

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.
2. All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.
3. All students will benefit from improved partnerships and communication with all educational partners.

BOARD OF TRUSTEES REGULAR MEETING

**District Board Room
Center Joint Unified School District Annex
3243 Center Court Lane, Antelope, CA 95843**

This meeting will be held in accordance with California Government Code Section 59453, Subdivision (e) of the Ralph M. Brown Act (California Government Code Section 54950, et seq.), and the Federal American with Disabilities Act. While this meeting will be physically open to the public, members of the public may view the meeting as televised via our YouTube page (below), or may participate and comment via the application, Zoom (video or call-in options). The link and call-in numbers to the Zoom access will be available on the day of the meeting. Members of the public may address the Board on the topics of our Board agenda in addition to topics that are under the jurisdiction of the Board and are not on the agenda, although, the board, by law, may not take action at this meeting on non-agendized topics. If you wish to make a public comment during Public Comments or public comment time of an item while attending in person, please complete a speaker card. If you wish to make a public comment during Public Comments or public comment time of an item while attending remotely, login to the Zoom link or Zoom Call In number, click the "raise hand" button during the item you wish to comment on. The meeting host will unmute your mic at the appropriate time.

Livestream:

<https://www.centerusd.org/Board/Board-Livestream/index.html>

Wednesday, February 21, 2024 - 6:00 p.m.

- I. CALL TO ORDER & ROLL CALL - 5:30 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
 1. Conference with Labor Negotiators, Chris Borasi, 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.**

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

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

VI. FLAG SALUTE

In recognition of free speech and the following board agenda item, we welcome all and would like to note that saying the pledge of allegiance is not a requirement to participate in the business of this public board. If you do not say the pledge for religious, political, social, or personal reasons, you are most welcome here as an equal participant in the business of this board.

VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION Info/Action

VIII. ADOPTION OF AGENDA Action

IX. RECOGNITIONS Info

X. ORGANIZATION REPORTS (3 minutes each) Info

1. CUTA – Venessa Mason, President
2. CSEA – Niesha Harris, President

XI. REPORTS/PRESENTATIONS (8 minutes each) Info

- | | |
|--|---|
| Curr & Instr
Student Services
Facilities & Oper. | <ol style="list-style-type: none">1. Center High School Baseball and Softball Fields Update – Scott Loehr2. Student & Family Support Services Update – Ryan Miranda3. Facilities Report – Richard Putnam |
|--|---|

XII. 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.

XIII. CONSENT AGENDA (5 minutes) Action

NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.

- | | |
|---------------------------|--|
| Governance
↓
↓
↓ | <ol style="list-style-type: none">1. Approve Adoption of Minutes from January 17, 2024 Regular Meeting2. Approve Adoption of Minutes from February 2, 2024 Special Meeting3. Approve Resolution #12/2023-24: Resolution on Board Compensation for Missed Meeting4. Approve Resolution #18/2023-24: Resolution Establishing that Center Joint Unified School District has an Early Primary Program |
| Personnel
↓
↓ | <ol style="list-style-type: none">5. Approve Classified Personnel Transactions6. Approve Certificated Personnel Transactions7. Approve Resolution #16/2023-24: Reduction or Discontinuance of Particular Kinds of Service - Resolution for Reduction to Certificated Employment Due to Expiration of Covid Related and Comprehensive Support and Improvement Funding |
| ↓ | <ol style="list-style-type: none">8. Approve Resolution #17/2023-24: Reduction of Particular Kinds of Classified Services - Resolution for Reduction to Classified/Management Employment Due to Expiration of Covid Related Funding |
| ↓ | <ol style="list-style-type: none">9. Approve Affiliation Agreement between CJUSD and University of Pacific |
| Student Services
↓ | <ol style="list-style-type: none">10. Approve Memorandum of Understanding by and between CJUSD and West Ed11. Approve 2023-24 Comprehensive Safe School and Emergency Preparedness Plans – All School Sites |
| Special Educ.
↓ | <ol style="list-style-type: none">12. Ratify Memorandum of Understanding with the Placer County SELPA Jumpstart Program13. Ratify 2023-24 Individual Services Agreements:
 Access Language ISA# 167
 Aldar Academy ISA# 177 |

