian representatives, who may include~~ Parents/guardians of students attending the school and/or **other members of the** community ~~members~~, selected by **the** parents/guardians of students attending the school

Note: Education Code ~~52852~~ **65000** requires that secondary schools include students on their school site council. Pursuant to Education Code 52 and 53, secondary schools include high schools and junior high schools. ~~The~~ CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council advises that middle schools may include student representation on the school site council at the district's discretion. If the district decides to include middle school or K-8 students on the school site council, then such councils must meet the composition required of secondary schools.

5. If the school is a secondary school, students attending the school selected by other ~~such~~ **secondary** students

(cf. 0450 - Comprehensive Safety Plan)

Half of the school site council membership shall consist of school staff **in the categories listed in items #1-3 above**, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parents/guardians **and/or community members** ~~representatives~~. For a secondary school site council, the remaining half shall be ~~equal numbers of~~ parents/guardians**, community members, and/or** ~~representatives and~~ students. (Education Code ~~52852~~ **65000**)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code ~~52852~~ **65000**)

Note: The method of selecting members of school site councils is not specified in law, except that members must be chosen by peers as noted above. No additional membership qualifications may be required. ~~The~~ CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council suggests that the selection process may be addressed in Board policy or in bylaws of the school site council. The following **optional** paragraph may be revised to reflect district practice.

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination **and equity**.

(cf. 0415 - Equity)

~~School site councils may function on behalf of other committees in accordance with law. (Education Code 52176, 54425; 5 CCR 3932)~~

Note: Pursuant to Education Code 35147, school site councils ~~and some advisory committees~~ are exempt from open meeting law requirements (the Brown Act), but must comply with other, less complex procedural

SCHOOL PLANS/SITE COUNCILS (continued)

requirements as specified; see AR 1220 - Citizen Advisory Committees. **Education Code 35147 has not yet been amended for consistency with AB 716, which repealed Education Code 52852 and moved the requirements related to school site councils to Education Code 65000-65001.**

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

~~Single~~ School Plan for Student Achievement

Note: The following section reflects requirements pertaining to the development of the SPSA required for the state and federal categorical programs included in the consolidated application ~~process (Education Code 64000-64001). The~~ CDE has developed a template for the SPSA, available on its web site, to help schools meet plan requirements.

~~Any district school that shall participate in any state or federal categorical program specified in Education Code 64000, on an ongoing basis shall have a~~ **The** school site council ~~which~~ shall **develop** ~~approve~~ and annually review and update ~~a single plan for student achievement (SPSA)~~ **an SPSA that addresses all federal and/or state categorical programs in which the school participates pursuant to Education Code 64000.** ~~If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above.~~ (Education Code 64001)

(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)
~~(cf. 6174 - Education for English Learners)~~
~~(cf. 6184 - Continuation Education)~~

Note: Pursuant to Education Code 64001, as amended by AB 716, the SPSA must be developed with the review and advice of the school English learner advisory committee, if required. Education Code 52176 and 5 CCR 11308 require each school with more than 20 English learners to establish a school-level advisory committee on which parents/guardians of such students constitute membership in at least the same percentage as their children represent of the total number of students in the school. See AR 6174 - Education for English Learners.

The SPSA shall be developed with the review, ~~advice, and~~ certification**, and advice** of **the school English learner advisory committee, if required.** ~~any applicable school advisory committees~~. (Education Code 64001)

(cf. 6174 - Education for English Learners)

Note: The following **optional** paragraph may be revised to reflect district practice.

SCHOOL PLANS/SITE COUNCILS (continued)

~~Such groups may include,~~ **Other school and district committees, including,** but ~~are~~ not limited to, a parent advisory committee established to review and comment on the district's local control and accountability plan (LCAP)~~;~~**,** advisory committees established for ~~English learner and~~ special education programs~~;~~**, and** Western Association of Schools and Colleges leadership teams**, may also be consulted on the content of the plan.**~~; district or school liaison teams for schools identified for program improvement; and other committees established by the school or district~~.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6190 - Evaluation of the Instructional Program)

Note: ~~Pursuant to Education Code 64001, the SPSA must be based upon an analysis of verifiable state data and may include other district data on student achievement. The CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council recommends that such data could include results of state assessments and local benchmark and curriculum-embedded assessments. The following paragraph may be revised to include any additional measures required by the district.~~ **As amended by AB 716, Education Code 64001 requires the school site council to administer a comprehensive needs assessment that forms the basis of the goals in the SPSA. If any district schools are not participating in any state or federal categorical program that requires a plan but the Board requires them to develop an SPSA, the Board may determine the extent to which the needs assessment is applicable and the following paragraph may be revised accordingly.**

~~The SPSA shall be aligned with the district's LCAP and school goals for improving student achievement. School goals shall be based on an analysis~~ **Before developing the content of the SPSA, the school site council shall conduct a comprehensive needs assessment pursuant to 20 USC 6314, including an analysis** of verifiable state data ~~identified pursuant to law, and~~ **consistent with the state priorities specified in Education Code 52060 and the indicators in the state accountability system. The school** may consider any other data developed by the district to measure student ~~achievement~~ **outcomes**. (Education Code ~~52062,~~ 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

The SPSA shall~~, at a minimum~~ **include all of the following**: (Education Code 64001)

~~1. Address how funds provided to the school through specified categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by law~~

~~2. Identify the means of evaluating the school's progress toward accomplishing those goals~~

SCHOOL PLANS/SITE COUNCILS (continued)

~~3. Identify how state and federal law governing the categorical programs will be implemented~~

1. Goals to improve student outcomes, including goals that address the needs of student groups as identified through the needs assessment

2. Evidence-based strategies, actions, or services

3. Proposed expenditures based on the projected resource allocation from the district to address the findings of the needs assessment, including identifying resource inequities, which may include a review of the district's budgeting, the LCAP, and school-level budgeting, if applicable

Note: ~~The~~ CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council clarifies that the SPSA must address all plan components required for individual categorical programs covered by the SPSA.

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

~~Note: The remainder of this section reflects steps recommended in the CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council and may be revised to reflect district practice.~~

~~In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:~~

~~1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.~~

~~Note: To measure the effectiveness of the school's current instructional program, as provided in item #2 below, the CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council recommends a number of state tools available on the CDE web site, including, but not limited to, the Academic Program Survey, District Assistance Survey, Inventory for School Services, and English Learner Subgroup Self Assessment. In addition, the California School Climate Survey and California Healthy Kids Survey, available on WestEd's web site, are recommended to help assess the need for support services.~~

~~2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.~~

SCHOOL PLANS/SITE COUNCILS (continued)

~~3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.~~

~~Note: The CDE has developed a budget planning tool to assist schools with projecting the estimated expenditures of their SPSA goals against the school's allocations from the consolidated application. The budget planning tool is available on the CDE's web site and is included in the publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council.~~

~~4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.~~

The school site council ~~or other schoolwide group~~ shall approve the proposed SPSA at a meeting for which public notice has been posted. **Whenever there are material revisions to the SPSA which affect the academic programs for students participating in applicable programs, the SPSA shall be submitted** ~~and then submit the SPSA~~ to the Governing Board for **review and** approval **at a regularly scheduled Board meeting**. (Education Code 35147, 64001)

Note: ~~The CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council states that it is the responsibility of the school site council to monitor the effectiveness of the SPSA and modify activities when needed~~ **Pursuant to Education Code 64001, as amended by AB 716, the SPSA must include a process for evaluating and monitoring the implementation of the SPSA and progress toward accomplishing the goals set forth in the SPSA.** ~~The guide~~ **CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council** contains an annual evaluation tool to assist school site councils in assessing the effectiveness of the plan.

The school site council ~~or other schoolwide group~~ shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the principal or designee shall evaluate results of improvement efforts and report to the Board, school site council, ~~advisory committees,~~ and other interested parties regarding progress toward school goals.

The school site council ~~or other schoolwide group~~ may amend the SPSA at any time **through the same process required for the annual update of the plan**. ~~Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.~~

(8/13 7/15) 12/18

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

School Plans/Site Councils

AR 0420

Philosophy, Goals, Objectives and Comprehensive Plans

School Site Councils

Each school shall have a school site council composed of the following: (Education Code 52852)

1. The principal

2. Teachers selected by the school's teachers

3. Other school personnel selected by the school's other personnel

4. Parent/guardian representatives, who may include parents/guardians of students attending the school and/or community members, selected by parents/guardians of students attending the school

5. If the school is a secondary school, students attending the school selected by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parent/guardian representatives. For a secondary school site council, the remaining half shall be equal numbers of parent/guardian representatives and students. (Education Code 52852)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

School site councils may function on behalf of other committees in accordance with law. (Education Code 52176, 54425; 5 CCR 3932)

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

Any district school that shall participate in any state or federal categorical program specified in Education Code 64000 on an ongoing basis shall have a school site council which shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above. (Education Code 64001)

(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6184 - Continuation Education)

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code 64001)

Such groups may include, but are not limited to, a parent advisory committee established to review and comment on the district's local control and accountability plan (LCAP); advisory committees established for English learner and special education programs; Western Association of Schools and Colleges leadership teams; district or school liaison teams for schools identified for program improvement; and other committees established by the school or district.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6190 - Evaluation of the Instructional Program)

The SPSA shall be aligned with the district's LCAP and school goals for improving student achievement. School goals shall be based on an analysis of verifiable state data identified pursuant to law, and may consider any other data developed by the district to measure student achievement. (Education Code 52062, 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)

The SPSA shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through specified categorical programs

will be used to improve the academic performance of all students to the level of the performance goals established by law

2. Identify the means of evaluating the school's progress toward accomplishing those goals

3. Identify how state and federal law governing the categorical programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.

2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.

3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.

4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Governing Board for approval. (Education Code 35147, 64001)

The school site council or other schoolwide group shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the principal or designee shall evaluate results of improvement efforts and report to the Board, school site council, advisory committees, and other interested parties regarding progress toward school goals.

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the

consolidated application shall be submitted to the Board for approval.

Regulation
approved: October 21, 2015

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans BP 0450(a)

COMPREHENSIVE SAFETY PLAN

Note: Pursuant to Education Code 32280-32289, districts are responsible for ensuring that a comprehensive safety plan with specified components is in place for each district school. As amended by AB 1747 (Ch. 806, Statutes of 2018), Education Code 32282 requires the California Department of Education (CDE) to post on its web site a compliance checklist for developing comprehensive safety plans, and Education Code 32288 requires CDE to post best practices for reviewing and approving the plans. Beginning in the 2018-19 school year, comprehensive safety plans will be audited through the annual audits required by Education Code 41020 to ensure that they are updated and approved by March 1 of each year.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.41 - Use of Seclusion and Restraint)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Note: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive ~~school~~ safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)

COMPREHENSIVE SAFETY PLAN (continued)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

~~**OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)**~~

~~The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)~~

Note: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the comprehensive safety plan by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review.

Pursuant to Education Code 32288, the updated plan(s) must be submitted to the district for approval. The **Governing** Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)
(cf. 9320 - Meetings and Notices)

Note: Education Code 32288 requires that districts notify ~~the California Department of Education~~ **CDE** if a school has not complied with the safety plan requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to $2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

COMPREHENSIVE SAFETY PLAN (continued)

Tactical Response Plan

Note: The following section is **optional**. Pursuant to Education Code 32281, the ~~Governing~~ Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a comprehensive safety plan that ~~includes~~ **addresses** tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with ~~a~~ representative**(s)** of ~~an~~ employee bargaining unit**(s)**, if ~~he/she~~ **they** chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

~~Public~~ Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

Note: The following paragraph is **optional**. Pursuant to Education Code 32281, the Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Note: Education Code 32281, as amended by AB 1747, adds a requirement to share the comprehensive safety plans with the following entities.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

COMPREHENSIVE SAFETY PLAN (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
~~*35294.10-35294.15 School Safety and Violence Prevention Act*~~
41020 Annual audits
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime
GOVERNMENT CODE
54957 Closed session meetings for threats to security
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, ~~October~~ rev. 2011
Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
~~*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*~~
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002

Management Resources continued: (see next page)

COMPREHENSIVE SAFETY PLAN (continued)

Management Resources: (continued)

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Healthy Kids Survey: http://chks.wested.org
Centers for Disease Control and Prevention: http://www.cdc.gov/ViolencePrevention
Federal Bureau of Investigation: http://www.fbi.gov
National Center for Crisis Management: http://www.schoolcrisisresponse.com
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education: http://www.ed.gov
U.S. Secret Service, National Threat Assessment Center: http://www.secretservice.gov/protection/ntac

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Policy

Comprehensive Safety Plan

BP 0450

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)
(cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011
Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002
FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Healthy Kids Survey: http://chks.wested.org
Centers for Disease Control and Prevention: http://www.cdc.gov/ViolencePrevention
Federal Bureau of Investigation: http://www.fbi.gov
National Center for Crisis Management: http://www.schoolcrisisresponse.com
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education: http://www.ed.gov
U.S. Secret Service, National Threat Assessment Center: http://www.secretservice.gov/protection/ntac

Policy
adopted: November 16, 2016

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans AR 0450(a)

COMPREHENSIVE SAFETY PLAN

Note: The following **optional** administrative regulation should be revised to reflect district practice.

Pursuant to Education Code 234.5, the California Department of Education **(CDE)** has posted on its web site a list of statewide resources for youth who have been **subjected to school-based discrimination, harassment, intimidation, or bullying, and youth** affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

Development and Review of Comprehensive School Safety Plan

Note: The following section reflects requirements for the development of site-level comprehensive safety plans pursuant to Education Code 32280-32289 and is for use by districts that selected Option 1 in the accompanying Board policy. Districts with an average daily attendance (ADA) of 2,500 or less that selected Option 2 in the accompanying Board policy (i.e., that have developed a districtwide comprehensive safety plan applicable to all school sites in lieu of individual site plans, as authorized by Education Code 32281) should omit this section.

~~Pursuant to Education Code 32281, the Governing Board may elect to have district administrators, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury; see the accompanying Board policy.~~

As amended by AB 1747 (Ch. 806, Statutes of 2018), Education Code 32281 requires school site councils to consult with the fire department and other first responders, in addition to local law enforcement, in the writing and development of comprehensive safety plans.

The school site council shall consult with local law enforcement**, the local fire department, and other first responders** in the writing and development of the comprehensive school safety plan. When practical, the school site council ~~also~~ shall **also** consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee

2. One teacher who is a representative of the recognized certificated employee organization

3. One parent/guardian whose child attends the school

COMPREHENSIVE SAFETY PLAN (continued)

4. One classified employee who is a representative of the recognized classified employee organization

Note: Item #5 below may be modified to specify other groups or individuals who will be represented on the committee. For example, the committee might include representatives of social service agencies, other city or county agencies, health care and emergency service providers, community-based organizations, and/or students.

5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor

2. A representative of the local school employee organization

3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school's student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations

2. Local civic leaders

COMPREHENSIVE SAFETY PLAN (continued)

3. Local business organizations

(cf. 1700 - Relations Between Private Industry and the Schools)

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

Note: The following **optional** paragraph may be revised to reflect district practice. In assessing the current status of school crime as required by Education Code 32282, districts may contract with a consultant, work with local law enforcement, develop their own local assessment, and/or use available instruments such as the California Healthy Kids Survey or the Centers for Disease Control and Prevention's Youth Risk Behavior Survey.

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)

Note: Education Code 32282 requires that the following components be included in the districtwide and/or school site safety plan. The district may expand this list to require other components at its discretion.

The plan ~~also~~ shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-**11174.3**

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

   a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

Note: Education Code 32282 requires districts to incorporate earthquake emergency procedures ~~and disaster policies~~ into the comprehensive ~~school~~ safety plan, as specified in items #2b and #2c below. See BP/AR 3516 - Emergencies and Disaster Preparedness Plan and AR 3516.3 - Earthquake Emergency Procedure System for further details about required components of these procedures. **As amended by AB 1747, Education Code 32282 requires CDE to provide guidance to districts in regard to the contents of school building disaster plans.**

COMPREHENSIVE SAFETY PLAN (continued)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.5 - Emergency Schedules)
(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts ~~which~~ **that** would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

Note: Education Code 234.1 requires the Board to adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so; see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment. In addition, the district's complaint process must include a timeline for investigating and resolving complaints and an appeals process; see BP/AR 1312.3 - Uniform Complaint Procedures.

Education Code 234.4, as amended by AB 2291 (Ch. 491, Statutes of 2018), requires districts to adopt, by December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. See BP 5131.2 - Bullying.

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

Note: Pursuant to Education Code 32282, as amended by AB 1747, schools are required to include in their comprehensive safety plans procedures for conducting tactical responses to criminal incidents, as specified in item #10. Such procedures must be based on the specific needs and context of each school and community.

Pursuant to Education Code 32281, the Governing Board may elect to have district administrators, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury; see the accompanying Board policy.

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

Note: The following components are **optional** and should be revised to reflect district practice.

Among the strategies for providing a safe environment, the ~~school~~ **comprehensive** safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Note: Education Code 32282 and 32261 encourage, but do not require, all comprehensive safety plans to include policies and procedures aimed at the prevention of bullying, as defined in Education Code 48900(r).

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, **social and emotional learning,** media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

~~*(cf. 1020 - Youth Services)*~~

COMPREHENSIVE SAFETY PLAN (continued)

7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

Note: Education Code 32281 authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime has occurred on the school site. A "violent crime" is any act for which a student could be expelled ~~or crimes~~ **and which meets the definition** listed in Education Code 67381, including homicide, rape, robbery, and aggravated assault, as defined in the Federal Bureau of Investigation's Uniform Crime Reporting Handbook. Education Code 32281 encourages that the notice be sent no later than the second workday after receiving verification from law enforcement.

20 USC 7912 requires that all students attending a "persistently dangerous" school be provided notice of the designation and an option to transfer to a different school within the district. See BP/AR 5116.1 - Intradistrict Open Enrollment.

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism and Graffiti)

Note: Education Code 32282.1 does not require, but encourages, that comprehensive safety plans include the strategies described in item #11 below, to the extent the district uses the listed professionals.

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

COMPREHENSIVE SAFETY PLAN (continued)

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

Note: Penal Code 626.8 provides that a person may be guilty of a misdemeanor ~~if he/she infringes~~ **for infringing** with or disrupt**sing** a school activity, remain**sing** on campus after having been asked to leave, **reentering within seven days of being asked to leave, establishing a continued pattern of unauthorized entry,** or willfully or knowingly creating a disruption with the intent to threaten the immediate physical safety of a student in preschool or grades K-8 who is arriving at, attending, or leaving school; see BP/AR 3515.2 - Disruptions.

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

14. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.41 - Use of Seclusion and Restraint)

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

COMPREHENSIVE SAFETY PLAN (continued)

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

f. Development of a method for the reporting of violent incidents

g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Pursuant to Education Code 32284, the comprehensive safety plan may, at the discretion of the Board, include procedures for **responding to the** release of a pesticide or other toxic substance ~~on~~ **from** properties located within one-quarter mile of a school. No state funds may be used for this purpose.