		Capitol Academy	ISA# 1, 2, 3
		Easter Seals	ISA# 24, 55, 62, 67, 85, 143, 160, 169, 170, 171, 172, 190
		Jabbergym	ISA# 16-23, 25-54, 56-61, 63-66, 68-84, 86-142, 144-159, 161-166, 168, 173, 176, 177, 178
		Meladee McCarty	ISA# 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 191, 192
		Northern CA Preparatory	ISA# 4
		Odyssey Learning Center	ISA# 15
		Placer Learning Center	ISA# 5, 6, 7, 8, 9, 10, 11
		Point Quest Depot Park	ISA# 176
		Sierra Foothills Academy	ISA# 12, 13, 14
		Sierra School	ISA# 174-175
Curr & Instr		14.	Approve Revised School Plan for Student Achievement – North Country
	↓	15.	Approve Revised School Plan for Student Achievement – Spinelli
	↓	16.	Approve Revised School Plan for Student Achievement – Dudley
	↓	17.	Approve Transition Partnership Program 2024-27 Contract RENEAL, including Resolution #11/2023-24, Person Authorized to Sign Agreement
	↓	18.	Approve Professional Services Agreement: Ancient Artifacts
	↓	19.	Approve Professional Services Agreement: Mobile Ed Productions, Inc.
	↓	20.	Approve Professional Services Agreement: Sacramento Taiko Dan
	↓	21.	Approve Professional Services Agreement: School Yard Rap LLC
	↓	22.	Approve Consolidated Communications as Vendor for Network Transport Lines to Schools
	↓	23.	Approve NOVAK Education TK-12 Universal Design for Learning Professional Development Online Learning Opportunities
	↓	24.	Approve American River College (ARC) TRIO Educational Talent Search (ETS) Spring Break College Campus Tour – Center High
	↓	25.	Approve American River College (ARC) Upward Bound Overnight College Tour – Center High
	↓	26.	Approve Aeries Cloud Hosting
	↓	27.	Approve Keys to Literacy K-12 Writing Professional Development Online Learning Opportunities
Facilities & Oper.		28.	Ratify Agreement with Mobile Modular for Storage Units at Center High for the Modernization Project
	↓	29.	Ratify Agreement with One Workplace to Provide Towers for Oak Hill Elementary
	↓	30.	Ratify Agreement with Riverside Technologies, Inc. to Install Guest Check-In for All Elementary Schools, except Rex Fortune Elementary
	↓	31.	Approve Amendment #2 – Architectural Engineering Services Agreement by and between AC Martin and Center Joint Unified School District for Oak Hill Modernization Project
	↓	32.	Approve Final Change Order for HVAC Replacement Project at North Country Elementary – DSA #02-119588 and the 500 Building at Center High School – DSA #02-19589
	↓	33.	Approve Final Change Order for Rex Fortune Elementary School Project, DSA #02-119109
	↓	34.	Approve Contract with JB Bostick Company – Center High School Parking Lot
	↓	35.	Approve Disposal of Surplus Equipment: 25' Windmill – North Country Elementary
	↓	36.	Approve Notice of Completion – B&M Builders, Inc. – HVAC Replacement Project at North Country and Center High 500 Building
	↓	37.	Approve Notice of Completion – BRCO Constructors, Inc. – CTE Buildings Project at Center High School
	↓	38.	Approve Notice of Completion – Clark & Sullivan Construction – Rex Fortune Elementary School Construction Project
	↓	39.	Approve Notice of Completion – H.B. Restoration, Inc. – Exterior Painting for

	Center High Modernization Project	
↓	40. Approve Final Change Order for New Computer Technology and Construction Trades Buildings at Center High School (CTE) - DSA #02-110224 between BRCO Constructors Inc and CJUSD	
Business	41. Approve Certification of Corrective Actions for the 2022-23 Audit Findings	
↓	42. Approve Resolution #13/2023-24: Resolution to Close Fund 11, Adult Education	
↓	43. Approve Resolution #14/2023-24: Resolution to Close Fund 14, Deferred Maintenance Fund	
↓	44. Approve Resolution #15/2023-24: Resolution Establishing a Special Reserve Fund for Capital Outlay Projects – Fund 40	
↓	45. Approve Service Agreement with Nyhart	
↓	46. Approve Payroll Orders: January 2024	
↓	47. Approve Supplemental Agenda (Vendor Warrants): January 2024	
XIV.	INFORMATION ITEMS	
	1. Local Control Accountability Plan (LCAP) Mid-Year Review	
XV.	STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)	Info
	1. Harmonie Ortega	
XVI.	BOARD / SUPERINTENDENT REPORTS (10 minutes)	Info
XVII.	ADVANCE PLANNING	Info
	a. <i>Future Meeting Dates:</i>	
	i. <i>Regular Meeting: Wednesday, March 13, 2024 @ 6:00 p.m. – Board Room, Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual</i>	
	b. <i>Suggested Agenda Items:</i>	
XVIII.	CONTINUATION OF CLOSED SESSION (Item IV)	Action
XIX.	ADJOURNMENT	Action

CJUSD Mission:

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.

Agenda Item: XI-1



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials:
SL

SUBJECT: Center High School Baseball and Softball Fields

☐ Action Item

☒ Information Item

Attached Pages 6

BACKGROUND:

District and site staff will share information on the Center High School baseball and softball fields.

RECOMMENDED BOARD ACTION:

Information only



CENTER JOINT UNIFIED
SCHOOL DISTRICT
ESTABLISHED 1858



CJUSD Board Presentation Center High School Baseball and Softball Fields

February 21, 2024

Field Maintenance and Repair Process (Safety)

- District and Site met to delineate tasks and schedule of tasks
- Work order process and evidence of work order completion
- Dugouts repaired (visitor dugout painted)
- Backstop replaced and painted
- Fencing upkeep and ongoing repairs
- Wasps eliminated - work order if return
- Pitching rubbers on fields replaced
- Homeplates replaced on both varsity fields
- No field holes had been reported per work orders, however Grounds staff inspected field and identified and repaired spots.