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Comprehensive Safety Plan

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee

2. One teacher who is a representative of the recognized certificated employee organization

3. One parent/guardian whose child attends the school

4. One classified employee who is a representative of the recognized classified employee organization

5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor

2. A representative of the local school employee organization

3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school's student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations

2. Local civic leaders

3. Local business organizations

(cf. 1700 - Relations Between Private Industry and the Schools)

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.5 - Emergency Schedules)
(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on

campus

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism and Graffiti)

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

14. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Student Disturbances)

b. Threat assessment strategies to determine the credibility and seriousness of a

threat and provide appropriate interventions for the potential offender(s)

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

f. Development of a method for the reporting of violent incidents

g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

Regulation
approved: November 16, 2016

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans BP 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: ~~The following policy is optional.~~ Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, **as amended by AB 2878 (Ch. 826, Statutes of 2018),** the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement **and family engagement**; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the local control funding formula **(LCFF)**); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities **and goals**. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, and effective governance and leadership. See the accompanying administrative regulation for further information about the required content of the LCAP.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions **which are aligned with the district budget** and ~~to~~ facilitate continuous improvement of district practices.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0415 - Equity)

Note: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. An electronic version of the template is available on the California Department of Education's (CDE) web site.

As amended by AB 1840 (Ch. 426, Statutes of 2018), Education Code 52064 requires the SBE, by January 31, 2020, to expand the template to include more specific information about the goals, actions, expenditures, and services for all students and subgroups of students, as well as information about the district, highlights of the LCAP, and annual performance as indicated by the California School Dashboard.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and **two** subsequent ~~two~~ fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Note: Education Code 52060 requires that the LCAP include annual goals to be achieved for all students and for each numerically significant student subgroup as defined in Education Code 52052. ~~For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the SBE.~~ In addition, several state priorities address programs and services for "unduplicated students," as defined in Education Code 42238.01-42238.02.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Note: Pursuant to Education Code 42238.01, as amended by AB 1962 (Ch. 748, Statutes of 2018), no later than the 2020-21 fiscal year, the definition of "foster youth" for the purpose of identifying unduplicated students will include a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court in accordance with the tribe's law, provided the child would also meet one of the descriptions in Welfare and Institutions Code 300 describing when a child may be adjudged a dependent child of the juvenile court.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula **(LCFF)**. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students~~, or as otherwise defined by the Superintendent of Public Instruction (SPI)~~. (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the ~~single~~ **school** plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Note: Pursuant to Education Code 52064.1, as added by AB 1808 (Ch. 32, Statutes of 2018), districts are required, by July 1, 2019, to develop an LCFF budget overview for parents/guardians with specified information. The budget overview must be developed in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP. The Superintendent of Public Instruction (SPI) is required to develop, before December 31, 2018, a template for the budget overview.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

Note: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations. The district may expand the following paragraph to reflect district practice.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

Note: ~~Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee that is composed of a majority of parents/guardians and includes at least one parent/guardian of an unduplicated student. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board is required to establish an English learner parent advisory committee which, pursuant to 5 CCR 15495, must include a majority of parents/guardians of English learners.~~ **Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee and, if district enrollment includes at least 15 percent English learners, an English learner parent advisory committee to review and comment on the LCAP.** The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15945. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by ~~the~~ law.

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include ~~at least one~~ parents/guardians of ~~an~~ unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners **to review and comment on the LCAP**. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

Note: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Education Code 305, the LCAP parent/**guardian** and community engagement process must include solicitation of input ~~as described in the following paragraph~~ **on language acquisition programs**. ~~Also~~ sSee BP/AR 6174 - Education for English Learners for further information regarding the types of language acquisition programs that may be offered ~~to students~~.

As part of the parent/**guardian** and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

Note: Education Code 52062, as amended by AB 1808, requires the district to consult with its special education local plan area administrator(s) to ensure that specific actions for individuals with disabilities are included in the LCAP.

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

(cf. 0430 - Comprehensive Local Plan for Special Education)

Note: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. **(Education Code 52062)**

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Note: Education Code 52070 requires the district to submit the LCAP to the County Superintendent, **who** ~~The County Superintendent~~ may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. ~~He/she~~ **The County Superintendent** is required to approve the LCAP on or before October 8 if ~~he/she determines~~ **it is determined** that (1) the LCAP adheres to the template adopted by the SBE **and follows any SBE instructions or directions for completing the template**; (2) the district budget includes expenditures sufficient to implement the specific actions **and strategies** in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Education Code 52064.1, as added by AB 1808, requires the district to file the LCFF budget overview for parents/guardians with the County Superintendent to be reviewed for adherence with the template adopted by the SPI. If the budget overview is not approved, the County Superintendent will withhold approval of the LCAP and will provide technical assistance pursuant to Education Code 52071.

Not later than five days after adoption of the LCAP, **the district budget, and the LCFF budget overview for parents/guardians,** the Board shall file the LCAP**, the budget, and the budget overview** with the County Superintendent of Schools. (Education Code **42127, 52064.1,** 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Monitoring Progress

Note: The following **optional** paragraph may be revised to reflect the district's timeline for reviewing the progress and effectiveness of strategies included in the LCAP. Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The ~~California School~~ Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

~~The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her~~ **the Superintendent** ~~and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.~~

(cf. 0500 - Accountability)

Technical Assistance/Intervention

Note: Pursuant to Education Code 52071, **as amended by AB 1808,** the Board may, at its discretion ~~and at the district's expense~~, request technical assistance **from the County Superintendent** as described in items #1-~~3~~ **2** below. **The County Superintendent may charge a fee not to exceed the cost of the service, if the provision of the service requested would create an unreasonable or untenable cost burden for the County Superintendent.** ~~In addition, the County Superintendent is required to provide such technical assistance whenever he/she does not approve the district's LCAP and/or the district fails to improve student achievement across more than one state priority described in Education Code 52060, as determined using the Dashboard.~~

~~When it is in the best interest of the district,~~ **At its discretion,** the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in ~~the identification of~~ **identifying** district strengths and weaknesses in regard to state priorities, **which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data,** and ~~review of~~ **in identifying** effective, evidence-based programs **or practices** that **address any areas of weakness** ~~apply to the district's goals~~

2. Assistance from an academic**, programmatic, or fiscal** expert, **or** team of ~~academic~~ experts, **in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to,** ~~or~~

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

~~an~~other **school** districts**, county offices of education, or charter schools, to provide such assistance.** ~~in the county in identifying and implementing effective programs to improve the outcomes for student subgroups.~~

~~3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074~~

Note: Pursuant to Education Code 52071, as amended by AB 1808, the district must be provided technical assistance whenever one or more numerically significant student subgroups meet the criteria for assistance and intervention established pursuant to Education Code 52064.5.

If the County Superintendent offers the district technical assistance in the event that one or more the district's numerically significant student subgroups are identified based on performance criteria established pursuant to Education Code 52064.5, the Board shall provide the County Superintendent timely documentation of the district's completion of activities listed in items #1-2 above, maintain regular communication with the County Superintendent, and take all necessary steps to ensure district compliance with other requirements specified in Education Code 52071.

Note: Pursuant to Education Code 52074, as amended by AB 1840, either the County Superintendent or the SPI may refer a district to the California Collaborative for Educational Excellence (CCEE) if it is determined to be necessary to help the district accomplish the goals set forth in the district's LCAP. Additionally, if a district receives an emergency apportionment pursuant to Education Code 41320-41322, the district shall be deemed to have been referred to the CCEE.

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

~~In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.~~

Note: Education Code 52072 provides that the SPI, with approval of the SBE, may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the ~~California Collaborative for Educational Excellence (~~CCEE~~)~~ has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's recommendations or that the district's inadequate performance is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

If the SPI identifies the district as needing intervention ~~pursuant to Education Code 52072~~, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: **(Education Code 52072)**

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE
305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
41320-41322 Emergency apportionments
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Numerically significant student subgroups
52059.5 Statewide system of support
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning ~~pilot~~ program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
~~60811.3 Assessment of language development~~
64001 Single plan for student achievement
99300-99301 Early Assessment Program
WELFARE AND INSTITUTIONS CODE
300 Dependent child of the court
CODE OF REGULATIONS, TITLE 5
15494-15497 Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources: (see next page)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Management Resources:

CSBA PUBLICATIONS
The California School Dashboard and Small Districts, October 2018
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
California School Dashboard
LCFF Frequently Asked Questions
Local Control and Accountability Plan and Annual Update (LCAP) Template
Family Engagement Framework: A Tool for California School Districts, 2014
California Career Technical Education Model Curriculum Standards, 2013
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Common Core State Standards: Mathematics, rev. 2013
California English Language Development Standards, 2012
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Policy

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, or as otherwise defined by the Superintendent of Public Instruction (SPI). (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the

plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities, and review of effective, evidence-based programs that apply to the district's goals

2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups

3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all

recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the SPI identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:
EDUCATION CODE
305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
15494-15497 Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan

6826 Title III funds, local plans

Management Resources:
CSBA PUBLICATIONS
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
California School Dashboard
LCFF Frequently Asked Questions
Local Control and Accountability Plan and Annual Update (LCAP) Template
Family Engagement Framework: A Tool for California School Districts, 2014
California Career Technical Education Model Curriculum Standards, 2013
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Common Core State Standards: Mathematics, rev. 2013
California English Language Development Standards, 2012
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

Policy
adopted: February 21, 2018

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans AR 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about plan development and monitoring.

Goals and Actions Addressing State and Local Priorities

Note: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school or district. ~~For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the State Board of Education (SBE).~~

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy.

The district's local control and accountability plan (LCAP) **and annual updates** shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

    a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517 - Facilities Inspection)
(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Learners)

Note: Education Code 52060, as amended by AB 2878 (Ch. 826, Statutes of 2018), expands the parent involvement state priority to include family engagement. Education Code 52060 provides that family engagement may include, but not be limited to, efforts by the district and schools to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting student success, and empowering families to advocate for equity and access. It may also include partnering with families to inform, influence, and create practices and programs that support student success and collaboration with families and the broader community, expand student learning opportunities, and promote civic participation.

c. Parent/guardian involvement **and family engagement**, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6020 - Parent Involvement)
(cf. 6173.1 - Education for Foster Youth)

~~Note: Pursuant to Education Code 52060, the LCAP must address student achievement as measured by specified indicators, including the Academic Performance Index (API), as applicable. However, the API has been replaced by the California School Dashboard, which examines the performance of schools, districts, and defined student groups on measures of academic performance, high school graduation rate, English learner progress, college/career preparation, suspension rate, and chronic absenteeism. Thus, item #1d below does not include the API. Districts may use data from the Dashboard, along with the other specified indicators, to develop goals related to student achievement.~~

d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that ~~satisfy specified requirements and~~ align with SBE-approved career technical education

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(4) The English learner reclassification rate

(5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(6) The percentage of students who ~~participate in and~~ demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

Note: In addition to goals aligned with the state priorities described in item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. **Optional** item #2 below may be revised to reflect local priorities.

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

Note: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the **Superintendent of Public Instruction** (SPI), with approval of the ~~SBE~~ **State Board of Education** and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

Note: AB 1840 (Ch. 426, Statutes of 2018) amended Education Code 52060 to require data to be reported in a manner consistent with the California School Dashboard rather than the school accountability report card.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on ~~a school accountability report card~~ **the California School Dashboard**. (Education Code 52060)

~~*(cf. 0510 - School Accountability Report Card)*~~

Increase or Improvement in Services for Unduplicated Students

Note: The following section is for use by districts that receive LCFF supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students; see BP 3100 - Budget. 5 CCR 15494-15496 specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis

2. Describe how **such** services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

~~**Annual Updates**~~

~~On or before July 1 of each year, the LCAP shall be updated using the template adopted by the SBE and shall include all of the following: (Education Code 52061)~~

~~1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above~~

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

~~2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment~~

~~Note: Pursuant to Education Code 52061, the annual update to the LCAP must include expenditures for specific actions included in the LCAP and expenditures serving unduplicated students. Education Code 52061 requires that the expenditures specified in items #3-4 below be classified in accordance with the California School Accounting Manual.~~

~~3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above~~

~~4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient~~

Availability of the Plan

Note: Education Code 52065**, as amended by AB 1840,** requires the district to **prominently** post its LCAP and **any** annual update or revisions to the LCAP on the **homepage of its** ~~district~~ web site. In addition, the County Superintendent of Schools is required to post all district LCAPs, or links to those plans, on the county office of education web site and to transmit all such plans to the SPI, who will then post links to all plans on the California Department of Education web site.

Education Code 52064.1, as added by AB 1808 (Ch. 32, Statutes of 2018), provides that the LCFF budget overview for parents/guardians is also subject to the requirements of Education Code 52065.

The Superintendent or designee shall **prominently** post the LCAP, ~~and~~ any updates or revisions to the LCAP, **and the LCFF budget overview for parents/guardians** on the **homepage of the** district's web site. (Education Code **52064.1,** 52065)

(cf. 1113 - District and School Web Sites)

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Local Control And Accountability Plan

AR 0460

Philosophy, Goals, Objectives and Comprehensive Plans

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517 - Facilities Inspection)
(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Learners)

c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6020 - Parent Involvement)
(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(4) The English learner reclassification rate

(5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(6) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis

2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template adopted by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above

2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment

3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above

4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Regulation
approved: February 21, 2018

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Community Relations AR 1220(a)

CITIZEN ADVISORY COMMITTEES

Note: The following **optional** administrative regulation may be modified to reflect district practice.

Pursuant to Government Code 815.2 and 820.9, members of advisory committees are not liable for injuries caused by the act or omission of the district, a committee, or a committee member acting within the scope of his/her role as a member of the committee. However, a committee member may be liable for injury caused by his/her own wrongful conduct.

Committee Charge

Note: Items #1-9 may be modified to reflect district practice.

When committees are appointed, committee members shall receive written information ~~including~~ **which includes,** but **is** not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

~~Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)~~

CITIZEN ADVISORY COMMITTEES (continued)

~~*(cf. 1240 - Volunteer Assistance)*~~
~~*(cf. 3530 - Risk Management/Insurance)*~~

Committees Subject to Brown Act Requirements

Note: ~~Pursuant to Government Code 54952, open meeting laws (the Brown Act) apply to~~ **Generally,** any commission, committee, board, or other body created by formal action of the Governing Board, regardless of whether that body is permanent or temporary, decision-making or advisory, **is a "legislative body," as defined in Government Code 54952, and is required to comply with the open meeting laws (Brown Act).** However, **some committees are by law exempted from the Brown Act. For example, committees specified in** Education Code 35147 ~~specifies exceptions for committees that are not subject to the Brown Act,~~ **are not subject to the Brown Act; see** ~~as listed in~~ the section "Committees Not Subject to Brown Act Requirements" below. Committees composed solely of Board members who are less than a quorum of the Board may also be exempt from Brown Act requirements in limited circumstances; see BB 9130 - Board Committees.

Committees listed below in i~~I~~tems #1-~~6~~ **5** ~~below are committees that~~ are generally created by formal Board action and thus are subject to the Brown Act. This list should be modified to add any other specific committees in the district created by formal Board action or any committees that the Board has required to follow the Brown Act. This list should be modified to delete any of the committees that were not created by formal Board action (e.g., Superintendent committees) or do not exist within the district. In Frazer v. Dixon Unified School District, the court held that the adoption of a Board policy that required the appointment of a committee to advise the Superintendent, and in turn, the Board, was a committee created by "formal Board action" within the meaning of Government Code 54952. Therefore, the committee's meetings were subject to the Brown Act. Districts should consult legal counsel when questions arise regarding the applicability of Brown Act requirements to district or school committees.

~~Education Code 35147 specifies exceptions, as listed in the section "Committees Not Subject to Brown Act Requirements" below. Committees composed solely of Board members who are less than a quorum of the Board may also be exempt from Brown Act requirements in limited circumstances; see BB 9130 - Board Committees.~~

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963 shall be complied with by a~~A~~ny committee created by formal action of the Governing Board ~~shall comply with Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963~~, including, but not ~~necessarily~~ limited to, the following:

1. Advisory committee established pursuant to Education Code 56190-56194 related to special education

(cf. 0430 - Comprehensive Local Plan for Special Education)

2. Advisory committee established pursuant to Education Code 8070 related to career technical education

(cf. 6178 - Career Technical Education)

CITIZEN ADVISORY COMMITTEES (continued)

3. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b

(cf. 5030 - Student Wellness)

4. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property

(cf. 3280 - Sale or Lease of District-Owned Real Property)

5. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

(cf. 7213 - School Facilities Improvement Districts)
(cf. 7214 - General Obligation Bonds)

~~Note: Education Code 52063, as added by AB 97 (Ch. 47, Statutes of 2013), requires the Board to establish a parent advisory committee that includes parents/guardians of "unduplicated students" (i.e., students who are eligible for free or reduced price meals, English learners, foster youth) to review and comment on the local control and accountability plan (LCAP). If district enrollment includes at least 15 percent English learners and at least 50 students who are English learners, the Board is also required to establish an English learner parent advisory committee. See AR 0460 - Local Control and Accountability Plan.~~

~~In addition, pursuant to Education Code 52060, as added by AB 97, districts are required to consult on LCAP development with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students. If the district chooses to satisfy this requirement by establishing a committee consisting of representatives of all the specified groups, that committee would be subject to the Brown Act.~~

~~6. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan (LCAP) and, if applicable, any advisory committee established pursuant to Education Code 52060 to consult with the district on LCAP development~~

~~*(cf. 0460 - Local Control and Accountability Plan)*~~
(cf. 9130 - Board Committees)
(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)
(cf. 9323 - Meeting Conduct)

Committees Not Subject to Brown Act Requirements

Note: Pursuant to Education Code 35147, school site councils and some advisory committees, as specified in items #1-6 below, are exempt from the Brown Act, but must comply with other, less complex procedural requirements (i.e., the "mini" Brown Act). In addition, the Board may require other specific district

CITIZEN ADVISORY COMMITTEES (continued)

committees that are not subject to the Brown Act to follow the requirements of the "mini" Brown Act. Such committees should be added to the list below.

The following committees ~~are exempt from the Brown Act but must~~ **shall** conform with procedural meeting requirements established in Education Code 35147:

~~6.~~ **1.** Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan (LCAP) ~~and, if applicable, any advisory committee established pursuant to Education Code 52060 to consult with the district on LCAP development~~

(cf. 0460 - Local Control and Accountability Plan)

Note: ~~SB 971 (Ch. 923, Statutes of 2014) repealed the Pupil Retention Block Grant and School and Library Improvement Block Grant. In addition, economic impact aid funding was redirected into the local control funding formula (LCFF) pursuant to AB 97 (Ch. 47, Statutes of 2013). Thus, school site councils are no longer required for those purposes. Any use of school site councils to assist with the determination of LCFF funding distribution is at the district's discretion.~~ **Pursuant to Education Code 35147, school site councils are exempt from the Brown Act and are subject to the procedural meeting requirements in Education Code 35147. However, Education Code 35147 has not yet been amended for consistency with AB 716 (Ch. 471, Statutes of 2018), which repealed Education Code 52852 and moved the requirements related to school site councils to Education Code 65000-65001.**

~~1.~~ **2.** School site councils established pursuant to Education Code ~~52852 and 64001~~ **65000-65001** to develop and approve a ~~single~~ **school** plan for student achievement

(cf. 0420 - School Plans/Site Councils)

~~2.~~ **3.** District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners

(cf. 6174 - Education for English Learners)

~~3.~~ **4.** School advisory committees established pursuant to Education Code 54425(b) related to compensatory education

(cf. 6171 - Title I Programs)

~~4.~~ **5.** Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs

(cf. 6175 - Migrant Education Program)

~~5.~~ **6.** School committees established pursuant to Education Code 11503 related to parent involvement

CITIZEN ADVISORY COMMITTEES (continued)

(cf. 6020 - Parent Involvement)

Meetings of the above councils or committees shall be open to the public~~,. Any~~ **and any** member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a ~~school site~~ council **or committee** shall be made available to any member of the public upon request pursuant to the California Public Records Act, **Government Code 6250-6270**. (Education Code 35147~~; Government Code 6250-6270~~)

(cf. 1340 - Access to District Records)

Committees Created by Superintendent

~~Note: Committees not specified in Education Code 35147, as listed above, which are created by the Superintendent and do not advise the Board, are not subject to any open meeting requirements.~~

Committees **that are** created by the Superintendent or designee to advise the administration, ~~and which~~ do not report to the Board**, and are not specified in Education Code 35147** are not subject to the requirements of the Brown Act or Education Code 35147.

(cf. 2230 - Representative and Deliberative Groups)

(7/07 12/14) 12/18

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD
Administrative Regulation
Citizen Advisory Committees

AR 1220
Community Relations

Committee Charge

When committees are appointed, committee members shall receive written information including, but not limited to:

1. The committee members' names

2. The procedure to be used in the selection of the committee chairperson and other committee officers

3. The name(s) and contact information of staff member(s) assigned to support the work of the committee

4. The goals and specific charge(s) of the committee, including its topic(s) for study

5. The specific period of time that the committee is expected to serve

6. Legal requirements regarding meeting conduct and public notifications

7. Resources available to help the committee perform its tasks

8. Timelines for progress reports and/or final report

9. Relevant Board policies and administrative regulations

Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)

(cf. 1240 - Volunteer Assistance)
(cf. 3530 - Risk Management/Insurance)

Committees Subject to Brown Act Requirements

Any committee created by formal action of the Governing Board shall comply with

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963, including, but not necessarily limited to, the following:

1. Advisory committee established pursuant to Education Code 56190-56194 related to special education

(cf. 0430 - Comprehensive Local Plan for Special Education)

2. Advisory committee established pursuant to Education Code 8070 related to career technical education

(cf. 6178 - Career Technical Education)

3. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b

(cf. 5030 - Student Wellness)

4. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property

(cf. 3280 - Sale or Lease of District-Owned Real Property)

5. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

(cf. 7213 - School Facilities Improvement Districts)
(cf. 7214 - General Obligation Bonds)

6. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan (LCAP) and, if applicable, any advisory committee established pursuant to Education Code 52060 to consult with the district on LCAP development

(cf. 0460 - Local Control and Accountability Plan)
(cf. 9130 - Board Committees)
(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)
(cf. 9323 - Meeting Conduct)

Committees Not Subject to Brown Act Requirements

The following committees are exempt from the Brown Act but must conform with procedural meeting requirements established in Education Code 35147:

1. School site councils established pursuant to Education Code 52852 and 64001 to develop and approve a single plan for student achievement

(cf. 0420 - School Plans/Site Councils)

2. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners

(cf. 6174 - Education for English Language Learners)

3. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education

(cf. 6171 - Title I Programs)

4. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs

(cf. 6175 - Migrant Education Program)

5. School committees established pursuant to Education Code 11503 related to parent involvement

(cf. 6020 - Parent Involvement)

Meetings of the above councils or committees shall be open to the public. Any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a school site council shall be made available to any member of the public upon request pursuant to the California Public Records Act. (Education Code 35147; Government Code 6250-6270)

(cf. 1340 - Access to District Records)

Committees created by the Superintendent or designee to advise the administration and which do not report to the Board are not subject to the requirements of the Brown Act or Education Code 35147.

(cf. 2230 - Representative and Deliberative Groups)

Regulation
approved: October 21, 2015

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Business and Noninstructional Operations AR 3311.1(a)

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES

Note: The following administrative regulation is for use when the Governing Board has adopted a resolution to use the alternative procedures of the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045) for awarding public works projects; see the accompanying Board policy.

According to the California Uniform Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site, a district participating in the UPCCAA is subject to other requirements of the Public Contract Code in areas where the UPCCAA is silent. See BP/AR 3311 - Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4.

Public Contract Code 22032, **as amended by AB 2249 (Ch. 169, Statutes of 2018),** establishes the following requirements based on the amount of the public project. Pursuant to Public Contract Code 22020, the Commission reviews these monetary limits every five years and recommends to the State Controller whether they need to be adjusted. The State Controller is required to notify all **participating** public agencies of any adjustment to these limits **prior to the effective date**.

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of ~~$45,000~~ **$60,000** or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)

Note: Public Contract Code 22034, **as amended by AB 2249,** requires any public agency participating in UPCCAA to adopt an informal bidding ordinance, with specified components, to govern the selection of contractors to perform public projects of ~~$175,000~~ **$200,000** or less, as described in item #2 below. The Commission's "Frequently Asked Questions" clarify that, for school districts and other agencies that cannot legally adopt ordinances, a board policy, administrative regulation, or other legally applicable action of the board may be substituted.

The district may revise item #2a to reflect the method(s) of notification of contractors used by the district.

2. Contracts for public projects of ~~$175,000~~ **$200,000** or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)

   a. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain further information about the project, and states the time and place for the submission of bids. **This notice shall be disseminated by mail, fax, or email to either or both of the following:**

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES (continued)

(1) ~~The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work. b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to a~~**A**ll contractors on ~~the district's~~ **a** list **of qualified contractors maintained by the district** for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due~~.~~

(2) ~~In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids to a~~**A**ll construction trade journals identified pursuant to Public Contract Code 22036~~.~~

~~c.~~ **b.** The district shall review the informal bids **that were submitted** and award the contract, except that:

(1) If all bids received through the informal process are in excess of ~~$175,000~~ **$200,000**, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at ~~$187,500~~ **$212,500** or less and the Board determines the district's cost estimate is reasonable.

(2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.

3. Public projects of more than ~~$175,000~~ **$200,000** shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

Note: Pursuant to Public Contract Code 22037, if there is no newspaper of general circulation published in the jurisdiction of the district, the district must post the bid notice in three locations as described below. Public Contract Code 22037 requires that these locations be identified in the agency's ordinance or regulation. Item #3a(1) may be revised to include such locations.

a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES (continued)

(1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.

(2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

b. The district shall award the contract as follows:

(1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.

(2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.

(3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

(cf. 3311 - Bids)

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Uniform Public Construction Cost Accounting Procedures

AR 3311.1
Business and Noninstructional Operations

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of $45,000 or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)

2. Contracts for public projects of $175,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)

a. The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work.

b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to all contractors on the district's list for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due. In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids to all construction trade journals identified pursuant to Public Contract Code 22036.

c. The district shall review the informal bids and award the contract, except that:

(1) If all bids received through the informal process are in excess of $175,000, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at $187,500 or less and the Board determines the district's cost estimate is reasonable.

(2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.

3. Public projects of more than $175,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated

in both of the following ways:

(1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.

(2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

b. The district shall award the contract as follows:

(1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.

(2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.

(3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

(cf. 3311 - Bids)

Regulation
approved: September 20, 2017

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Business and Noninstructional Operations AR 3543(a)

TRANSPORTATION SAFETY AND EMERGENCIES

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2018 (SB 840, Ch. 29, Statutes of 2018) extends the suspension of these requirements through the 2018-19 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Note: The following regulation is for use by districts that provide school bus transportation ~~services and employ~~ **using** their own school bus drivers. Districts that contract out for all transportation services may revise this regulation as appropriate to ensure that the contracting firm meets all legal requirements regarding transportation safety.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus. ~~or, if~~ **If** no defect or deficiency ~~was~~ **is** discovered or reported, **the driver** shall so indicate **on the report**. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3542 - School Bus Drivers)

Passenger Restraint Systems

Note: Pursuant to Vehicle Code 27316 and 27316.5, any school bus or student activity bus purchased or leased for use in California must be equipped with a passenger restraint system if the bus was manufactured on or after the dates specified in law, as described below. **As amended by AB 1798 (Ch. 206, Statutes of 2018), Vehicle Code 27316 requires that all school buses in use in California must be equipped with a passenger restraint system on or before July 1, 2035.** ~~Although it is the manufacturer's responsibility to ensure installation of appropriate passenger restraint systems, the district should be aware that buses manufactured or purchased from outside California may need to be modified to comply with the state's requirements.~~

~~In addition, according to the California Department of Education's (CDE) Passenger Restraints Frequently Asked Questions,~~ **Toward this end,** districts may~~, but are not required to,~~ retrofit older school buses with passenger restraint systems. In determining whether to retrofit buses, the ~~CDE~~ **California Department of Education's (CDE) "Passenger Restraints Frequently Asked Questions"** recommends that districts consider the age of the bus, the total cost of the retrofit, and the required reinspection of the bus by the California Highway Patrol.

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver, **and was** manufactured on or after July 1, 2005 ~~which is designed for carrying more than 16 passengers and the driver~~

2. Is a Type 2 school bus or student activity bus **designed for carrying 16 or fewer passengers and the driver, or for carrying 20 or fewer passengers and the driver if the bus has a manufacturer's vehicle weight rating of 10,000 pounds or less, and was** manufactured on or after July 1, 2004 ~~which meets one of the following criteria:~~

   ~~a. Is designed for carrying 16 or fewer passengers and the driver~~

   ~~b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver~~

Note: The following **optional** paragraph reflects legislative intent of Vehicle Code 27316.

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Note: Pursuant to Vehicle Code 27316, no person, district, or organization may be held criminally liable if a passenger improperly uses or fails to use the passenger restraint system. However, the CDE's "Passenger Restraints Frequently Asked Questions" encourages districts to develop procedures to enforce disciplinary actions for nonuse or improper use of the passenger restraint system.

The following **optional** paragraph may be expanded to specify the steps that should be taken by the driver to reasonably ensure that all passengers are properly restrained (e.g., verbal instructions to students, visual inspection), which may vary depending on the age/grade levels of the students. Such steps ~~also~~ may **also** be incorporated in district regulations adopted pursuant to 5 CCR 14103 related to student conduct on buses, bus driver authority, and the suspension of riding privileges; see BP/AR 5131.1 - Bus Conduct.

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher, located in the driver's compartment, which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Child Safety Alert System

Note: Pursuant to Vehicle Code 28160, **as amended by AB 1840 (Ch. 426, Statutes of 2018),** on or before ~~the beginning of the 2018-19 school year~~ **March 1, 2019**, each school bus, ~~school~~ **student** activity bus, youth bus, and child care motor vehicle (i.e., vehicle designed, used, or maintained for more than eight persons, including the driver, that is used by a child care provider to transport children) must be equipped with a "child safety alert system" (i.e., a device located at the interior rear of a vehicle that requires the driver to either manually contact or scan the device before exiting the vehicle). **Districts with an average daily attendance of 4,000 or less that cannot meet this requirement by that date may submit specified documentation to the California Highway Patrol, on or before March 1, 2019, which demonstrates that they have ordered or purchased the child safety alert system(s) and made arrangements for the installation. Upon providing this documentation, such districts will have until September 1, 2019 to meet the requirement.**

Student activity buses may be exempt from this requirement if certain procedures are followed, as specified in Vehicle Code 28160.

In accordance with Vehicle Code 28160, each school bus or student activity bus shall be equipped with an operational child safety alert system at the interior rear of the bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting.

A student activity bus that does not have a child safety alert system may be used only if all of the following apply: (Vehicle Code 28160)

1. **The student activity bus is not used exclusively to transport students.**

2. **When the student activity bus is used to transport students, the students are accompanied by at least one adult chaperone selected by a school official. If an adult chaperone is not a school employee, the chaperone shall meet the requirements for a school volunteer.**

(cf. 1240 - Volunteer Assistance)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

3. **One adult chaperone has a list of every student and adult chaperone, including a school employee, who is on the student activity bus at the time of departure.**

4. **The driver has reviewed all safety and emergency procedures before the initial departure, and the driver and adult chaperone have signed a form, with the time and date, acknowledging that the safety plan and procedures were reviewed.**

5. **Immediately before departure from any location, the adult chaperone shall account for each student on the list of students, verify the number of students to the driver, and sign a form indicating that all students are present or accounted for.**

6. **After students have exited a student activity bus, and before driving away, the driver shall check all areas of the bus, including, but not limited to, overhead compartments and bathrooms, to ensure that the bus is vacant.**

7. **The driver shall sign a form with the time and date verifying that all required procedures have been followed.**

8. **The information required to be recorded pursuant to items #4, 5, and 7 may be recorded on a single form and shall be retained by the district for a minimum of two years.**

Electronic Communications Devices

Note: Vehicle Code 23125 prohibits a person from driving a school bus while using a wireless telephone except for work-related or emergency purposes. Vehicle Code 23123.5~~, as amended by AB 1785 (Ch. 660, Statutes of 2016),~~ prohibits the driver of a motor vehicle (including a school bus or school activity bus pursuant to Vehicle Code 415 and 545) from using an electronic wireless communications device for any purpose, including, but not limited to, text-based communication, but provides an exception for voice-operated and hands-free operation or for a function that requires only a single swipe or tap of the driver's finger as long as the device is mounted on the windshield, dashboard, or center console of the vehicle. The following paragraph limits the use of any electronic communications device to work-related or emergency purposes. The district should consult legal counsel if it is considering allowing broader use of such devices.

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

Safe Bus Operations

Note: Pursuant to Education Code 39834, any Governing Board member, employee, or other person who knowingly operates or permits operation of a school bus in excess of its seating capacity is guilty of a misdemeanor. However, the Board is authorized to adopt policy that allows seating capacities to be exceeded in cases of emergency; see BP/AR 3516 - Emergencies and Disaster Preparedness Plan.

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Note: Vehicle Code 34501.6 **mandates** any district that provides student transportation to adopt procedures that limit bus operation when atmospheric conditions reduce visibility, as described below, and that give drivers for school activity trips discretionary authority to discontinue operation when it is unsafe.

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

Note: The district should modify items #1-2 below to reflect grade levels offered by the district. A district that does not maintain any of grades prekindergarten through 8 should delete items #1-2.

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. ~~Determining if~~ **Determination of whether** students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops

3. Boarding and exiting a school bus at a school or other trip destination

Note: ~~SB 1072 (Ch. 721, Statutes of 2016) amended Education Code 39831.3 to require that the transportation plan include the procedures specified in items #4-5 below.~~ **Education Code 39831.3 requires that the transportation plan include procedures to ensure that a student is not left unattended on a school bus or student activity bus. It is recommended that the plan reflect the requirement of Vehicle Code 28160 to install a child safety alert system on each bus. See the section "Child Safety Alert System" above.**

4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or**, if applicable,** youth bus

~~Note: The procedures included in the transportation safety plan to ensure that a student is not left unattended on a bus may include the requirements of Vehicle Code 28160, as added by SB 1072 (Ch. 721, Statutes of 2016). Pursuant to Vehicle Code 28160, on or before the beginning of the 2018-19 school year, each school bus, school activity bus, youth bus, and child care motor vehicle (i.e., vehicle designed, used, or maintained for more than eight persons, including the driver, that is used by a child care provider to transport children) must be equipped with a "child safety alert system" (i.e., a device located at the interior rear of a vehicle that requires the driver to either manually contact or scan the device before exiting the vehicle). Student activity buses may be exempt from this requirement if certain procedures are followed, as specified in Vehicle Code 28160.~~

~~Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.~~

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

Parental Notifications

Note: The following section is for use by districts that offer any of grades prekindergarten through 6 and should be revised to reflect the grade levels offered by the district.

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home

2. General rules of conduct at school bus loading zones

3. Red light crossing instructions

4. A description of the school bus danger zone

5. Instructions for safely walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

Student Instruction

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

Note: Item #2 below is for use by districts that offer any of grades prekindergarten through 8 and should be revised to reflect the grade levels offered by the district.

2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:

   a. Proper loading and unloading procedures, including escorting by the driver

   b. How to safely cross the street, highway, or private road

   c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use

d. Proper passenger conduct

e. Bus evacuation procedures

f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

a. District name

b. School name and location

c. Date of instruction

d. Names of supervising adults

e. Number of students participating

f. Grade levels of students

g. Subjects covered in instruction

h. Amount of time taken for instruction

i. Bus driver's name

j. Bus number

k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.

(cf. 3580 - District Records)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

Note: Item #3 below applies to all students in grades prekindergarten through 12.

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

Legal Reference: (see next page)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

Legal Reference:

EDUCATION CODE
39830-39843 Transportation, school buses
39860 Contract for transportation; requirement that student not be left unattended
51202 Instruction in personal and public health and safety
PENAL CODE
241.3 Assault against school bus driver
243.3 Battery against school bus driver
VEHICLE CODE
415 Definition of motor vehicle
545-546 Definition of school bus and student activity bus
22112 Loading and unloading passengers
23123.5 Use of wireless telephone or communications device while driving; exceptions
23125 Use of wireless telephone prohibited while driving school bus
27316-27316.5 Passenger restraint systems
28160 Child safety alert system
34500 California Highway Patrol responsibility to regulate safe operation of school buses
34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses
34501.6 School buses; reduced visibility
34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations
CODE OF REGULATIONS, TITLE 5
14100-14105 School buses and student activity buses
CODE OF REGULATIONS, TITLE 13
1200-~~1293~~ 1294 Motor carrier safety
2480 Airborne toxic control measure; limitation on bus idling
CODE OF REGULATIONS, TITLE 19
574-575.3 Inspection and maintenance of fire extinguishers
CODE OF FEDERAL REGULATIONS, TITLE 49
571.1-571.500 Motor vehicle standards, including school buses

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Passenger Restraints Frequently Asked Questions
WEB SITES
American School Bus Council: http://www.americanschoolbuscouncil.org
California Association of School Business Officials: http://www.casbo.org
~~American School Bus Council: http://www.americanschoolbuscouncil.org~~
California Association of School Transportation Officials: http://www.castoways.org
California Department of Education, Office of School Transportation: http://www.cde.ca.gov/ls/tn
California Highway Patrol: http://www.chp.ca.gov
National Transportation Safety Board: http://www.ntsb.gov
U.S. Department of Transportation, National Highway Traffic Safety Administration: http://www.nhtsa.dot.gov

(11/12 12/16) 12/18

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Transportation Safety And Emergencies

AR 3543
Business and Noninstructional Operations

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3542 - School Bus Drivers)

Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver

2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:

a. Is designed for carrying 16 or fewer passengers and the driver

b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is

designed for carrying not more than 20 passengers and the driver

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Electronic Communications Devices

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. Determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112

2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops

3. Boarding and exiting a school bus at a school or other trip destination

4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus

Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

Parental Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home

2. General rules of conduct at school bus loading zones

3. Red light crossing instructions

4. A description of the school bus danger zone

5. Instructions for safely walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

Student Instruction

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:

a. Proper loading and unloading procedures, including escorting by the driver

b. How to safely cross the street, highway, or private road

c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use

d. Proper passenger conduct

e. Bus evacuation procedures

f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

a. District name

b. School name and location

c. Date of instruction

d. Names of supervising adults

e. Number of students participating

f. Grade levels of students

g. Subjects covered in instruction

h. Amount of time taken for instruction

i. Bus driver's name

j. Bus number

k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.