Outside of Regular Maintenance - How are conditions addressed?

- Work order submitted through SchoolDude.
 - Submitted by Athletic Director, School Secretary, Site Administrator, or Custodian
 - Received by Maintenance Department and assigned
 - Status updated by staff assigned and updates given to site as needed
 - Resolved by staff assigned
- Athletic Fields - work orders submitted since 2009
 - 64 baseball specific - i.e. pitching rubbers, plates, fence line, water fountain maintenance, backstop replacement and repair, field mix, etc.
 - 4 work orders for dugouts - i.e. painting, board replacements, wasp abatement, etc.
 - 14 general athletic work orders - i.e. sprinkler valve repair, weeds, additional mowing, etc
 - 18 general field work orders - i.e. outlet repair, fence repair, drainage, etc.

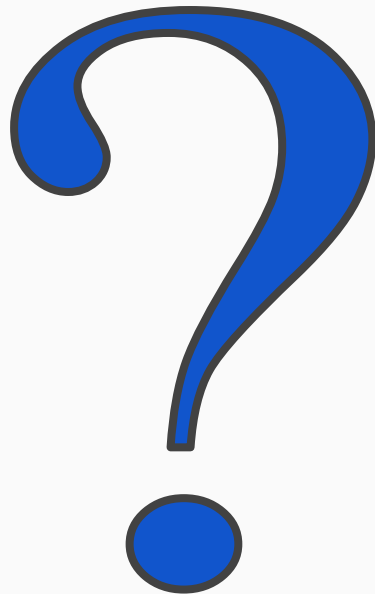
Cost for Substantial Upgrades

- Previous upgrades that were pursued:
 - Fencing for varsity fields (2019) estimated at \$168,742
- Long-term site facilities planning
 - Site administration and athletic directors have met to discuss and plan improvements based on need, traffic
- Full renovation of fields “in kind” would be approximately \$7 million or more.

Uniforms - Team Supplies

- New jerseys and cloth rotation
 - Baseball: March 2019, and October 2022
 - Softball: November 2022
 - Next purchases:
 - Baseball: 2024-2025
 - Softball: 2025-2026
- “Spirit Pack”
 - Items outside of the scope of what the school can provide, such as:
 - Warm-ups
 - Bags
 - Items with names on them
 - Sweatshirts

Questions



Agenda Item: XI-2



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: RYAN MIRANDA, COORDINATOR OF STUDENT & FAMILY SUPPORT

Initials:

CSB

SUBJECT: Student & Family Support Services Update

☐ Action Item

☒ Information Item

Attached Pages 13

BACKGROUND:

This presentation is to update the CJUSD Board of Trustees members on the programs and services of the Student & Family Services Department. This presentation will include an update on homeless student identification, department services provided, attendance/chronic absenteeism data and systems of support, and implementation of the Expanded Learning Opportunities Program (ELOP).

RECOMMENDED BOARD ACTION:



STUDENT & FAMILY SUPPORT SERVICES UPDATE

**Board Presentation –
February 2024**

STUDENT & FAMILY SUPPORT

ACCESS - OPPORTUNITIES - SUCCESS

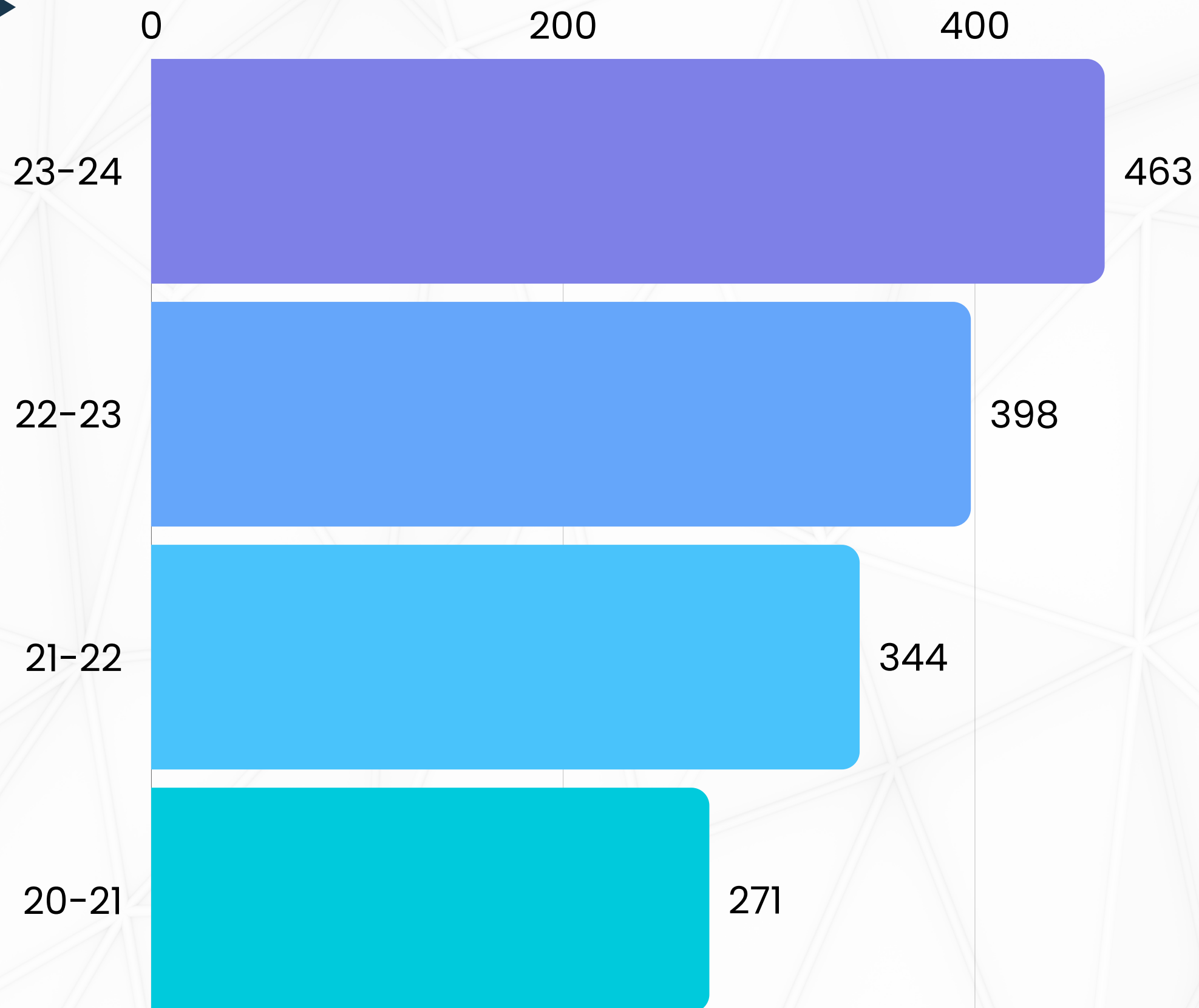
- Eliminating barriers
- Partnering with schools, families, and community
- Support services, Resources, and Referrals

SUPPORTING IN & OUT OF THE CLASSROOM

- McKinney-Vento Program
- Foster Youth Services
- Attendance & Engagement
- Expanded Learning Opportunities Program (ELOP)
- Family & Community Engagement
- School Climate