(cf. 3580 - District Records)

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the

Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

Legal Reference:
EDUCATION CODE
39830-39843 Transportation, school buses
39860 Contract for transportation; requirement that student not be left unattended
51202 Instruction in personal and public health and safety
PENAL CODE
241.3 Assault against school bus driver
243.3 Battery against school bus driver
VEHICLE CODE
415 Definition of motor vehicle
545-546 Definition of school bus and student activity bus
22112 Loading and unloading passengers
23123.5 Use of wireless telephone or communications device while driving; exceptions
23125 Use of wireless telephone prohibited while driving school bus
27316-27316.5 Passenger restraint systems
28160 Child safety alert system
34500 California Highway Patrol responsibility to regulate safe operation of school buses
34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses
34501.6 School buses; reduced visibility
34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations
CODE OF REGULATIONS, TITLE 5
14100-14105 School buses and student activity buses
CODE OF REGULATIONS, TITLE 13
1200-1293 Motor carrier safety
2480 Airborne toxic control measure; limitation on bus idling
CODE OF REGULATIONS, TITLE 19

574-575.3 Inspection and maintenance of fire extinguishers
CODE OF FEDERAL REGULATIONS, TITLE 49
571.1-571.500 Motor vehicle standards, including school buses

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Passenger Restraints Frequently Asked Questions
WEB SITES
California Association of School Business Officials: http://www.casbo.org
American School Bus Council: http://www.americanschoolbuscouncil.org
California Association of School Transportation Officials: http://www.castoways.org
California Department of Education, Office of School Transportation:
http://www.cde.ca.gov/ls/tn
California Highway Patrol: http://www.chp.ca.gov
National Transportation Safety Board: http://www.ntsb.gov
U.S. Department of Transportation, National Highway Traffic Safety Administration:
http://www.nhtsa.dot.gov

Regulation
approved: September 20, 2017

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Classified Personnel AR 4200(a)

CLASSIFIED PERSONNEL

Exemption from Classified Service

Note: ~~Pursuant to Education Code 45106, persons hired solely for purposes which are exempted from the classified service are subject to the requirements of Education Code 455122 45125 and 49406 as described below. Education Code 45106 mandates the Governing Board, by rule or regulation, to provide for the implementation of this law.~~ **Education Code 45106 mandates the Governing Board to adopt a rule or regulation that contains the following paragraph.**

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Note: ~~Education Code provisions related to exemption~~ **Positions that are exempted** from the classified service vary depending on whether or not the district has incorporated the merit system pursuant to Education Code 45220-45320. The district should select the appropriate option below.

OPTION 1: Districts Not Incorporating the Merit System

~~Note: Pursuant to Education Code 45103, all positions not requiring certification qualifications are part of the classified service, unless specifically exempted by law. AB 670 (Ch. 582, Statutes of 2017) amended Education Code 45103 to eliminate the exemption for part time playground positions, thereby making such positions a part of the classified service.~~

Individuals hired solely for the following purposes ~~are exempt from~~ **shall not be part of** the classified service: (Education Code 45103)

1. Substitute or short-term employees who are employed and paid for fewer than 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day

2. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment

3. Full-time students employed part time

CLASSIFIED PERSONNEL (continued)

4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district **pursuant to Education Code 51760-51769.5 that**~~, and which~~ is financed by state or federal funds

~~**OPTION 2: Merit System Districts**~~

~~**Note: AB 2160 (Ch. 488, Statutes of 2018) amended Education Code 45256 to eliminate the exemption of part-time playground positions (noon duty aides) from the classified service in merit system districts, thereby making those positions part of the classified service. Persons who were employed in part-time playground positions as of January 1, 2019 must be deemed permanent employees of the district without having to serve a probationary period. These employees also are not subject to placement on an eligibility list and cannot be required to undergo examination through the personnel commission for such placement. Employees hired for part-time playground positions after January 1, 2019 may be required to serve a probationary period in accordance with BP 4216 - Probationary/Permanent Status.**~~

~~**In addition, AB 2261 (Ch. 297, Statutes of 2018) amended Education Code 45258 to eliminate the exemption from the classified service for positions established for the employment of community representatives in advisory or consulting capacities for not more than 90 working days, or a total of 720 hours, in a fiscal year.**~~

~~Individuals hired solely for the following purposes are exempt from~~ **shall not be part of** ~~the classified service: (Education Code 45256, 45258)~~

~~Note: Although AB 670 (Ch. 582, Statutes of 2017) amended Education Code 45103 to eliminate the exemption of part-time playground positions from the classified service in non-merit system districts, as described in Option 1 above, part-time playground positions continue to be exempt from classified service in merit system districts pursuant to Education Code 45256.~~

~~1. Part-time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district~~

~~2.~~ **1.** ~~Apprentices~~

~~3.~~ **2.** ~~Professional experts employed~~ **by the Governing Board or the personnel commission** ~~on a temporary basis for a specific project~~

~~4.~~ **3.** ~~Full-time students employed part time~~

~~5.~~ **4.** ~~Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760~~ **51769.5 that** ~~et seq. and which is financed by state or federal funds~~

CLASSIFIED PERSONNEL (continued)

~~6. Positions established for the employment of community representatives in advisory or consulting capacities for not more than 90 work days or 720 hours in a fiscal year, provided the authorized duties are not those normally assigned to a class of positions in the classified service, are approved by the personnel commission in advance of employment, and a regular classified district employee does not receive a concurrent appointment to such a position~~

Restricted Positions

Note: The following section is for use by ~~either merit system or non-merit system districts that have~~ **any district that has** established "restricted" positions, pursuant to Education Code 45105 or 45108, which are available only to persons in low-income groups or residing in specific areas of the community.

Persons employed in restricted positions **pursuant to Education Code 45105 or 45108** shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. ~~They~~ **Such persons** shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service~~,~~ and ~~only upon the subsequent satisfactory completion of~~ **satisfactorily completing** the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD
Administrative Regulation
Classified Personnel

AR 4200
Personnel

Exemption from Classified Service

Districts Not Incorporating the Merit System

Individuals hired solely for the following purposes are exempt from the classified service: (Education Code 45103)

1. Substitute or short-term employees who are employed and paid for fewer than 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day

2. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment

3. Full-time students employed part time

4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district, and which is financed by state or federal funds

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Restricted Positions

Persons employed in restricted positions shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. They shall be eligible for promotion into the

regular classified service only after completing six months of satisfactory service, and only upon the subsequent satisfactory completion of the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

Regulation
approved: February 21, 2018

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Students AR 5113(a)

ABSENCES AND EXCUSES

Excused Absences

Note: Items #1-~~11~~ **14** below reflect absences that are authorized by law to be considered as excused absences for purposes of enforcing the compulsory state attendance laws. **Pursuant to Education Code 48205, absences specified in items #1-10 are considered absences in computing average daily attendance and do not generate state apportionment payments.**

Subject to any applicable limitation, condition, or other requirement specified in law, a ~~A~~ student's absence shall be excused for any of the following reasons:

1. Personal illness (Education Code 48205)

2. Quarantine under the direction of a county or city health officer (Education Code 48205)

(cf. 5112.2 - Exclusions from Attendance)

3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)

4. Attendance at funeral services for a member of the **student's** immediate family (Education Code 48205)

   ~~, which~~ **Such absence** shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

   ~~*Immediate family* shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)~~

5. Jury duty in the manner provided by law (Education Code 48205)

Note: Pursuant to Education Code 48205, absence due to the illness or medical appointment of a student's child is counted as an excused absence. As amended by AB 2289 (Ch. 942, Statutes of 2018), Education Code 48205 prohibits the district from requiring a physician's note for such absences. See the section "Method of Verification" below.

6. ~~The i~~Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)

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

ABSENCES AND EXCUSES (continued)

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

   a. Appearance in court

   b. Attendance at a funeral service

   c. ~~Observation~~ **Observance** of a **religious** holiday or ceremony ~~of his/her religion~~

   d. Attendance at religious retreats for no more than four hours per semester

   e. Attendance at an employment conference

   f. Attendance at an educational conference ~~offered by a nonprofit organization~~ on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

(cf. 6142.3 - Civic Education)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

   Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

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

~~Note: AB 1593 (Ch. 92, Statutes of 2016) amended Education Code 48205 to add attendance at the student's own naturalization ceremony as an excused absence.~~

10. ~~To attend his/her~~ **Attendance at a** naturalization ceremony to become a United States citizen~~.~~ (Education Code 48205)

Note: **Item #11 below should be ~~listed~~ included only if the Governing Board has ~~chosen to allow~~ adopted a resolution permitting absences for religious instruction or exercises.** See the accompanying Board policy. If these absences are allowed, Education Code 46014 **mandates** that the Board adopt regulations governing students' attendance at religious exercises or instruction and the reporting of such absences. These regulations should ~~be included here and should~~ include all of item #11~~a-c~~ below **and may be expanded to reflect district practice.**

ABSENCES AND EXCUSES (continued)

11. Participation in religious exercises or to receive moral and religious instruction **at the student's place of worship or other suitable place away from school** ~~in accordance with district policy, subject to the following conditions:~~ (Education Code 46014)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

~~a. The student's parent/guardian shall provide written consent for the absence.~~

~~b. The student shall attend at least the minimum school day~~

~~c. The student shall be excused from school for this purpose on no more than four days per school month.~~

~~*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*~~

Note: Education Code 46014 provides that absence for participation in religious instruction or exercises will not be considered an absence for state apportionment purposes if the student attends school for at least the minimum school day and is not absent for this purpose on more than four days per school month. Pursuant to Education Code 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. For further information, see AR 6112 - School Day.

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

(cf. 6112 - School Day)

12. Work in the entertainment or allied industry (Education Code 48225.5)

Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)

13. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

ABSENCES AND EXCUSES (continued)

Note: As amended by AB 2289, Education Code 48205 clarifies that, in addition to the excused absences described in Education Code 48205 and 48225.5, students may be excused for other reasons at the discretion of school administrators.

14. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

Note: AB 2289 amended Education Code 48205 to revise the definition of "immediate family" as provided in the following paragraph.

For the purpose of the absences described above, ~~*Iimmediate family* shall be defined as~~ **means the student's parent/guardian,** ~~mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law,~~ brother~~,~~ **or** sister, **grandparent,** or any **other** relative living in the student's ~~immediate~~ household. (Education Code ~~45194,~~ 48205)

Method of Verification

Note: **Education Code 48205, as amended by AB 2289, prohibits the district from requiring a physician's note for absences due to the illness or medical appointment of the student's child. However, the district is authorized to require verification of other absences.** The following section should be revised to reflect district-adopted methods of verification and to specify employee(s) assigned to verify absences. 5 CCR 420-421 provide guidelines for verifying absences due to illness; quarantine; medical, dental, or eye appointments; or ~~attending~~ **attendance at** a funeral service of a member of a student's immediate family. 5 CCR 421 authorizes a student's absence to be verified by a school or public health nurse, attendance supervisor, physician, principal, teacher, or any other qualified district employee assigned to make such verification. ~~The following section should be revised to reflect district-adopted methods of verification and to specify employee(s) assigned to verify absences.~~

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, ~~When a student who has been absent returns to school, he/she shall~~ **the student shall, upon returning to school following the absence,** present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having **charge or** control of the ~~minor~~ **student**, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.

ABSENCES AND EXCUSES (continued)

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

   a. Name of student

   b. Name of parent/guardian or parent representative

   c. Name of verifying employee

   d. Date(s) of absence

   e. Reason for absence

(cf. 5113.11 - Attendance Supervision)

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.

4. Physician's verification.

Note: The following **optional** paragraph provides a means of verifying an excuse for confidential medical services without inquiring into the nature of the medical services.

   a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

Note: The following **optional** paragraph provides that, after absences for illness on multiple occasions, the student may be required to bring a note from a physician to verify ~~his/her~~ **the** illness. If a student does not have access to medical services in order to obtain such verification, the district may assist the student in obtaining the medical consultation if it is required.

   b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

(cf. 5113.1 - Chronic Absence and Truancy)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

ABSENCES AND EXCUSES (continued)

Note: The requirement in item #1 below is for use by districts **whose board has adopted** ~~that have chosen to allow absences for religious instruction or exercises. If the Board allows such absences to be excused, it must first adopt~~ a resolution permitting an excused absence for ~~this purpose~~ **religious instruction or exercises**. See the accompanying Board policy **and item #11 in the section "Excused Absences" above**.

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

Note: The requirement in item #2 applies to all districts. Districts that maintain only elementary grades should delete the reference to students in grades 7-12.

2. Notify students in grades 7-12 and the parents/guardians of all students **enrolled in the district** that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have ~~his/her~~ **a** grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time**. Such notice shall** ~~and~~ include the full text of Education Code 48205. ~~in the notice~~ (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Parental Notifications)
(cf. 6154 - Homework/Makeup Work)

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Absences And Excuses

AR 5113
Students

Excused Absences

A student's absence shall be excused for any of the following reasons:

1. Personal illness (Education Code 48205)

2. Quarantine under the direction of a county or city health officer (Education Code 48205)

(cf. 5112.2 - Exclusions from Attendance)

3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)

4. Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state (Education Code 48205)

Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)

5. Jury duty in the manner provided by law (Education Code 48205)

6. The illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)

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

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

a. Appearance in court

b. Attendance at a funeral service

c. Observation of a holiday or ceremony of his/her religion

d. Attendance at religious retreats for no more than four hours per semester

e. Attendance at an employment conference

f. Attendance at an educational conference offered by a nonprofit organization on the legislative or judicial process

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

(cf. 6142.3 - Civic Education)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

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

10. To attend his/her naturalization ceremony to become a United States citizen. (Education Code 48205)

11. Participation in religious exercises or to receive moral and religious instruction in accordance with district policy, subject to the following conditions: (Education Code 46014)

a. The student's parent/guardian shall provide written consent for the absence.

b. The student shall attend at least the minimum school day.

c. The student shall be excused from school for this purpose on no more than four days per school month.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Method of Verification

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

a. Name of student

b. Name of parent/guardian or parent representative

c. Name of verifying employee

d. Date(s) of absence

e. Reason for absence

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.

4. Physician's verification.

a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

2. Notify students in grades 7-12 and the parents/guardians of all students that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can

reasonably be provided are satisfactorily completed within a reasonable period of time, and include the full text of Education Code 48205 in the notice (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Parental Notifications)
(cf. 6154 - Homework/Makeup Work)

Regulation
approved: September 20, 2017

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

Add

CSBA Sample
Administrative Regulation

Students AR 5131.41(a)

USE OF SECLUSION AND RESTRAINT

Note: Pursuant to Education Code 49005-49006.4, as added by AB 2657 (Ch. 998, Statutes of 2018), seclusion and behavioral restraint, as defined below, are prohibited as a means of student discipline. Seclusion and restraint must be avoided whenever possible and may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others and that cannot be immediately prevented by a less restrictive response.

Pursuant to Education Code 49005.1 and 49006.4, these requirements apply to all students in grades preK-12 and students with disabilities. For additional procedures applicable to students with disabilities, see AR 6159.4 - Behavioral Interventions for Special Education Students.

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Definitions

Behavioral restraint **includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)**

Mechanical restraint **means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)**

(cf. 3515.3 - District Police/Security Department)

Physical restraint **means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not**

USE OF SECLUSION AND RESTRAINT (continued)

include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Prone restraint **means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)**

Seclusion **means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)**

Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

(cf. 5144 - Discipline)

In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. **Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement**

2. **Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room**

3. **Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back**

4. **Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face**

5. **Place a student in a facedown position with the student's hands held or restrained behind the student's back**

USE OF SECLUSION AND RESTRAINT (continued)

6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others

Limited Use of Seclusion or Restraint

Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student. (Education Code 49005.8)

Reports

Note: Pursuant to Education Code 49006, as added by AB 2657, districts are required to collect data and report to the California Department of Education (CDE) annually in regard to the use of seclusion and behavioral restraints for district students, as specified below. CDE is required to post the data from the report on its web site within three months after the report is due to CDE.

The Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be

USE OF SECLUSION AND RESTRAINT (continued)

submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Legal Reference:

EDUCATION CODE
49001 Prohibition against corporal punishment
49005-49006.4 Seclusion and restraint
56520-56525 Behavioral interventions, students with disabilities, especially:
56521.1 Emergency interventions when behavior poses threat to student or others
56521.2 Prohibited interventions
GOVERNMENT CODE
6250-6270 California Public Records Act
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Restraint and Seclusion: Resource Document, May 2012
WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov

Policy Reference UPDATE Service
Copyright 2018 by California School Boards Association, West Sacramento, California 95691
All rights reserved.

CSBA Sample
Board Policy

Students BP 5141.52(a)

SUICIDE PREVENTION

Note: Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016)~~ **mandates** that the Governing Board of any district serving students in grades 7-12 adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components. Those components are addressed in the following policy and the accompanying administrative regulation. ~~Also see the California Department of Education's model policy required by Education Code 215.~~ **Although not required by law, districts serving students in grades K-6 may adapt this policy for use in elementary schools.**

The following policy and accompanying administrative regulation should be revised to reflect district practice. Pursuant to Education Code 215, the policy must be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. It is recommended that districts also consult with legal counsel and the district's risk manager or insurance carrier, as appropriate.

Also see the California Department of Education's model policy required by Education Code 215.

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. ~~To~~ **In an** ~~attempt~~ **effort** to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, **suicide prevention experts,** local health agencies, mental health professionals, and community organizations.

~~(cf. 1020 - Youth Services)~~
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

Note: Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016),~~ **mandates** that the district's policy address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. See the accompanying administrative regulation for additional language fulfilling this mandate. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. Item #1 may be revised to specify other categories of employees who will receive the training.

SUICIDE PREVENTION (continued)

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students ~~in the secondary grades~~

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Items #2-7 below reflect **optional** strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

~~2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others~~

~~*(cf. 6142.8 - Comprehensive Health Education)*~~

~~3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students~~

~~*(cf. 5131 - Conduct)*~~
~~*(cf. 5131.2 - Bullying)*~~
~~*(cf. 5137 - Positive School Climate)*~~
~~*(cf. 5145.3 - Nondiscrimination/Harassment)*~~
~~*(cf. 5145.7 - Sexual Harassment)*~~
~~*(cf. 5145.9 - Hate-Motivated Behavior)*~~

~~4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem **among youth**, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis~~

2 ~~5~~. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

3 ~~6~~. Crisis intervention procedures for addressing suicide threats or attempts

4 ~~7~~. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

SUICIDE PREVENTION (continued)

Note: Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016),~~ **mandates** that the district's policy specifically address the needs of high-risk groups, including, but not limited to, those listed in the following paragraph. See the accompanying administrative regulation for additional language fulfilling this mandate.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Note: Pursuant to Education Code 215, as amended by AB 2639 (Ch. 437, Statutes of 2018), boards that serve students in grades 7-12 are required to review, and if necessary update, the district's student suicide prevention policy at least every five years.

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

Legal Reference:

EDUCATION CODE
215 Student suicide prevention policies
215.5 Suicide prevention hotline contact information on student identification cards
216 Suicide prevention online training programs
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 ***Children's*** *Mental Health Services Act*
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources: (see next page)

SUICIDE PREVENTION (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
Preventing Suicide: A Toolkit for High Schools, 2012
~~*National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012*~~
WEB SITES
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: https://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: https://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, Suicide Prevention Program: http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Association of School Psychologists: https://www.nasponline.org
National Institute for Mental Health: http://www.nimh.nih.gov
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Policy

Suicide Prevention

BP 5141.52
Students

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference:
EDUCATION CODE
215 Student suicide prevention policies
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 Mental Health Services Act
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
Preventing Suicide: A Toolkit for High Schools, 2012
National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
WEB SITES
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: http://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: http://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, Suicide Prevention Program: http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Association of School Psychologists: http://www.nasponline.org
National Institute for Mental Health: http://www.nimh.nih.gov
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

Policy adopted: September 20, 2017

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Students AR 5141.52(a)

SUICIDE PREVENTION

Note: Pursuant to Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016),~~ districts serving students in grades 7-12 are **mandated** to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide). See the accompanying Board policy. The following administrative regulation provides additional strategies that fulfill the mandate and may be revised to reflect district practice.

Examples of suicide prevention strategies are **also** available in the California Department of Education's (CDE) model policy ~~created in response to AB 2246~~, the U.S. Department of Health and Human Services publication Preventing Suicide: A Toolkit for High Schools, and resources issued by other state and federal agencies and organizations. For further information about strategies to protect students from bullying, cyberbullying, and other harassment, see BP 5131 - Conduct, BP 5131.2 - Bullying, BP 5145.3 - Nondiscrimination/Harassment, and BP 5145.9 - Hate-Motivated Behavior.

Effective July 1, 2019, Education Code 215.5, as added by SB 972 (Ch. 460, Statutes of 2018), requires districts that issue or reissue student identification cards to have printed on either side of the card the telephone number of the National Suicide Prevention Lifeline (1-800-273-8255), and allows to have printed on the card the Crisis Text Line (texting HOME to 741741) and/or a local suicide prevention hotline telephone number. If, as of July 1, 2019, the district has unissued student identification cards that do not comply with the above requirements, the cards should be issued until the supply is depleted.

Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Staff Development

Note: Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016),~~ **mandates** that the district's policy and procedures address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. The following section may be revised to reflect district practice.

Education Code 216, as added by AB 1808 (Ch. 32, Statutes of 2018), requires CDE to identify evidence-based online training program(s), aligned with the requirements of Education Code 215, that districts can use to train students and staff. Additionally, dependent upon funds being appropriated in the annual Budget Act, CDE will provide grants, upon application, to county offices of education for the acquisition of such training programs to disseminate to districts at no cost.

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students **in grades 7-12** ~~at the secondary level~~. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

SUICIDE PREVENTION (continued)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

Note: Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016)~~, mandates that the district's policy specifically address the needs of high-risk groups; see the accompanying Board policy. One strategy to specifically address their needs is to increase staff awareness of the higher rates of suicide among these groups, as provided in item #1 below.

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

Note: Staff development may include training about **individual** risk factors associated with suicide, as provided in item #2 below. Information about risk factors is available from ~~the~~ CDE, Centers for Disease Control and Prevention, American Association of Suicidology, American Foundation for Suicide Prevention, Trevor Project, and other agencies and organizations.

~~2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors~~

~~*(cf. 5131.6 - Alcohol and Other Drugs)*~~

~~3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent~~

~~4. Protective factors that may help to decrease a person's **student's** suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community~~

~~5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health~~

SUICIDE PREVENTION (continued)

~~6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups~~

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

2 ~~7~~. **Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and** ~~District~~ procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, **including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed**

3 ~~8~~. District procedures for responding after a suicide has occurred

Instruction

Note: The state's content standards for health education include voluntary standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school. ~~The district may revise the following paragraph to reflect grade levels offered by the district.~~

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

~~*(cf. 1020 - Youth Services)*~~
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

SUICIDE PREVENTION (continued)

Intervention

Note: Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016),~~ **mandates** that the district's policy and procedures address suicide intervention. The following section should be revised to reflect district practice.

In addition, the district may choose to incorporate crisis intervention strategies in its comprehensive school safety plan adopted pursuant to Education Code 32280-32289; see BP/AR 0450 - Comprehensive Safety Plan.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, ~~he/she~~ **the staff member** shall promptly notify the principal or school counselor, **who shall implement district intervention protocols as appropriate**.

Note: Education Code 49602 generally protects the confidentiality of information of a personal nature disclosed to a school counselor by a student age 12 years or older or by a parent/guardian. However, in certain circumstances, the counselor may disclose such information to avert a clear and present danger to the health, safety, or welfare of the student **or others within in the school community**. Also see BP 6164.2 - Guidance/Counseling Services.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when ~~he/she has~~ **there is** reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student **or others within the school community**. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

~~A s~~School employees shall act only within the authorization and scope of **their** ~~his/her~~ credential or license. An employee is not authorized to diagnose or treat mental illness unless ~~he/she is~~ specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

SUICIDE PREVENTION (continued)

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

Note: The following paragraph is **optional**. If a student's parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide, the Superintendent or designee shall consider whether a referral to child protective services for child neglect is needed. Pursuant to Penal Code 11164-11174.3, the Child Abuse and Neglect Reporting Act, school employees who are mandated reporters are required to report child abuse or neglect, as defined in law, when they have knowledge of or reasonably suspect that a child is a victim of child abuse or neglect. See BP/AR 5141.4 - Child Abuse Prevention and Reporting.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether ~~he/she is required~~ **it is necessary**, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school **and determine the need for ongoing support**.

SUICIDE PREVENTION (continued)

Postvention

Note: Education Code 215~~, as added by AB 2246 (Ch. 642, Statutes of 2016),~~ **mandates** that the district's policy and procedures address suicide postvention. The following section should be revised to reflect district practice.

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

Note: Research has identified an increased risk of suicide among youth who are grieving the suicide of another (so-called "suicide contagion"). The National Association of School Psychologists, in its Preventing Suicide: Guidelines for Administrators and Crisis Teams, recommends that memorials should be implemented with care so as not to sensationalize or glamorize suicide and thereby increase the suicide risk to other students. If a memorial is conducted for a student who dies by suicide, the association suggests a living memorial, such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing other opportunities for service activities in the school **that emphasize the importance of students taking care of each other**.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. ~~He/she~~ **The Superintendent or designee** shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Suicide Prevention

AR 5141.52
Students

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections

to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that

the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112 - Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation
approved: September 20, 2017

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Board Policy

Students BP 5144(a)

DISCIPLINE

Note: The following policy is **optional**. Pursuant to Education Code 52060-52077, the Governing Board is required to adopt a local control and accountability plan (LCAP) that includes a description of the specific actions that the district intends to take in order to achieve its annual goals in specific priority areas, including student engagement and school climate. See BP/AR 0460 - Local Control and Accountability Plan.

Since a district's ability to meet its goals around these priorities is impacted by its student discipline policies and practices, the Board must be careful to enact rules that are effective in maintaining safety and order on campus and in correcting student misbehavior without unnecessarily excluding students from school or participation in instruction. State law specifies behaviors for which a student may be suspended and/or recommended for expulsion (see BP/AR 5144.1 - Suspension and Expulsion/Due Process) and authorizes the use of age-appropriate alternatives designed to address a student's specific misbehavior, including those listed in Education Code 48900.5 and 48900.6.

In addition, the U.S. Department of Justice's Civil Rights Division and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, state that studies have suggested a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance, diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehavior.

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning **and achievement** and ~~to preparing~~ **desires to prepare** students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/**guardian** involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

DISCIPLINE (continued)

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

~~Note: Pursuant to Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), districts must ensure that any discipline imposed on a student does not result in the denial or delay of a nutritionally adequate meal. The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773), or any district in which there is a school required to serve a free or reduced-price meal during the school day pursuant to Education Code 49550.~~

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Note: Pursuant to Education Code 49005.2, as added by AB 2657 (Ch. 998, Statutes of 2018), use of seclusion and behavioral restraint as a means of discipline is prohibited. Education Code 49005.4, as added by AB 2657, provides that seclusion or behavioral constraint may only be used to control behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response. See AR 5131.41 - Use of Seclusion and Restraint.

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

DISCIPLINE (continued)

Note: The following **optional** paragraph may be revised to reflect district practice. According to Public Counsel's model policy issued as part of the Fix School Discipline Project, a discipline matrix that lists violations and consequences could be a useful guide to school site administrators with regard to when suspension or expulsion referrals should be utilized.

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

Note: Education Code 35291.5 authorizes, but does not require, school sites to adopt rules and procedures for student discipline. Pursuant to Education Code 32282, any adopted site-level discipline rules must be included in the comprehensive safety plan; see BP/AR 0450 - Comprehensive Safety Plan. The following paragraph is **optional**.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively **and equitably** implement the disciplinary strategies adopted for district schools, including, but not limited to, **knowledge of** ~~consistent~~ school and classroom management skills **and their consistent application**, effective accountability and positive intervention techniques, and ~~development of~~ **the tools to form** strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)

DISCIPLINE (continued)

(cf. 4331 - Staff Development)

Note: Pursuant to Education Code 52060, the district must annually adopt an LCAP that includes a description of district goals for improving school climate, as provided in the following paragraph.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school **safety and connectedness to the school community**, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE
*32280-~~32288~~ **32289** School safety plans*
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49005-49006.4 Seclusion and restraint
49330-49335 Injurious objects
*49550-~~49562~~ **49564.5** Meals for needy students*
52060-52077 Local control and accountability plan
CIVIL CODE
1714.1 Parental liability for child's misconduct
CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus
353 Detention after school
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program
1773 School Breakfast Program

Management Resources: (see next page)

DISCIPLINE (continued)

Management Resources:

CSBA PUBLICATIONS

***Recent Legislation on Discipline: AB 240*, Fact Sheet, March 2015**

***The Case for Reducing Out-of-School Suspensions and Expulsions*, Fact Sheet, April 2014**

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

~~***STATE BOARD OF EDUCATION POLICIES***~~

~~***01-02 School Safety, Discipline, and Attendance, March 2001***~~

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: http://www.csba.org

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

Public Counsel: http://www.fixschooldiscipline.org

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Policy

Discipline

BP 5144
Students

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety,

and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:
EDUCATION CODE
32280-32288 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49330-49335 Injurious objects
49550-49562 Meals for needy students
52060-52077 Local control and accountability plan
CIVIL CODE
1714.1 Parental liability for child's misconduct
CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus
353 Detention after school
UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program
1773 School Breakfast Program

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
STATE BOARD OF EDUCATION POLICIES
01-02 School Safety, Discipline, and Attendance, March 2001
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy
adopted: February 21, 2018

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Students AR 5144(a)

DISCIPLINE

Site-Level Rules

Note: The following section is **optional**. Pursuant to Education Code 35291.5, schools are authorized, but not required, to adopt site-level student discipline rules and procedures. Schools that choose to adopt student discipline rules, or that are directed by the Governing Board to do so, must solicit input from groups specified in items #1-5 below. Such site-level rules must be consistent with law, Board policy, and district regulations. If the school develops student discipline rules, Education Code 32282 requires that they be included in the comprehensive safety plan; see BP/AR 0450 - Comprehensive Safety Plan.

In addition, pursuant to Education Code 52060, the district is required to adopt a local control and accountability plan (LCAP) that includes a description of the specific actions that it intends to take to achieve its annual goals in specified priority areas, including student engagement and school climate. In the development of the LCAP, the district is required to involve and/or consult with parents/guardians, employees, employee organizations, and students in accordance with law. See BP/AR 0460 - Local Control and Accountability Plan.

Site-level rules shall be consistent with ~~district~~ **state law and Board** policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

Note: Item #5 below may be deleted by elementary districts.

5. For junior high and high schools, students enrolled in the school

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 35291.5 authorizes, but does not require, each school site to adopt school rules every four years. However, it is recommended that the timelines for the review of school rules be aligned with those for the review and updating of the comprehensive safety plan, since the school rules must, by law, be included in the plan. Pursuant to Education Code 32286, the comprehensive safety plan must be reviewed and updated every year by March 1; see BP/AR 0450 - Comprehensive Safety Plan.

DISCIPLINE (continued)

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in **state law,** district discipline policies **and regulations, and/**or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291**.5**)

Disciplinary Strategies

Note: Education Code 48900.5 lists means of correction of student behavior that a district may use as an alternative to suspension. The district should select those strategies that are appropriate for its student population. The following strategies may be modified or expanded to reflect district practice.

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when ~~a student's~~ **students'** presence causes a danger to ~~himself/herself~~ **themselves** or others or ~~he/she~~ **they** commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and ~~his/her~~ parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and ~~his/her~~ parents/guardians

(cf. 6164.5 - Student Success Teams)

DISCIPLINE (continued)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Note: The Public Counsel's Fix School Discipline Project recognizes that exposure to chronic violence and other family or community traumas, such as serious accidents and life-threatening illnesses involving loved ones, and to conditions such as homelessness, may affect students' ability to learn and function well in school, and urges schools to adopt policies that recognize those factors and provide appropriate support to students.

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

DISCIPLINE (continued)

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Note: Pursuant to Education Code 48900.5, when a student's misbehavior may result in a referral for suspension or expulsion after other means of correction have failed, the district may document and place in the student's record any other means of correction used to address the behavior. The following **optional** paragraph may be revised to reflect district practice.

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Note: The following **optional** section should be revised to reflect district practice. Although Education Code 44807.5 authorizes the district to adopt reasonable regulations allowing a teacher to restrict recess time for disciplinary purposes, it is recommended that districts discourage its use since it could limit students' opportunity to engage in physical activity which is inconsistent with district goals for student wellness. Studies have shown that, apart from its multiple health benefits, physical activity can help students improve their academic performance, attention, and behavior. ~~Useful resources, including policy briefs and fact sheets that provide more information about the links between physical activity and student health and learning, are available on the CSBA web site.~~

~~A teacher~~ **Teachers** may restrict a student's recess time only when ~~he/she~~ **they** believes that this action is the most effective way to bring about improved behavior. When recess restriction ~~may~~ involves the withholding of physical activity from a student, ~~the~~ teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

DISCIPLINE (continued)

2. The student shall remain under a certificated employee's supervision during the period of restriction.

3. ~~Teachers~~ **The student's teacher** shall inform the principal of any recess restrictions ~~they~~ imposed.

(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)

Detention After School

~~Note: 5 CCR 353 limits after-school detention to one hour after the close of the maximum school day or until the departure of the school transportation to which the student has been assigned pursuant to 5 CCR 307. For safety purposes, when a student will miss his/her transportation due to detention, the school should notify the parent/guardian at least one day in advance so that alternative arrangements may be made.~~

Students may be detained for disciplinary reasons ~~for~~ up to one hour after the close of the maximum school day~~, or until the departure of the school bus to which they have been assigned if applicable~~. (5 CCR **307,** 353)

Note: The following paragraph should be modified to reflect district practice.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Note: The following **optional** paragraph is offered for districts that use Saturday classes for purposes of detention. Education Code 37223 authorizes the use of Saturday classes; however, except in the case of truants, attendance at such classes must be at the election of the student, or parent/guardian **when the student is a minor**.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

DISCIPLINE (continued)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may~~, at his/her discretion,~~ require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, **community or** campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

Note: Education Code 48900.6 provides that the community service option is not available for those students who have been suspended, pending expulsion, for acts qualifying for either "mandatory recommendation for expulsion" or "mandatory expulsion" pursuant to Education Code 48915. See ~~AR~~ **BP** 5144.1 - Suspension and Expulsion/Due Process.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD
Administrative Regulation
Discipline

AR 5144
Students

Site-Level Rules

In developing site-level disciplinary rules, the school shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high and high schools, students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. Each school shall file a copy of its rules with the Superintendent or designee.

The rules shall be consistent with law, Governing Board policy and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling

(cf. 6164.2 - Guidance/Counseling Services)

2. Discussion or conference with parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

3. Recess restriction

4. Detention during and after school hours

5. Community service

6. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

7. Removal from the class in accordance with Board policy, administrative regulation and law

8. Suspension and expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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 or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.7 - Weapons and Dangerous Instruments)

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.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during nonschool hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation
approved: April 23, 2003

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Board Policy

Students BP 5146(a)

MARRIED/PREGNANT/PARENTING STUDENTS

Note: The following **optional** policy may be revised to reflect district practice.

Pursuant to Education Code 48410, students may be exempted from compulsory attendance in continuing education classes if they must render personal services to a dependent. **See AR 5112.1 - Exemptions from Attendance.**

The Governing Board recognizes that ~~early~~ **responsibilities related to** marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
~~*(cf. 6146.1 - High School Graduation Requirements)*~~
~~*(cf. 6146.11 - Alternative Credits Toward Graduation)*~~
~~*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*~~
(cf. 6164.5 - Student Success Teams)

Note: ~~Pursuant to Education Code 230 and 34 CFR 106.40, practices specified in the following paragraph constitute prohibited discrimination. Any complaint alleging any such practice may be addressed through the district's uniform complaint procedures; see section "Complaints" below.~~ **Education Code 221.51, as added by AB 2289 (Ch. 942, Statutes of 2018), codifies federal and state regulations that prohibit districts from applying any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.**

The district shall not **exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely** ~~discriminate against any student~~ on the basis of the student's ~~marital status,~~ pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery**. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.** (Education Code **221.51,** 230; **5 CCR 4950;** 34 CFR 106.40)

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

Note: Education Code 222.5, as added by AB 2289, requires the following annual notifications.

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Family Code 7002, any person under the age of 18 years who enters into a valid marriage is an emancipated minor and therefore has the same rights as an adult. Such rights include, but are not limited to, those related to the verification of student absences (see AR 5113 - Absences and Excuses), ~~acceptance of employment without~~ **application for** a work permit (see AR 5113.2 - Work Permits), **and** access to student records (see AR 5125 - Student Records)~~, and acceptance of employment without a work permit (see AR 5113.2 - Work Permits)~~.

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in ~~any comprehensive school or educational~~ **the regular education program or an** alternative **education** program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student ~~and/or his/her~~ **and/or the student's** child.

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6200 - Adult Education)

Note: **Both federal law (34 CFR 106.40) and state law (Education Code 221.51; 5 CCR 4950) prohibit districts from requiring** ~~Under federal law (34 CFR 106.40), districts cannot require~~ a student to take a course or participate in a separate program or school for pregnant and parenting students. **When students voluntarily participate in such alternative programs, federal law requires that the alternative program be "comparable" to the regular education program, and state law requires that the program be "equal" to the regular education program.** ~~Student participation must be voluntary and such programs or schools must be "comparable" to programs and schools offered to other students. State law (5 CCR 4950) requires that any separate educational programs, activities, and courses be "equal" to those that the students would have been in if they were participating in the regular program~~. The following paragraph reflects the state standard which is more stringent and thus would prevail.