MCKINNEY-VENTO



Living Situations

- 442 Double-Up
- 13 Unsheltered
- 7 Hotel/Motel
- 1 Shelter

SERVICES PROVIDED

**STUDENTS
MENTORED**

64

CLOTHING

258

**TRANSPORTATION
SUPPORT**

78

466

SCHOOL SUPPLIES

6,744

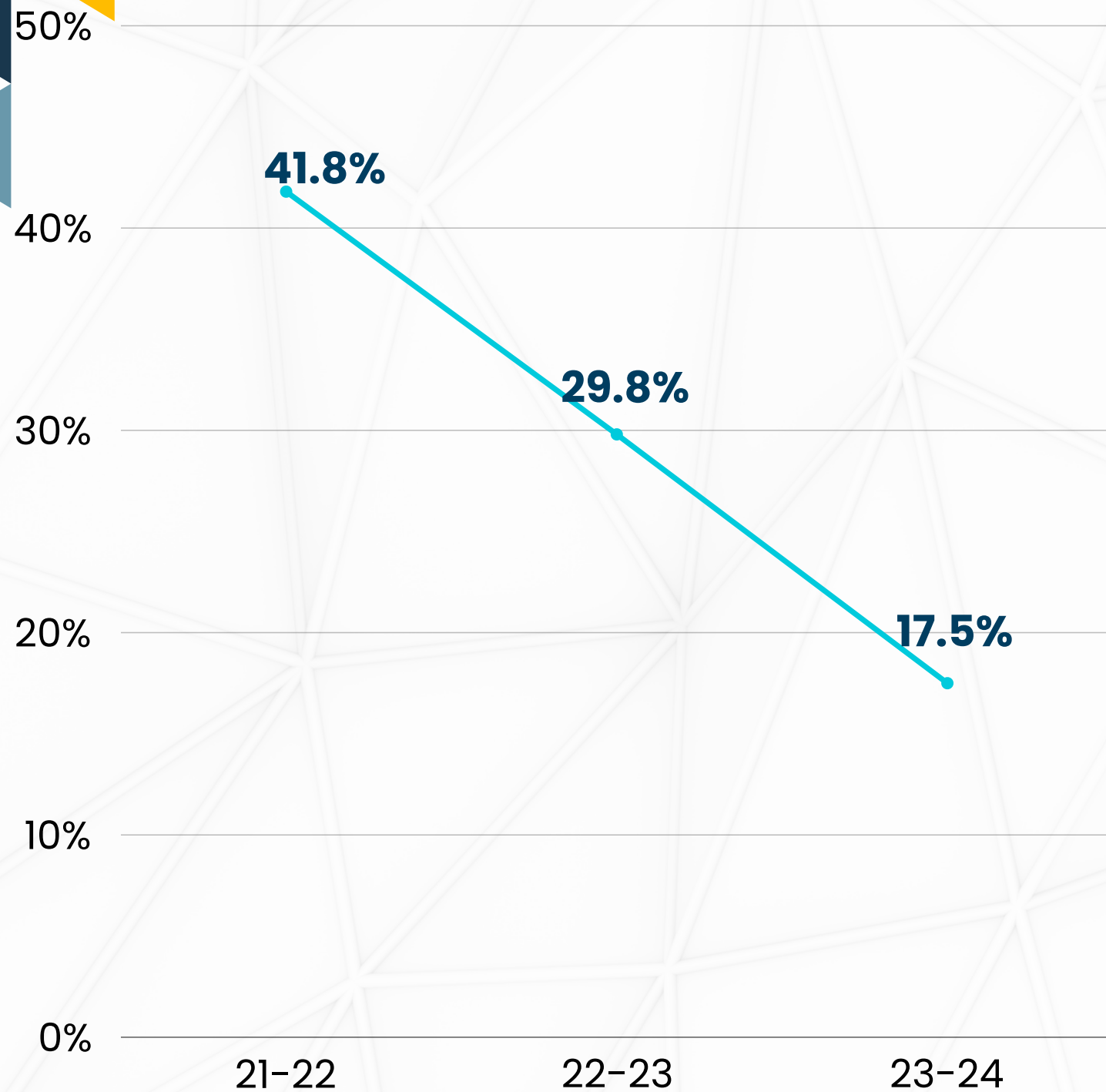