The California Women's Law Center, in Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, describes the difficulty in ensuring that alternative programs ~~meet this standard~~ **are comparable or equal to the regular education program,** and cites factors that districts should consider ~~in comparisons between the alternative and regular education program~~. Such factors may include, but are not limited to, the educational benefits provided (i.e., quality, range, and content of curriculum and other services; quality and availability of instructional materials and technology); extracurricular offerings; staff qualifications; geographic accessibility; and the quality, accessibility, and availability of facilities and resources. Because of the difficulty in meeting this standard, the California

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Women's Law Center cautions that districts must ensure that pregnant students are not pushed or lured into alternative programs through either overt or subtle practices.

Any **alternative** education program, ~~or~~ activity, **or course** that is offered separately to pregnant **or parenting** students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. **(Education Code 221.51;** 5 CCR 4950)

~~*(cf. 6142.7 - Physical Education and Activity)*~~
~~*(cf. 6145 - Extracurricular and Cocurricular Activities)*~~

Note: ~~The following paragraph is for use by districts that require any student with a physical or emotional condition requiring a physician's care to provide the physician's certification that the student is able to participate in an educational program or extracurricular activity. Pursuant to 34 CFR 106.40, a physician's certification cannot be required for participation of a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery unless the district imposes the same requirement on students with other medical conditions or "temporary disabilities."~~ **Education Code 221.51, as added by AB 2289, authorizes districts to require certification by a physician or nurse practitioner that a student is physically and emotionally able to participate in the regular education program or activity. However, Education Code 221.51 and 34 CFR 106.40 require that pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery be treated in the same manner as any other temporary disabling condition.** Thus, the district cannot require a pregnant student to provide a physician's note to participate in physical education classes unless required of all students with temporary medical conditions, but a pregnant student who cannot accomplish the requirements of the regular physical education curriculum may be offered an alternative physical education curriculum. **Education Code 48206.3 defines a "temporary disability" as a physical, mental, or emotional disability after which the student can reasonably be expected to return to regular day classes or an alternative education program; see AR 6183 - Home and Hospital Instruction.**

~~As~~ **If** required for ~~other~~ students with ~~physical or emotional conditions or temporary disabilities~~ **any other temporary disabling condition,** the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician **or nurse practitioner** indicating that the student is physically and emotionally able to ~~participate~~ **continue participation** in ~~an educational~~ **the regular education** program or activity. **(Education Code 221.51; 5 CCR 4950;** 34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6183 - Home and Hospital Instruction)

Note: Items #1-7 below are **optional** and may be revised to reflect district practice.

To the extent feasible, **the district shall provide** educational and related support services, ~~shall be provided,~~ either ~~through the district~~ **directly** or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Note: The district may choose to offer child care and development services as an incentive to encourage the school attendance of parenting students as provided in item #1 below. Child care and development services are subject to applicable sections of Education Code 8200-8498 and the health and safety requirements of 22 CCR 101151-101239.2 and 101351-101439.1; see BP/AR 5148 - Child Care and Development.

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

Note: The federal Women, Infants, and Children grant program (42 USC 1786; 7 CFR 246.1-246.28) provides funding that may be used for special school nutrition supplements for low-income pregnant and lactating students as provided in item #3 below; see the U.S. Department of Agriculture's web site. Education Code 49553 specifies nutritional standards for these special school nutrition supplements.

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

Note: Health and Safety Code 104460 requires districts receiving Tobacco-Use Prevention Education funds to provide access to tobacco-use prevention and intervention services to pregnant and parenting students; see AR 5131.62 - Tobacco.

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Absences

~~Note: The California Supreme Court (American Academy of Pediatrics et al v. Lungren et al) has clarified that students do not need parent/guardian consent before receiving confidential medical services. The Attorney General reached the same conclusion in 87 Ops.Cal.Atty.Gen. 168 (2004). See BP 5113 - Absences and Excuses.~~

Pregnant or parenting students may be excused for absences ~~related to confidential~~ **for** medical appointments **and other purposes specified** in ~~accordance with~~ BP/AR 5113 - Absences and Excuses.

Note: Education Code 48205, as amended by AB 2289, authorizes an excused absence without a note from a physician for a parenting student to care for a sick child. Also see AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Parental Leave

~~The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by a physician. At the conclusion of the leave, the student shall be reinstated to the status held when the leave began. (34 CFR 106.40)~~

~~*(cf. 5112.3 - Student Leave of Absence)*~~

Note: Education Code 46015, as added by AB 2289, provides that a pregnant or parenting student is entitled to eight weeks of parental leave, or longer if deemed medically necessary by the student's physician. Pursuant to Education Code 46015, the student's failure to notify the school as required below does not abridge the student's rights.

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

(cf. 5113.11 - Attendance Supervision)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

~~Note: Education Code 48410 exempts from compulsory attendance in continuing education classes students who must render personal services to a dependent. The following paragraph allows parenting students in any district school to be absent for this reason and may be revised to reflect district practice.~~

~~A parenting student may request exemption from attendance because of personal services that must be rendered to a dependent.~~

~~*(cf. 5112.1 - Exemptions from Attendance)*~~

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

~~Reasonable~~ Accommodations

Note: According to the **U.S. Department of Education** (USDOE) pamphlet Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, when necessary to ensure a pregnant student's access to the educational program, the district must make adjustments to the regular program that are reasonable and responsive to the student's pregnancy status. Examples in the USDOE pamphlet include providing a larger desk, allowing frequent trips to the restroom, or permitting temporary access to elevators as necessary. Pursuant to 34 CFR 106.40, the school also must provide any services to pregnant students that it provides to other students with temporary medical conditions, such as at-home instruction or tutoring for students who miss school because of such medical conditions. The USDOE publication lists additional programs and strategies that, although not required by federal law, may assist in addressing the needs of pregnant and parenting students.

When necessary, the district shall provide ~~reasonable~~ accommodations to **enable a** pregnant ~~and~~ **or** parenting students to ~~enable them to~~ access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

~~*(cf. 6183 - Home and Hospital Instruction)*~~

~~Note: Education Code 222, as added by AB 302 (Ch. 690, Statutes of 2015), requires a school to offer reasonable accommodations to a lactating student, as specified below, whenever there is at least one lactating student on the campus. Any complaint regarding noncompliance with these provisions may be addressed through the district's uniform complaint procedures; see section "Complaints" below.~~

~~For information about accommodations required to be provided to employees, see BP 4033 - Lactation Accommodations.~~

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child

2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk

4. Access to a place to store expressed breast milk safely

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Note: Education Code 46015, as added by AB 2289, authorizes the use of the district's uniform complaint procedures established pursuant to 5 CCR 4600-4670 for complaints alleging the district's noncompliance with requirements related to the provision of parental leave or other requirements of Education Code 46015.

Any complaint ~~of~~ **alleging** discrimination on the basis of pregnancy or marital or parental status**, district noncompliance with the requirements of Education Code 46015,** or district noncompliance with the requirements to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-~~4687~~**4670** and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or ~~the~~ CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, **46015**; 5 CCR 4600-~~4687~~ **4670)**

(cf. 1312.3 - Uniform Complaint Procedures)

~~Note: Education Code 222, as added by AB 302 (Ch. 690, Statutes of 2015), authorizes the use of uniform complaint procedures for any complaint that the district has not complied with requirements to reasonably accommodate a lactating student's needs related to breastfeeding. See section "Reasonable Accommodations" above for related requirements.~~

~~Any complaint alleging district noncompliance with the requirements to provide reasonable accommodations for lactating students also may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222; 5 CCR 4600-4687)~~

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on **student** participation ~~rates~~ in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6190 - Evaluation of the Instructional Program)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Legal Reference:

EDUCATION CODE
221.51 Nondiscrimination; married, pregnant, and parenting students
222 Reasonable accommodations; lactating students
222.5 Pregnant and parenting students, notification of rights
230 Sex discrimination
8200-8498 Child Care and Development Services Act
46015 Parental leave
48205 Excused absences
48206.3 Temporary disability, definition
48220 Compulsory education requirement
48410 Persons exempted from continuation classes
48980 Parental notifications
49553 Nutrition supplements for pregnant/lactating students
51220.5 Parenting skills and education
51745 Independent study
52610.5 Enrollment of pregnant and parenting students in adult education
CIVIL CODE
51 Unruh Civil Rights Act
FAMILY CODE
7002 Description of emancipated minor
HEALTH AND SAFETY CODE
104460 Tobacco prevention services for pregnant and parenting students
CODE OF REGULATIONS, TITLE 5
*4600-~~4687~~ **4670** Uniform complaint procedures*
4950 Nondiscrimination, marital and parental status
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Education Act Amendments
UNITED STATES CODE, TITLE 42
1786 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 7
246.1-246.28 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 34
106.40 Marital or parental status
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources: (see next page)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS
Pregnant Students and Confidential Medical Services, ***2013***
Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, ***2012***
~~***Pregnant Students and Confidential Medical Services***~~
The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013
WEB SITES
California Department of Education: http://www.cde.ca.gov
California Women's Law Center: http://www.cwlc.org~~*/resources*~~
U.S. Department of Agriculture, Women, Infants, and Children Program: http://www.fns.usda.gov/wic
U.S. Department of Education: http://www.ed.gov

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Policy

Married/Pregnant/Parenting Students

BP 5146
Students

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6164.5 - Student Success Teams)

The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code 230; 20 USC 1681-1688)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5127 - Graduation Ceremonies and Activities)

Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other district students. A student's participation in such programs shall be voluntary. (34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been

dissolved. (Family Code 7002)

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)

Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child.

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6200 - Adult Education)

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

(cf. 6183 - Home and Hospital Instruction)

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification. (34 CFR 106.40)

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with BP/AR 5113 - Absences and Excuses.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)

(cf. 5112.3 - Student Leave of Absence)

A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

(cf. 5112.1 - Exemptions from Attendance)

Legal Reference:
EDUCATION CODE
230 Sex discrimination
8200-8498 Child Care and Development Services Act
48205 Excused absences
48220 Compulsory education requirement
48410 Persons exempted from continuation classes
49553 Nutrition supplements for pregnant/lactating students
51220.5 Parenting skills and education
51745 Independent study
52610.5 Enrollment of pregnant and parenting students in adult education
54740-54749 Cal-SAFE program for pregnant/parenting students and their children
FAMILY CODE
7002 Description of emancipated minor
HEALTH AND SAFETY CODE
104460 Tobacco prevention services for pregnant and parenting students
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4950 Nondiscrimination, marital and parental status
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Education Act Amendments
UNITED STATES CODE, TITLE 42
1786 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 7
246.1-246.28 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 34
106.40 Marital or parental status
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:
CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS
Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements
The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013
WEB SITES
California Department of Education: http://www.cde.ca.gov
California Women's Law Center: http://www.cwlc.org
U.S. Department of Agriculture, Women, Infants, and Children Program: http://www.fns.usda.gov/wic
U.S. Department of Education: http://www.ed.gov

Policy
adopted: April 23, 2014

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Board Policy

Instruction BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Note: The following policy is for use by districts that maintain grades 9-12.

~~AB 830 (Ch. 641, Statutes of 2017) repealed Education Code 60850-60859, thereby eliminating the California High School Exit Examination as a requirement for high school graduation.~~

The Governing Board desires to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

Note: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in items #1-6 below.

Pursuant to Education Code 66204, each district that maintains a high school also is required to develop a process for submitting courses to the University of California to ensure that they align with the "a-g" course requirements for college admission.

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. ~~Three~~ Four courses in English ~~(Education Code 51225.3)~~

(cf. 6142.91 - Reading/Language Arts Instruction)

2. ~~Two~~ Three courses in mathematics ~~(Education Code 51225.3)~~

   At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete ~~two~~ three mathematics courses in grades 9-12. ~~(Education Code 51224.5)~~

Note: **The following optional paragraph is for use only by districts that require more than two courses in mathematics for graduation and should be deleted by other districts.** Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

mathematics course credit for an approved computer science course, as defined. Any such course must have been approved by the University of California as a "category c" (mathematics) course in the university's "a-g" course admission criteria; see BP 6143 - Courses of Study.

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6142.92 - Mathematics Instruction)
(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three and a half courses in social studies, including United States history and geography; world history, culture, and geography; ~~a one-semester course in~~ American government and civics; and a one-semester course in economics ~~(Education Code 51225.3)~~

(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)

Note: Education Code 51225.3 authorizes the Board to include a course in career technical education (CTE) as an alternative to the visual or performing arts or foreign language course requirement for high school graduation. If the Board chooses to do so, it must, at a regular Board meeting prior to allowing a CTE course as an alternative, notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3. In addition, the information must be included in the district's annual notification to parents/guardians pursuant to Education Code 48980; see the accompanying administrative regulation. Districts that do not allow this alternative course requirement should delete references to CTE in item #5 below.

The CTE course may be offered through different means, including a district-operated program, regional occupational center or program, or county office of education program pursuant to a joint powers agreement. See BP/AR 6178 - Career Technical Education and BP 6178.2 - Regional Occupational Center/Program for program details pertaining to CTE.

5. One course in visual or performing arts~~;~~ foreign language, including American Sign Language~~;~~ or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

Note: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education, service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation ~~beginning in the 2018-19 school year~~. See AR 6143 - Courses of Study.

7. One semester in Consumer Finance (5 units)

8. One semester in Computer Applications (5 units)

9. One semester in CTE/Technology (5 units)

10. Elective Credits (85 units)

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

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study; see BP/AR 6146.11 - Alternative Credits Toward Graduation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions and Waivers

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Note: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements a foster youth, homeless student, former juvenile court school student, ~~or, as amended by AB 365 (Ch. 739, Statutes of 2017),~~ child of a military family, **or, as amended by AB 2121 (Ch. 581, Statutes of 2018), a migrant student or a newly arrived immigrant student participating in a newcomer program** who transfers into the district or between district high schools any time after completing ~~his/her~~ **the** second year of high school. This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of ~~his/her~~ **the** fourth year of high school. Also see AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, AR 6173.2 - Education of Children of Military Families, ~~and~~ AR 6173.3 - Education for Juvenile Court School Students**, and AR 6175 - Migrant Education Program**.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer of a foster youth, homeless student, former juvenile court school student, ~~or~~ child of a military family, **migrant student, or student participating in a newcomer program,** the district is required to provide notice to the student of the availability of the exemption and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the homeless student ceases to be homeless, or after the student no longer meets the definition of a child of a military family, **a migrant student, or a student participating in a newcomer program,** as applicable.

Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of ~~his/her~~ **the** fourth year of high school, the district or a district school must not require or request that ~~he/she~~ **the student** graduate before the end of ~~his/her~~ **the** fourth year of high school.

Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4687; see BP/AR 1312.3 - Uniform Complaint Procedures.

A foster youth, homeless student, former juvenile court school student, ~~or~~ child of a military family**, migrant student, or newly arrived immigrant student participating in a newcomer program** who transfers into the district any time after completing ~~his/her~~ **the** second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of ~~his/her~~ **the** fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether ~~he/she~~ **the student** qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)
(cf. 6175 - Migrant Education Program)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Retroactive Diplomas

~~Note: Education Code 51413, as added by AB 830 (Ch. 641, Statutes of 2017), retains and renumbers the requirement to grant a diploma to students who previously met all applicable graduation requirements other than the requirement to pass the high school exit examination.~~

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

Note: ~~The remainder of this section is optional.~~ **Items #1-3 below are optional and may be revised to reflect district practice.**

AB 3022 (Ch. 772, Statutes of 2018) amended Education Code 51430 to authorize the granting of a diploma to persons who departed California in grade 12 against their will, as defined in Education Code 48204.4, as provided in item #1 below.

In addition, t~~T~~he district may retroactively grant ~~a~~ high school diplomas to: (Education Code **48204.4,** 51430, 51440)

1. **Persons who departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure**

   Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

   In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. ~~a f~~**F**ormer students who ~~was~~ **were** interned by order of the federal government during World War II or who ~~is an~~ **are** honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that ~~he/she was~~ **they were** enrolled in a district school immediately preceding the internment or military service and ~~he/she~~ did not receive a diploma because ~~his/her~~ **their** education was interrupted due to the internment or military service **in those wars**

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

~~A d~~**D**eceased former students who ~~satisfies~~ **satisfy** these conditions may be granted a retroactive diploma to be received by ~~his/her~~ **their** next of kin. ~~(Education Code 51430)~~

3. ~~In addition, the district may grant a diploma to a veteran~~ **Veterans** who entered the military service of the United States while ~~he/she was a district student~~ in grade 12 and who had **satisfactorily** completed the first half of the work required for grade 12 **in a district school.** ~~(Education Code 51440)~~

Honorary Diplomas

Note: The following optional section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice. As amended by AB 2109 (Ch. 167, Statutes of 2018), Education Code 51225.5 authorizes the Board to grant an honorary diploma to a terminally ill student, as provided in item #2 below.

The Board may grant honorary high school diplomas to: (Education Code 51225.5)

1. **An international exchange student who has not completed the course of study ordinarily required for graduation, and who is returning to the home country following the completion of one academic school year in the district**

(cf. 6145.6 - International Exchange)

2. **A student who is terminally ill**

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Legal Reference: (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE
47612 Enrollment in charter school
48200 Compulsory attendance
48204.4 Parents/guardians departing California against their will
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas~~; foreign exchange students~~
51225.6 Compression-only cardiopulmonary resuscitation
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51413 Diplomas
51420-51427 High school equivalency certificates
51430 Retroactive high school diplomas
51440 Retroactive high school diplomas
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
4600-4687 Uniform complaint procedures
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

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

(12/16 12/17) 12/18

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Policy

High School Graduation Requirements

BP 6146.1
Instruction

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Three courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6142.92 - Mathematics Instruction)
(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one year course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

7. One semester in Consumer Finance (5 units)

8. One semester in Computer Applications (5 units)

9. One semester in CTE/Technology (5 units)

10. Elective credits (85 credits)

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

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with

Disabilities)

Exemptions and Waivers

A foster youth, homeless student, or former juvenile court school student who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.3 - Education for Juvenile Court School Students)

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. (Education Code 49701)

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

Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:
EDUCATION CODE
47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas; foreign exchange students
51225.6 Compression-only cardiopulmonary resuscitation
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51430 Retroactive high school diplomas
51440 Retroactive high school diplomas
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
60851.5 Suspension of high school exit examination
60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
4600-4687 Uniform complaint procedures
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:
WEB SITES

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

Policy
adopted: September 20, 2017

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Instruction AR 6173.2(a)

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Note: The following administrative regulation is **optional**. Pursuant to Education Code 49701, districts are required to be flexible in applying their local rules to children of military families in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

In addition, Education Code 51251 authorizes the Governing Board to establish a course credit transfer policy, **provided that, under the policy, students would still be substantially meeting district graduation requirements. Pursuant to Education Code 51251, the district may** ~~and to~~ provide early entry transfer, pretranscript evaluation, student support services, and other similar assistance to any school-aged child of a military service member who is on active duty, or within one year of ~~his/her~~ discharge, or when the ~~child's~~ **student's** transfer to a new school is a direct result of the military transfer or discharge of ~~his/her~~ **a** parent/guardian.