FOOD ASSISTANCE

100

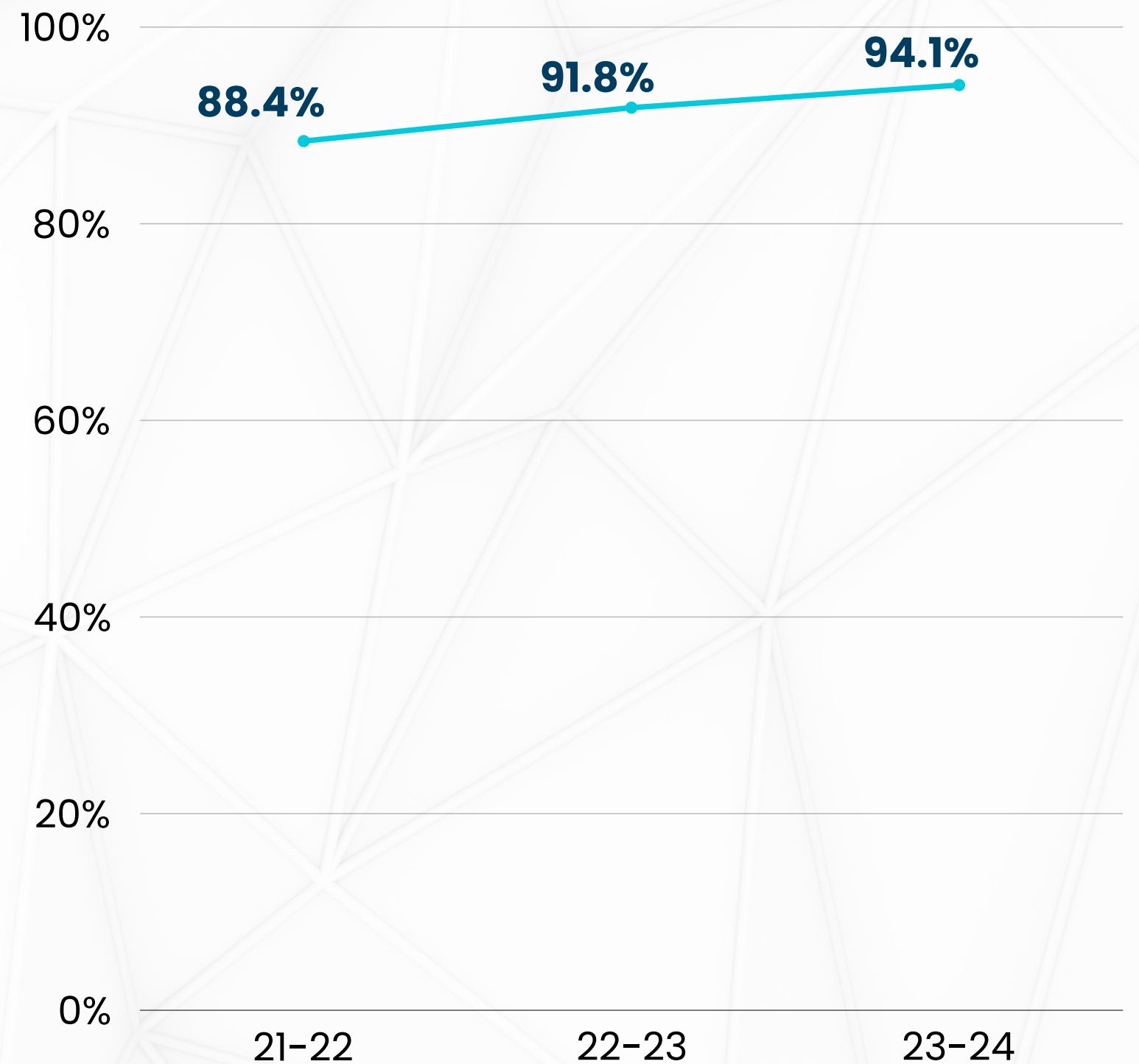
COMMUNITY LINKAGE

ATTENDANCE & ENGAGEMENT

Chronic Absenteeism Rate



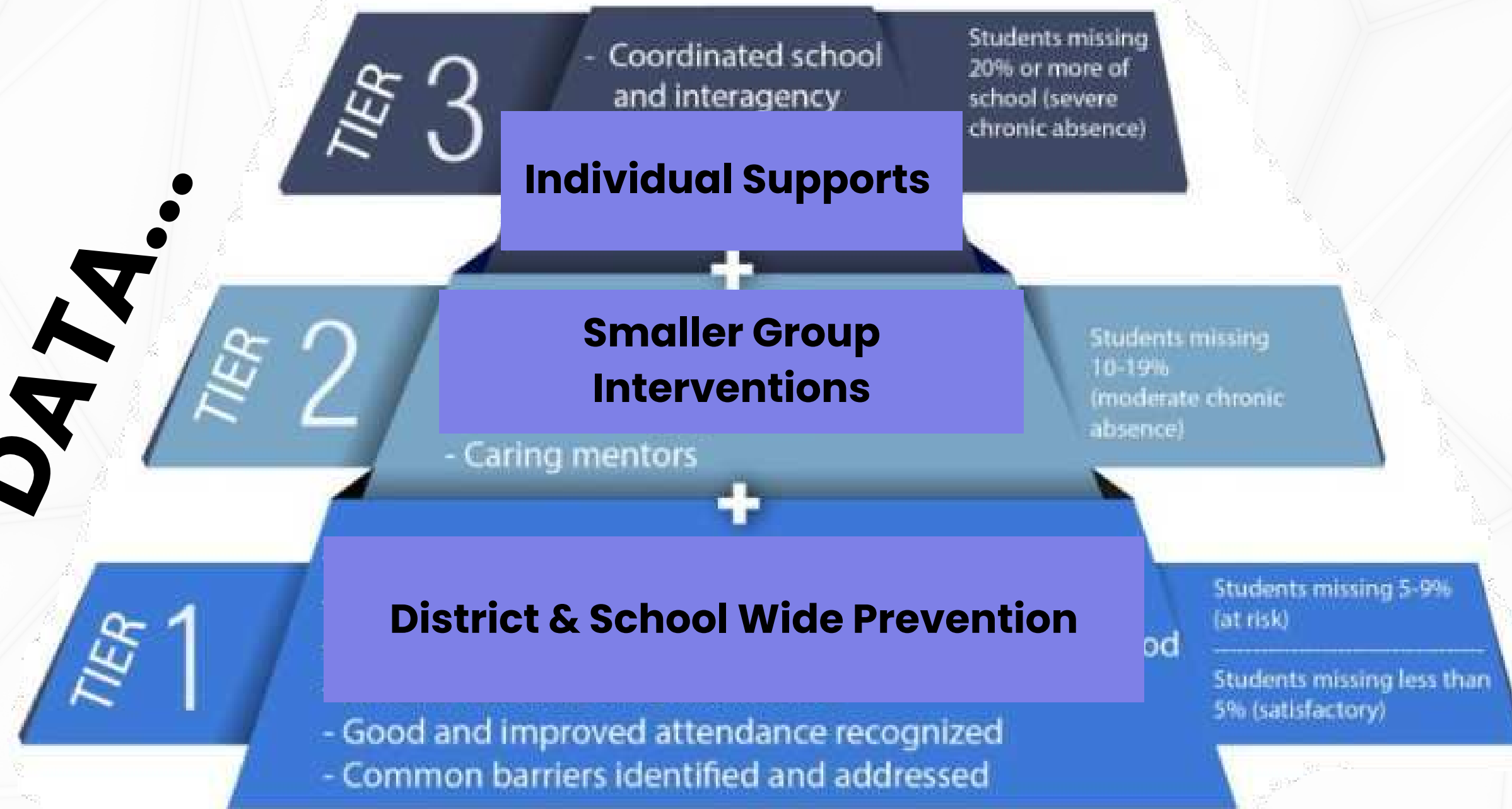
Attendance Rate



ATTENDANCE & ENGAGEMENT

System of Support Leading to Progress

DATA...








ATTENDANCE & ENGAGEMENT

DATA...

Monthly Calendar Snapshot

Attendance by Tier

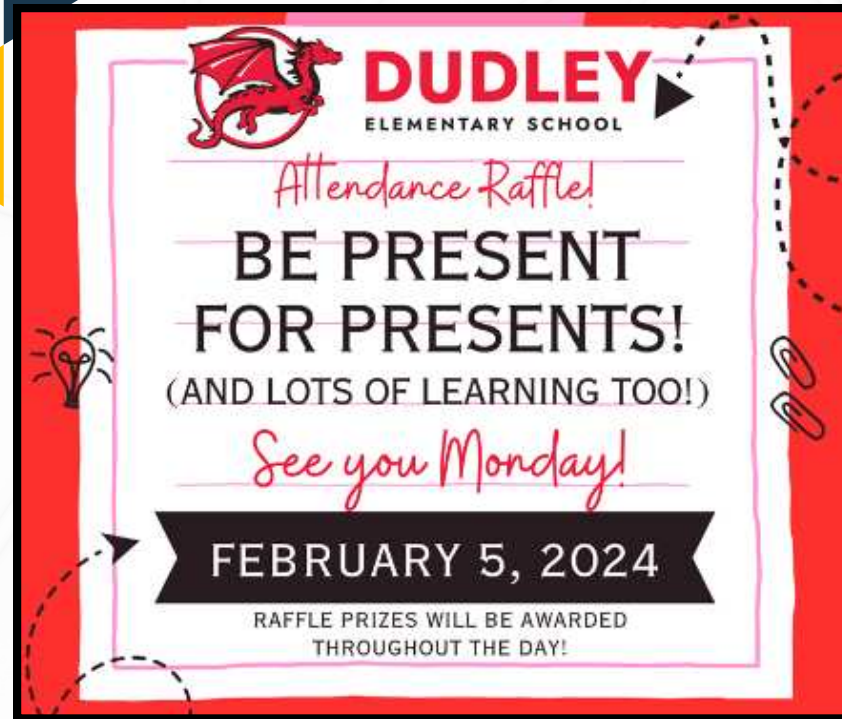
TIER	
	Satisfactory (<5%) ¹
	At Risk (5-9%) ¹
	Moderate Chronic (10-19%) ²
	Severe Chronic (20-49%) ³
	Extreme Chronic (>=50%) ³

MON	TUE	WED	THU	FRI
	1 NS	2 NS	3 NS	4 NS
7 96.4%	8 97.0%	9 96.4%	10 96.5%	11 96.1%
14 95.2%	15 95.2%	16 95.6%	17 95.5%	18 94.7%
21 94.8%	22 95.4%	23 95.4%	24 94.7%	25 93.9%
28 93.2%	29 94.2%	30 94.6%	31 94.8%	

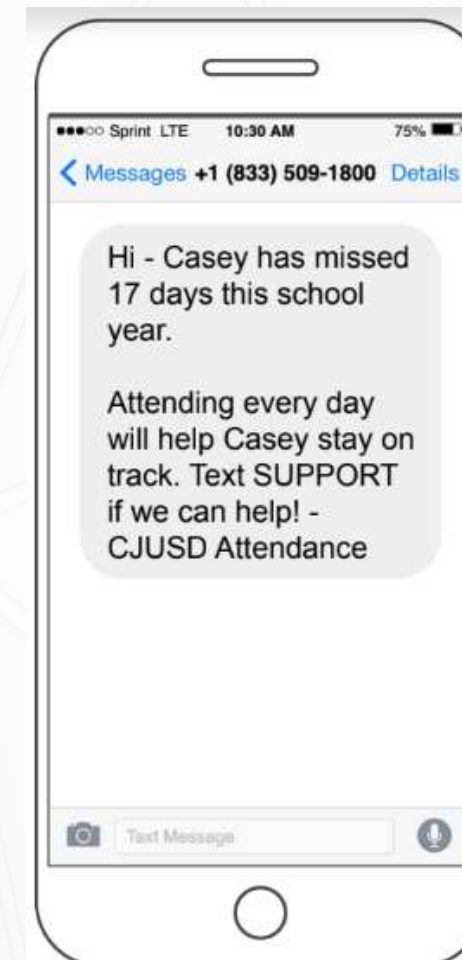
Data Drill Down

Attendance Rate		Grade
Attendance Rate		SEP
Chronic Absenteeism Rate		
Number of Students		93.1%
Satisfactory Attendance Rate		
0	93.7%	92.3%
1	94.9%	95.1%

ATTENDANCE & ENGAGEMENT



- Family Contact
- Creating Intervention Groups
- Barriers, Success Plans, Set Goals & Monitor Progress
- Support & Resources
- Celebrate Successes



► What can you do as a parent?