Definitions

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211

2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement

3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment and Residency

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

~~Note: Pursuant to Education Code 48204.3, as amended by SB 455 (Ch. 239, Statutes of 2017), a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation, as defined, within the state. See AR 5111.1 - District Residency.~~

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

A child of a military family shall be deemed to meet district residency requirements if **the** ~~his/her~~ parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

(cf. 5111.1 - District Residency)

When a child of a military family is transferring into the district, the Superintendent or designee ~~may~~ **shall** enroll the ~~child~~ **student** based **on unofficial education records, if official records are not yet available.** ~~on the child's placement in the previous district, pending receipt of the child's records.~~ Upon enrollment, the Superintendent or designee shall immediately request the student's **official** records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)
(cf. 5141- Health Care and Emergencies)
(cf. 5141.31- Immunizations)

Note: Education Code 48204.6, as added by AB 2949 (Ch. 327, Statutes of 2018), requires districts to allow a child of a military family to continue attending the school of origin (i.e., the school in which the student is enrolled at the time that a change in residence occurs), as specified below.

A child of a military family shall be allowed to continue attending the school of origin, regardless of any change of residence of the family during that school year, for the duration of the student's status as a child of a military family. (Education Code 48204.6)

Note: The following paragraph may be revised to reflect the grade levels offered by the district and feeder patterns with other districts. Unified school districts and high school districts may delete item #2 below.

To provide a child of a military family the benefit of matriculating with peers in accordance with the established feeder patterns of the district, the following shall apply: (Education Code 48204.6)

1. **If the student is transitioning between grade levels, the student shall be allowed to continue in the school district of origin in the same school attendance areas.**

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

2. **If the student is transitioning to a middle or high school and the school designated for matriculation is in another district, the student shall be allowed to continue to the school designated for matriculation in that school district.**

The principal or designee of the new school shall ensure that the student is immediately enrolled even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history pursuant to Health and Safety Code 120325-120480, proof of residency, other documentation, or school uniforms. (Education Code 48204.6)

Note: Items #1-2 may be revised to reflect the grade levels offered by the district.

If the student's status changes during a school year due to the end of military service of the student's parent/guardian, the following shall apply: (Education Code 48204.6)

1. **If the student is in grades K-8, the student shall be allowed to continue attending the school of origin through the duration of that academic school year.**

2. **If the student is in high school, the student shall be allowed to continue attending the school of origin through graduation.**

Note: Pursuant to Education Code 48307, ~~as amended by AB 99 (Ch. 15, Statutes of 2017),~~ a district must not deny a student whose parent/guardian is on active military duty from transferring out of the district to any other district. In addition, Education Code 46600~~, as amended by AB 2659 (Ch. 186, Statutes of 2016),~~ provides that a districts must not prohibit the transfer of such a student out of the district to any other district that approves the transfer, regardless of whether or not an interdistrict transfer agreement exists or a permit is issued. Also see BP 5117 - Interdistrict Attendance.

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district, if the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

(cf. 5117 - Interdistrict Attendance)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Transportation

Note: Education Code 48204.6, as added by AB 2949, does not require the district to provide transportation to allow a child of a military family to attend the school of origin, as specified above, unless otherwise required by federal law.

The Superintendent or designee may, but is not required to, provide transportation to enable a child of a military family to attend the school of origin or to matriculate to a feeder school as described above, except when indicated in the individualized education program (IEP) of a student with a disability or otherwise required by federal law. (Education Code 48204.6)

Placement

Note: The following **optional** paragraph may be revised to reflect district practice. Pursuant to Education Code 51251, the district may provide pretranscript evaluations, as described below, in order to address the needs of children of military families.

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the ~~child's~~ **student's** enrollment and/or assessment in ~~his/her~~ **the** previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)

Note: Pursuant to Education Code 49701, the district is required to provide a child of a military family who has been identified as a student with a disability eligible for services under the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act (29 USC 794) with services based on ~~his/her~~ **the student's** current individualized education program or Section 504 plan, as appropriate. See BP/AR 6159 - Individualized Education Program and BP/AR 6164.6 - Identification and Education Under Section 504.

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services ~~to the student~~ based on ~~his/her~~ **the student's** current ~~individualized education program~~ **IEP**. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

Transfer of Coursework and Credits

Note: The following section is for use by districts maintaining high schools. ~~Education Code 51225.2, as amended by AB 365 (Ch. 739, Statutes of 2017), requires districts to issue credit for coursework satisfactorily completed at another school, as provided below.~~

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

(cf. 6146.3 - Reciprocity of Academic Credit)
*(cf. 6159.2 - Nonpublic, Nonsectarian School **and** ~~or~~ Agency Services for Special Education)*

If the student did not complete the entire course, ~~he/she~~ **the student** shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course ~~that he/she did~~ not completed at ~~his/her~~ **the** previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued, the student shall be enrolled in the same or equivalent course, if applicable, so that ~~he/she~~ **the student** may continue and complete the entire course. (Education Code 51225.2)

Note: Although Education Code 51225.2 requires districts to award partial credits to children of military families who transfer ~~from school to school~~ **between schools**, there is no uniform system for calculating and awarding partial credits. **The following optional paragraph reflects a** ~~A~~ recommendation for how to award partial credit ~~is available in~~ **by** the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and should be revised to reflect district practice.

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

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

In no event shall the district prevent a child of a military family from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Absences

Note: The California Department of Education's (CDE) Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children, available on its web site, contains a sample letter that may be provided to parents/guardians to report deployment-related absences.

When a student's parent/guardian is an active duty member and is called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with ~~his/her~~ **the** parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

Graduation Requirements

~~Note: The following section is for use by districts maintaining high schools. Education Code 51225.1, as amended by AB 365 (Ch. 739, Statutes of 2017), exempts children of military families from district-established graduation requirements, under certain conditions, when they transfer after completing two years of high school. Also see BP 6146.1 - High School Graduation Requirements.~~

To obtain a high school diploma, a child of a military family shall complete all courses required by Education Code 51225.3 and **shall generally** fulfill any additional graduation requirements prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements)

However, when a child of a military family who has completed ~~his/her~~ **the** second year of high school transfers into the district from another school district or transfers between high schools within the district, ~~he/she~~ **the student** shall be exempted from all district-adopted coursework and other district-established graduation requirements **that are in addition to the statewide coursework requirements specified in Education Code 51225.2**, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of ~~his/her~~ **the** fourth year of

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and ~~his/her~~ parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)

To determine whether a child of a military family is in ~~his/her~~ **the** third or fourth year of high school, the district shall use either the number of credits ~~he/she has~~ earned as of the date of the transfer or the length of ~~his/her~~ school enrollment, whichever qualifies ~~him/her~~ **the student** for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any child of a military family who is granted an exemption and ~~his/her~~ **the student's** parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or ~~his/her~~ parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

If a child of a military family is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a child of a military family **while enrolled in school** or ~~if he/she~~ **upon** transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within ~~his/her~~ **a** fifth year of high school, ~~he/she~~ **the Superintendent or designee** shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, ~~his/her~~ **the student's** parent/guardian of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect ~~his/her~~ **the student's** ability to gain admission to a postsecondary educational institution

2. Provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Notification and Complaints

Note: Education Code 51225.1 and 51225.2~~, as amended by AB 365 (Ch. 739, Statutes of 2017)~~, provide that complaints of noncompliance with specified requirements related to the educational rights of children of military families may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-~~4687~~ **4670**. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to ~~the~~ CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of children of military families, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of children of military families, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Education Of Children Of Military Families

AR 6173.2
Instruction

Definitions

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211

2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement

3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

A child of a military family shall be deemed to meet district residency requirements if his/her parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

(cf. 5111.1 - District Residency)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)
(cf. 5141- Health Care and Emergencies)
(cf. 5141.31- Immunizations)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district, if the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

(cf. 5117 - Interdistrict Attendance)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

Placement

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or

designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

Transfer of Coursework and Credits

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

(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6159.2 - Nonpublic, Nonsectarian School or Agency Services for Special Education)

If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued, the student shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

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

In no event shall the district prevent a child of a military family from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Absences

When a student's parent/guardian is an active duty member and is called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or to combat

support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

Graduation Requirements

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

(cf. 6146.1 - High School Graduation Requirements)

However, when a child of a military family who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and his/her parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)

To determine whether a child of a military family is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any child of a military family who is granted an exemption and his/her parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or his/her parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

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

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, his/her parent/guardian of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution

2. Provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Notification and Complaints

Information regarding the educational rights of children of military families, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of children of military families, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation
approved: February 21, 2018

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Administrative Regulation

Instruction AR 6183(a)

HOME AND HOSPITAL INSTRUCTION

~~Note: Pursuant to Education Code 48206.5, any district which, prior to January 1, 1986, maintained a program to provide individual instruction to students who have a temporary disability may continue to operate the program as it existed prior to that time.~~

A student with a temporary disability which makes school attendance impossible or inadvisable shall **be entitled to** receive individual instruction ~~in the student's home~~ **at home** or in a hospital or other residential health facility, excluding state hospitals. **(Education Code 48206.3)**

(cf. 5112.2 - Exclusions from Attendance)

~~This instruction applies to students incurring~~ ***Temporary disability*** **means** a physical, mental, or emotional disability **incurred while a student is enrolled in regular day classes or an alternative education program, and** after which ~~they~~ **the student** can reasonably be expected to return to regular day classes or ~~an~~ **the** alternative education program ~~without special intervention. It does not apply to students identified as individuals with exceptional needs~~ **in which the student is enrolled.** ***Temporary disability*** **does not include a disability that would qualify a student for special education** pursuant to Education Code 56026. (Education Code 48206.3)

(cf. 5141.22 - Infectious Diseases)
(cf. 6158 - Independent Study)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Note: Education Code 48206.3, as amended by AB 2109 (Ch. 167, Statutes of 2018), requires the district to notify parents/guardians of the availability of individual instruction for students with a temporary disability and to include in that notification information regarding student eligibility for, and the duration of, individual instruction.

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians ~~that~~ **of district students regarding:** (Education Code **48206.3,** 48208, 48980)

1. ~~Individual instruction is available for temporarily disabled students as prescribed by Education Code 48206.3.~~**The availability of individual instruction for any student with a temporary disability, including information regarding student eligibility for, and the duration of, individual instruction**

2. ~~If a student becomes temporarily disabled, it is the parent/guardian's responsibility to notify the receiving district of the student's presence in a qualifying hospital.~~ **The**

HOME AND HOSPITAL INSTRUCTION (continued)

rights and responsibilities of parents/guardians of any student with a temporary disability pursuant to Education Code 48207 and 48208

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Education Code 48208, it is the primary responsibility of parents/guardians to notify the district when their child is in a qualifying hospital. The following paragraph expands this requirement to include notification when a temporarily disabled student needs instruction at home.

Parents/guardians shall notify the principal or designee when their child is temporarily disabled and needs individual instruction at home or in a hospital or other residential health facility.

Determination of Student Eligibility

Note: Education Code 48208 specifies that the district must make a determination regarding a student's eligibility for individual instruction within five working days of receiving notification of the student's presence in a qualifying hospital. Although the law does not establish a time period for determining a student's eligibility for individual instruction at home, the following paragraph uses the five-day time period for determining eligibility for home instruction and may be revised to reflect district practice.

Not later than five working days after receiving notification from a parent/guardian that a student has a temporary disability, the Superintendent or designee shall determine whether the student will be able to receive individual instruction at home or in a hospital or residential health facility. (Education Code 48208)

Note: The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee may require verification through any reasonable means **that the student is temporarily disabled and needs individual instruction.** ~~that the student requires home instruction. In addition, this verification shall also state that the disabling condition will not expose the teacher to a contagious disease that can be transmitted through casual contact. Home or hospital instruction shall not be denied to students with Hepatitis B, herpes or HIV/AIDS, as long as the home or hospital practices current preventive protocol as determined by the U.S. Centers for Disease Control.~~

~~*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*~~
~~*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*~~

Provision of Individual Instruction

Note: Education Code 48208 requires that individual instruction in a hospital or residential health

HOME AND HOSPITAL INSTRUCTION (continued)

facility begin no later than five working days after determining a student's eligibility. As added by AB 2109, Education Code 48207.5 establishes the same time limit for providing instruction in a student's home.

Individual i~~I~~nstruction **at a student's home or in a hospital or other residential health facility** shall begin no later than five working days after the Superintendent or designee ~~has determined~~ **makes the determination** that the student is ~~able~~ **eligible** to receive individual~~ized~~ instruction. **(Education Code 48207.5, 48208)**

The district shall be responsible for providing individual instruction to any temporarily disabled student who is in a hospital or other residential health facility located within district boundaries, whether or not the student is enrolled in the district. If the student is enrolled in another district, the Superintendent or designee may enter into an agreement to have the student's district of residence provide the individual instruction. The Superintendent or designee may also enter into an agreement to provide individual instruction to a district student who is in a hospital or other residential health facility located within the boundaries of another district. (Education Code 48208)

(cf. 5111.1 - District Residency)

Whenever the district provides individual instruction to a non-district student who is in a hospital or other residential health facility located within district boundaries, the Superintendent or designee shall, w~~W~~ithin five working days of the beginning of the individual~~ized~~ instruction, ~~the Superintendent or designee shall~~ provide written notification to the **student's** district **of residence** ~~in which the student was previously enrolled stating~~ that**, effective on the date on which individual instruction began,** ~~the student shall not be counted~~ by district of residence **may not count the student** for purposes of computing **that district's** average daily attendance~~, effective the date on which individualized instruction began~~. **(Education Code 48208)**

Note: Pursuant to Education Code 48207.3, as added by AB 2109, students receiving individual instruction in a hospital or residential health facility for a partial week remain eligible to attend school on days when they are not at the hospital. Pursuant to Education Code 48207, as amended by AB 2109, for apportionment purposes each district may count the student's attendance for only those days it provides instruction to the student.

A student receiving individual instruction in a hospital or residential health facility for a partial week shall be entitled to attend school or receive individual instruction at home on days in which the student is not receiving individual instruction in the hospital or other residential health facility, if the student is well enough to do so. (Education Code 48207.3)

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)

HOME AND HOSPITAL INSTRUCTION(continued)

(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)

Note: The following **optional** paragraph may be revised to reflect district practice. **State law does not prescribe the content of home and hospital instruction, but the California Department of Education's web site states that the goal of the program is to maintain the student's former level of performance while recovering.**

Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.

Note: Education Code 48240, as amended by AB 2109, adds the following responsibility of the district's supervisor of attendance.

The district's attendance supervisor shall ensure that the absences of any temporarily disabled student receiving individual instruction at home or in a hospital or other residential health facility **are excused until the student is able to return to the regular school program. (Education Code 48240)**

(cf. 5113 - Absences and Excuses)
(cf. 5113.11 - Attendance Supervision)

Return to School

A student receiving individual instruction who is well enough to return to school shall be allowed to return to the school that the student attended immediately before receiving individual instruction, if the return occurs during the school year in which the individual instruction was initiated. (Education Code 48207.3)

Legal Reference: (see next page)

HOME AND HOSPITAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE
44865 Qualifications for home teachers
45031 Home teachers
48200 Minimum school day
48206.3 ~~*48208 Students Pupils with temporary disabilities; individual instruction; definitions; computing average daily attendance*~~
~~*48206.5 Continuation of individual instruction programs for students with temp. disabilities*~~
~~*48207 Pupils with temporary disabilities in hospitals out- side of school district; compliance with residency requirements*~~
~~*48208 Presence of pupils with temporary disabilities in qualifying hospitals; notice by parents or guardians; commencement of individualized instruction*~~
48240 Supervisors of attendance
48980 ~~*Required notification of rights and availability of nutrition and individualized instruction programs*~~ ***Parental notifications***
51800-51802 Employment of home teachers
56026 Individual with exceptional needs
CODE OF REGULATIONS, TITLE 5
421 Method of verification
423 Prolonged illness

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Administrative Regulation

Home And Hospital Instruction

AR 6183
Instruction

A student with a temporary disability which makes school attendance impossible or inadvisable shall receive individual instruction in the student's home or in a hospital or other residential health facility, excluding state hospitals. This instruction applies to students incurring a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026. (Education Code 48206.3)

(cf. 6158 - Independent Study)
(cf. 6164.4 - Identification of Individuals for Special Education)

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)

(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)

The district shall offer at least one hour of instruction for every day of instruction offered by the district in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the district in any fiscal year. (Education Code 48200, 48206.3)

Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.

The Superintendent or designee may require verification through any reasonable means that the student requires home instruction. In addition, this verification shall also state that the disabling condition will not expose the teacher to a contagious disease that can be transmitted through casual contact. Home or hospital instruction shall not be denied to students with Hepatitis B, herpes or HIV/AIDS, as long as the home or hospital practices current preventive protocol as determined by the U.S. Centers for Disease Control.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.22 - Infectious Diseases)

Nondistrict Students

A student of another district who is temporarily disabled and confined to a hospital or health facility within this district shall be eligible to receive individual instruction in this district. (Education Code 48207)

In such circumstances, it is the responsibility of the parent/guardian to notify the district of the student's presence in a qualifying hospital. (Education Code 48208)

Upon receiving such notification, the Superintendent or designee shall: (Education Code 48208)

1. Within five working days of the notification, determine whether the student is able to receive individualized instruction and, if so, when it shall begin. Instruction shall begin no later than five working days after the Superintendent or designee has determined that the student is able to receive individualized instruction.

2. Within five working days of the beginning of the individualized instruction, the Superintendent or designee shall provide written notification to the district in which the student was previously enrolled stating that the student shall not be counted by that district for purposes of computing average daily attendance, effective the date on which individualized instruction began.

Alternatively, the Superintendent or designee may enter into an agreement with the district in which the student was previously enrolled to have that district provide the individualized instruction. (Education Code 48208)

Parental Notifications

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians that: (Education Code 48208, 48980)

1. Individual instruction is available for temporarily disabled students as prescribed by Education Code 48206.3.

2. If a student becomes temporarily disabled, it is the parent/ guardian's responsibility to notify the receiving district of the student's presence in a qualifying hospital.

(cf. 5145.6 - Parental Notifications)

Legal Reference:
EDUCATION CODE
44865 Qualifications for home teachers
45031 Home teachers
48200 Minimum school day
48206.3 Pupils with temporary disabilities; individual instruction; definitions; computing average daily attendance
48206.5 Continuation of individual instruction programs for students with temp. disabilities
48207 Pupils with temporary disabilities in hospitals out- side of school district; compliance with residency requirements
48208 Presence of pupils with temporary disabilities in qualifying hospitals; notice by parents or guardians; commencement of individualized instruction
48980 Required notification of rights and availability of nutrition and individualized instruction programs
51800-51802 Employment of home teachers
CODE OF REGULATIONS, TITLE 5
421 Method of verification
423 Prolonged illness

Regulation
approved: May 5, 1999

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Board Bylaw

Board Bylaws BB 9322(a)

AGENDA/MEETING MATERIALS

Agenda Content

~~Each agenda~~ **Governing Board meeting agendas** shall reflect the district's vision and goals and the Board's focus on student learning.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

Note: Government Code 54954.2 requires Governing Board meeting agendas to briefly describe each item to be discussed, including closed session items, and states that a brief general description of an item generally need not exceed 20 words. For information regarding the different types of meetings and meeting location requirements, see BB 9320 - Meetings and Notices. For agenda requirements regarding closed session agenda items, see BB 9321 - Closed Session Purposes and Agendas.

~~Governing Board meeting agendas~~ **Each agenda** shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the ~~consent~~ agenda item has previously been considered at an open meeting of a committee comprised exclusively of ~~all the~~ Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting~~, unless~~ and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda **for a regular Board meeting** shall also provide members of the public an opportunity to ~~testify at regular meetings~~ **provide comment** on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Note: Pursuant to Government Code 54957.5, ~~when agenda materials are distributed to the Board less than 72 hours before a meeting,~~ the agenda **for a regular meeting** must include the address of the location where the public can inspect **any** ~~agenda~~ materials **that are related to an open session item and are distributed to the Board less than 72 hours before that meeting**. ~~Also s~~See section below entitled "Agenda Dissemination to Members of the Public."

AGENDA/MEETING MATERIALS (continued)

Each ~~meeting~~ agenda **for a regular meeting** shall list the address designated by the Superintendent or designee for public inspection of ~~agenda~~ documents **related to an open session item** that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

Note: Government Code 54954.2 requires that the agenda include information regarding how, when, and to whom a request for a disability-related accommodation or modification may be made. See BB 9320 - Meetings and Notices. The following paragraph should be modified to reflect district practice as to when and to whom such a request should be made.

The agenda shall ~~specify that~~ **include information regarding how, when, and to whom a request should be made if** an individual ~~should contact the Superintendent or designee if he/she~~ requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. ~~Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.~~

~~*(cf. 0000 - Vision)*~~
~~*(cf. 0200 - Goals for the School District)*~~
(cf. 9121 - President)
(cf. 9122 - Secretary)

Note: Education Code 35145.5 **mandates** that the Board adopt reasonable regulations to ensure that members of the public can place matters directly related to ~~school~~ district business on Board meeting agendas. ~~In Mooney v. Garcia, a California appeals court reaffirmed boards' discretion in determining what agenda items are related to school district matters.~~ The following ~~section~~ **paragraph**, including the timelines, should be revised to reflect district practice. Districts are free to establish their own timelines for placing an item on the agenda, taking into account staff time and resources, as long as the established timeline is a reasonable one. In Caldwell v. Roseville Joint Union High School District, a federal district court upheld a district bylaw requiring members of the public to submit a written request in order to place items on a meeting agenda. The plaintiff had alleged that his First Amendment rights were violated when the district did not place his item on the agenda in response to his oral request because the district disagreed with his religious beliefs. However, the court held that the district's bylaw requiring that requests first be made in writing was content-neutral and thus a reasonable restriction.

~~The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.~~

~~*(cf. 0000 - Vision)*~~
~~*(cf. 0200 - Goals for the School District)*~~

AGENDA/MEETING MATERIALS (continued)

~~*(cf. 9121 - President)*~~
~~*(cf. 9122 - Secretary)*~~

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

Note: In Mooney v. Garcia, a California appeals court reaffirmed ~~boards'~~ **the board's** discretion in determining ~~what~~ **whether an** agenda items ~~are~~ **is** related to school district matters.

The Board president and Superintendent shall decide whether a request **from a member of the public** is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

Note: The following paragraph is optional and may be revised to reflect district practice.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall **also** decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote~~,~~ **or** an information item that does not require immediate action~~, or a consent item that is routine in nature and for which no discussion is anticipated~~.

Note: The following **optional** ~~section~~ **paragraph** is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. It is important for such boards to limit the use of the consent agenda to noncontroversial matters and to establish rules that help ensure that any use of the consent agenda does not reduce transparency in the board's conduct of district business or result in violation of the open meeting laws. In addition, boards should be aware that, by law, certain items may not be placed on the consent agenda. For example, pursuant to Government Code 54960.2, ~~as added by SB 1003 (Ch. 732, Statutes of 2012),~~ a board's decision to approve or rescind its unconditional commitment to refrain from taking certain actions in violation of the Brown Act must be made as a separate item and not on the consent agenda. See BB 9323.2 - Actions by the Board.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent ~~agenda~~ items shall be items of a routine nature and items for which Board discussion is not anticipated and

AGENDA/MEETING MATERIALS (continued)

for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. ~~However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it.~~ (Government Code 54954.3)

Any Board action that involves borrowing $100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

~~**Consent Agenda/Calendar**~~

~~Note: The following **optional** section is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. It is important for such boards to limit the use of the consent agenda to noncontroversial matters and to establish rules that help ensure that any use of the consent agenda does not reduce transparency in the board's conduct of district business or result in violation of the open meeting laws. In addition, boards should be aware that, by law, certain items may not be placed on the consent agenda. For example, pursuant to Government Code 54960.2, as added by SB 1003 (Ch. 732, Statutes of 2012), a board's decision to approve or rescind its unconditional commitment to refrain from taking certain actions in violation of the Brown Act must be made as a separate item and not on the consent agenda. See BB 9323.2 - Actions by the Board.~~

~~In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval.~~

AGENDA/MEETING MATERIALS (continued)

~~When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.~~

~~The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)~~

Agenda Dissemination to Board Members

Note: The following section is **optional** and should be modified to reflect district practice. Pursuant to Government Code 6252.7, when the Board, in the conduct of its duties, is authorized by law to access any writing of the district, including agenda and supporting documents, the district is prohibited from discriminating between or among Board members as to when and which records will be made available.

CSBA's Agenda Online, an electronic board meeting agenda service for use by districts, ~~and~~ county offices of education, **and the public** allows development of and access to Board meeting agendas, supporting documents, and minutes from any computer that has Internet access. Further information can be found on CSBA's web site.

At least ~~three days~~ **72 hours** before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, ~~citizens,~~ and others; and other available documents pertinent to the meeting.

When special meetings are called, ~~the Superintendent or designee shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible before the meeting.~~ **Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)**

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not**, outside of a noticed meeting,** directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 - Board Member Electronic Communications)

AGENDA/MEETING MATERIALS (continued)

Agenda Dissemination to Members of the Public

~~The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)~~

~~Note: Government Code 54957.5 requires that when agenda materials are distributed to the Board less than 72 hours before a regular meeting, the district must also make the documents available for public inspection, as specified below. However, only those documents that are "public records" under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting need to be made available for inspection.~~

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. ~~If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board, provided the document is a~~ **Only those documents which are disclosable** public records under the Public Records Act **and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public.** ~~The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting.~~ (Government Code 54957.5)

Note: Pursuant to Government Code 54954.2, the agenda for a regular meeting of the Board must be posted at least 72 hours prior to the meeting on the district's web site, if it has one, and at a location that is freely accessible to the public. The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time, including evening hours, during the 72 hours immediately preceding the meeting. Also see BB 9320 - Meetings and Notices.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

Note: Government Code 54954.2 requires that the agenda for any meeting occurring on or after January 1, 2019, be posted on the homepage of the district web site, if it has one, in accordance with law. Districts that use an integrated agenda management platform, such as CSBA's Agenda Online, may provide a link to access agendas posted on the platform. Pursuant to Government Code 54954.2, the link must not be solely accessible through a contextual menu, and the agenda must be posted in a format which is retrievable, downloadable, indexable, electronically searchable by commonly used Internet search applications, and without any restriction that would impede the reuse or redistribution of the agenda.

AGENDA/MEETING MATERIALS (continued)

The Attorney General has opined (99 Ops. Cal. Atty. Gen. 11 (2016)) that the Brown Act regular meeting online agenda posting provision contained within Government Code 54954.2 is not necessarily violated when a local agency's web site experiences technical difficulties that cause the agenda to become inaccessible to the public for a portion of the 72 hours that precede the scheduled meeting. If the local agency has otherwise substantially complied with the Brown Act agenda posting requirements, the legislative body may lawfully hold its regular meeting as scheduled.

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)
(cf. 1340 - Access to District Records)

~~Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)~~

~~Note: Pursuant to Government Code 54954.1, upon request, the agenda and supporting documentation must be made available in appropriate alternative formats to persons with a disability, as required under the Americans with Disabilities Act (42 USC 12132). Examples of alternative formats, also referred to as "auxiliary aids and services," are listed in 28 CFR 36.303 and include audio recordings or Braille materials.~~

~~Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)~~

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

AGENDA/MEETING MATERIALS (continued)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Note: The following **optional** paragraph is for use by districts that charge a fee for mailing the agenda or agenda packet. Government Code 54954.1 authorizes districts to charge a fee for mailing the agenda or agenda packet as long as the fee does not exceed the cost of providing the service. Pursuant to Government Code 54957.5, a surcharge may not be imposed for providing the agenda and other public record documents in alternative formats to persons with disabilities.

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Note: Pursuant to Government Code 54954.1, upon request, the agenda and supporting documentation must be made available in appropriate alternative formats to persons with a disability, as required under the Americans with Disabilities Act (42 USC 12132). Examples of alternative formats, also referred to as "auxiliary aids and services," are listed in 28 CFR 36.303 and include **accessible electronic and information technology,** audio recordings, or Braille materials.

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Legal Reference: (see next page)

AGENDA/MEETING MATERIALS (continued)

Legal Reference:

EDUCATION CODE
35144 Special meetings
35145 Public meetings
35145.5 Right of public to place matters on agenda
GOVERNMENT CODE
6250-6270 Public Records Act
53635.7 Separate item of business
54954.1 Mailed agenda of meeting
54954.2 Agenda posting requirements; board actions
54954.3 Opportunity for public to address legislative body
54954.5 Closed session item descriptions
54956.5 Emergency meetings
*54957.5 **Availability of** public records*
54960.2 Challenging board actions; cease and desist
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services
COURT DECISIONS
Mooney v. Garcia, (2012) 207 Cal.App.4th 229
Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318
ATTORNEY GENERAL OPINIONS
99 Ops. Cal. Atty. Gen. 11 (2016)
78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS
Call to Order: A Blueprint for Great Board Meetings, 2015
The Brown Act: School Boards and Open Meeting Laws, rev. 2014
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
WEB SITES
CSBA, Agenda Online: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Center Unified SD

Board Bylaw

Agenda/Meeting Materials

BB 9322
Board Bylaws

Agenda Content

Governing Board meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each meeting agenda shall list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall specify that an individual should contact the Superintendent or designee if he/she requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 9121 - President)
(cf. 9122 - Secretary)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.

Any Board action that involves borrowing $100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Consent Agenda/Calendar

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent agenda items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)

Agenda Dissemination to Board Members

At least three days before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, citizens, and others; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent or designee shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible before the meeting.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 - Board Member Electronic Communications)

Agenda Dissemination to Members of the Public

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board, provided the document is a public record under the Public Records Act. The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

(cf. 1113 - District and School Web Sites)
(cf. 1340 - Access to District Records)

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Legal Reference:
EDUCATION CODE
35144 Special meetings
35145 Public meetings
35145.5 Right of public to place matters on agenda
GOVERNMENT CODE
6250-6270 Public Records Act
53635.7 Separate item of business
54954.1 Mailed agenda of meeting
54954.2 Agenda posting requirements; board actions
54954.3 Opportunity for public to address legislative body
54954.5 Closed session item descriptions
54956.5 Emergency meetings
54957.5 Public records
54960.2 Challenging board actions; cease and desist
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services
COURT DECISIONS
Mooney v. Garcia, (2012) 207 Cal.App.4th 229
Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

Management Resources:
CSBA PUBLICATIONS
Call to Order: A Blueprint for Great Board Meetings, 2010
The Brown Act: School Boards and Open Meeting Laws, rev. 2009
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
WEB SITES
CSBA, Agenda Online: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov

Bylaw
adopted: April 17, 2013

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample
Board Bylaw

Board Bylaws BB 9324(a)

MINUTES AND RECORDINGS

Note: The following **optional** bylaw should be modified to reflect district practice.

The Governing Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by district staff and the public ~~and helps foster public trust in Board governance~~.

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9323 - Meeting Conduct)

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)
(cf. 9122 - Secretary)
(cf. 9323.2 - Actions by the Board)

The minutes of Board meetings shall include, but not be limited to:

Note: Pursuant to Government Code 54952 ~~a majority of the Governing Board must be present at a meeting in order to hear, discuss, or deliberate on any matter within the subject matter jurisdiction of the Board.~~ **and Education Code 35164, a "meeting" occurs when a majority of the Board is present and a Board action requires a majority vote of the Board.** Thus, the minutes should reflect any occasion on which a member is not present for the entire meeting in order to document that a majority of the Board remained in attendance throughout the meeting.

1. ~~The minutes shall reflect which~~ **A notation of which Board** members are present, **in person or by teleconference,** and whether a member is not present for part of the meeting due to late arrival and/or early departure.

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)
(cf. 9320 – Meetings and Notices)

2. ~~In order to ensure that the minutes are focused on Board action, the minutes shall include only a~~ **A** brief summary of the Board's discussion **on each agenda topic,** ~~but shall not include~~ **rather than** a verbatim record of ~~the Board's discussion on each agenda topic or the names of~~ **each** Board member**'s** ~~who made~~ specific points **of view** during the discussion.

MINUTES AND RECORDINGS (continued)

3. ~~The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.~~ **A summary of the public comments made on agendized items and unagendized topics**

4. The ~~minutes shall include the~~ specific language of each motion and the names of the Board members who made and seconded the motion.

Note: Item #5 is for use by districts that maintain high schools and have one or more student Board members. Pursuant to Education Code 35012, student Board members are allowed to cast preferential votes on open session items before the official vote of the Board. Preferential votes are recorded in the minutes but not counted as a vote for the purpose of taking Board action. See BB 9150 - Student Board Members.

5. **Preferential votes cast by student Board member(s) (Education Code 35012)**

(cf. 9150 - Student Board Members)

~~Note: Pursuant to Government Code 54953, as amended by SB 751 (Ch. 257, Statutes of 2013), in addition to publicly reporting any action taken, the minutes must note the vote or abstention of each member present for the action.~~

6. ~~The minutes shall also report any~~ **Any** action taken **by the Board** and the vote or abstention on that action of each **Board** member present. **(Education Code 35145;** Government Code 54953)

~~The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.~~

Note: Pursuant to Education Code 49073.2, as added by SB 1036 (Ch. 788, Statutes of 2018), the district is prohibited from including in its minutes a student's directory information, as defined in Education Code 49061, or a parent/guardian's personal information, as defined in Education Code 49073.2, when the student or parent/guardian requests that such information be excluded. For further information about the types of information that are categorized as directory information, see AR 5125.1 - Release of Directory Information.

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

(cf. 5125.1 - Release of Directory Information)

Note: The following paragraph is optional and may be revised to reflect district practice.

MINUTES AND RECORDINGS (continued)

The Board agenda shall include a statement of the option and process for students and parents/guardians to request that such information be excluded from the minutes.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Note: The following **optional** paragraph is for use by districts which have their approved minutes signed by a Board officer or designee and should be modified to reflect the appropriate position.

Upon approval by the Board, the minutes shall be signed by **the Board Clerk and the Board Secretary/Superintendent**.

Note: Pursuant to 5 CCR 16023, minutes and official actions of the Board must be classified and retained in accordance with 5 CCR 16022. See BP/AR 3580 - District Records.

CSBA's Agenda Online, an electronic board meeting agenda service, allows for the development, storage, and access to Board meeting agendas, supporting documents, and minutes from any computer with Internet access. Further information can be found on CSBA's web site.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

(cf. 3580 - District Records)

Note: Although Government Code 54957.2 permits keeping of minutes for closed sessions, districts should consult with legal counsel before making it a practice to do so. Should a court determine that a district has violated the Brown Act, Government Code 54960 allows the court to compel the Board to record its closed sessions. See BB 9323.2 - Actions by the Board.

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

(cf. 9321.1 - Closed Session Actions and Reports)

Recording or Broadcasting of Meetings

Note: The following **optional** section addresses the recording or broadcasting of meetings ~~made by or directed~~ by the district.

Pursuant to Government Code 54953.5 and 54953.6, any person attending an open meeting may record or broadcast the meeting, unless the Board makes a reasonable finding that the recording or broadcast cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. See BB 9323 - Meeting Conduct for language regarding recording by the public.

MINUTES AND RECORDINGS (continued)

The district may tape, film, **stream,** or broadcast any open Board meeting. **At the beginning of the meeting, t**~~T~~he Board president shall announce that a recording or broadcasting is being made at the direction of the Board **and that the recording or broadcast may capture images and sounds of those attending the meeting.** ~~at the beginning of the meeting and, as~~ **As** practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment without charge. (Government Code 54953.5)

Legal Reference:

EDUCATION CODE
35012 Number of members; terms; student board members
35145 Public meetings
35163 Official actions, minutes and journals
35164 Vote requirements
49061 Student records; definitions
49073.2 Privacy of student and parent/guardian personal information
GOVERNMENT CODE
54952.2 Meeting defined
54953 Meetings
54953.5 Audio or video recording of proceedings
54953.6 Broadcasting of proceedings
54957.2 Closed sessions; clerk; minute book
54960 Violations and remedies
PENAL CODE
632 Unlawful to intentionally record a confidential communication without consent
CODE OF REGULATIONS, TITLE 5
16020-16027 Classification and retention of records

Management Resources:

CSBA PUBLICATIONS
Call to Order: A Blueprint for Great Board Meetings, 2015
The Brown Act: School Boards and Open Meeting Laws, rev. 2014
~~*Guide to Effective Meetings, rev. 2007*~~
WEB SITES
*CSBA, Agenda Online: http://~~www.csba.org~~**www.agendaonline.com***

(7/08 4/14) 12/18

Policy Reference UPDATE Service
Copyright 2018 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

Center Unified SD

Board Bylaw

Minutes And Recordings

BB 9324
Board Bylaws

The Governing Board recognizes that maintaining accurate minutes of Board meetings provides a record of Board actions for use by district staff and the public and helps foster public trust in Board governance.

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9323 - Meeting Conduct)

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)
(cf. 9122 - Secretary)
(cf. 9323.2 - Actions by the Board)

The minutes shall reflect which members are present and whether a member is not present for part of the meeting due to late arrival and/or early departure.

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

In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

The minutes shall include the specific language of each motion and the names of the Board members who made and seconded the motion.

The minutes shall also report any action taken and the vote or abstention on that action of each member present. (Government Code 54953)

The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall

approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board Clerk and Board Secretary/Superintendent.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

(cf. 3580 - District Records)

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

(cf. 9321.1 - Closed Session Actions and Reports)

Recording or Broadcasting of Meetings

The district may tape, film, or broadcast any open Board meeting. The Board president shall announce that a recording or broadcasting is being made at the direction of the Board at the beginning of the meeting and, as practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment without charge. (Government Code 54953.5)

Legal Reference:
EDUCATION CODE
35145 Public meetings
35163 Official actions, minutes and journals
35164 Vote requirements
GOVERNMENT CODE
54952.2 Meeting defined
54953 Meetings
54953.5 Audio or video recording of proceedings
54953.6 Broadcasting of proceedings
54957.2 Closed sessions; clerk; minute book
54960 Violations and remedies
PENAL CODE
632 Unlawful to intentionally record a confidential communication without consent
CODE OF REGULATIONS, TITLE 5
16020-16027 Classification and retention of records

Management Resources:
CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, rev. 2009
Guide to Effective Meetings, rev. 2007
WEB SITES
CSBA, Agenda Online: http://www.csba.org

Bylaw
adopted: November 19, 2014

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California