- ★ Set up a regular bedtime and morning routine.
- ★ Pack lunches, lay out clothes, and set up backpacks the night before.
- ★ Speak positively about your child's school and teacher. Encourage your child when something good happens at school.
- ★ Have a backup plan for getting your child to school if something comes up – be ready to call on your community to help.
- ★ Try to plan vacations and appointments for breaks and afterschool hours.
- ★ If your child needs to stay home often due to illness, communicate with the teacher so he/she can stay on top of the learning.
- ★ Create a relationship with your child's teacher so you can stay on top of any issues or anxieties about coming to school.

The staff at North Country is your partner in educating your children. Please reach out with any concerns you have about attendance. It takes a village to help create life-long learners and positive citizens. We are here to work together and support each other. Call us at (916)338-6480 to reach Tracey Seivert or Christina Croshal.

SCHOOL DISTRICT LOGO

Anytown Unified High School
555 North Main Street
Anytown, USA 12345

Parent/Guardian of:
CASEY LEE
123 2nd Street
Anytown, USA 12346

Your November Update

Casey has missed 23 days this school year*

How can we help?

Dear Parent/Guardian of Casey Lee,

Casey has missed 23 days this school year.

We want to partner with you to help get Casey's attendance back on track.

Please call the school at 555-123-4567.





We want to hear from you, and learn how we can help Casey attend school every day.

Our school is a better place when Casey is present. We look forward to hearing from you this week!

Sincerely,

Kendal Sanchez
Principal
Anytown Unified High School

Expanded Learning Opportunities Program (ELOP)

-  Before-school, after-school, and intersession learning programs
-  Focus on developing academic, social, emotional, and physical needs
-  Community partnerships, includes support of school site leadership and staff
-  Safe physical and emotional environment, opportunities for relationship building, and promote active student engagement

Expanded Learning Opportunities Program (ELOP)



Unduplicated students have access to ELOP

“Unduplicated Student” who is classified as an English learner, eligible for free or reduced-price meal, or is identified as a foster or homeless student



TK/K – 6th grade



Offer at all elementary schools



Utilize multipurpose rooms, library, classrooms, playgrounds

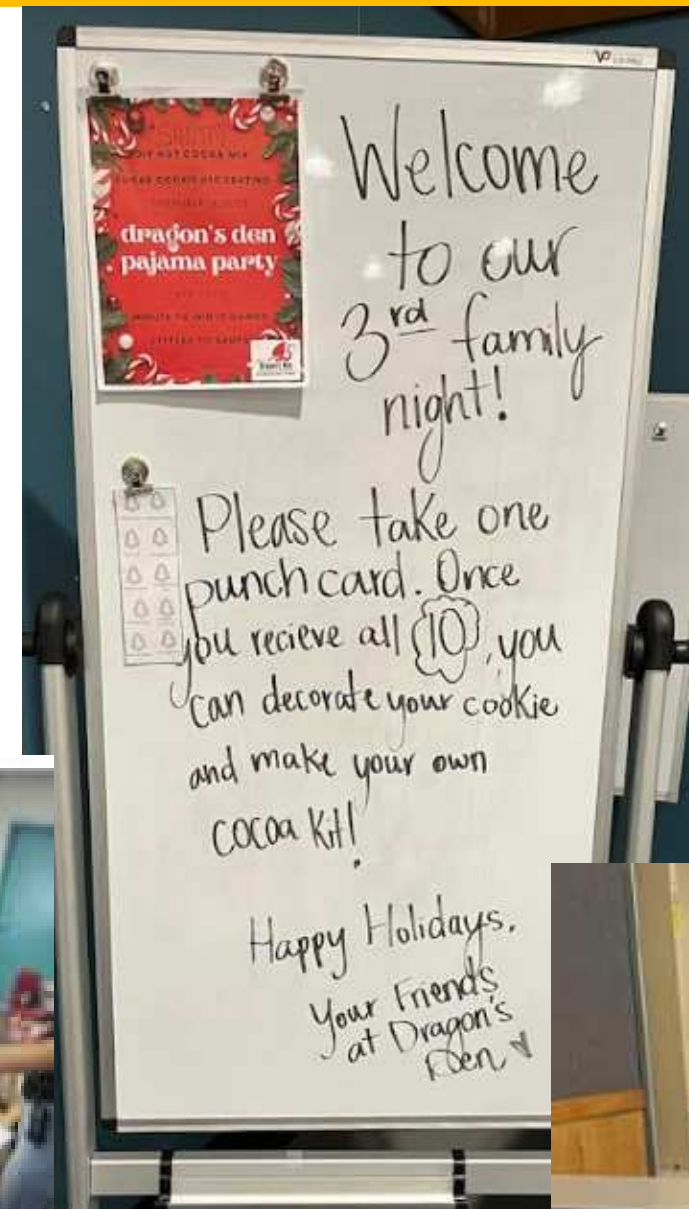
Expanded Learning Opportunities Program (ELOP) Community Partners



RIGHT AT
SCHOOL



Expanded Learning Opportunities Program (ELOP) In Action



THANK YOU!
ANY QUESTIONS?

Agenda Item: XIII-1



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials:
SL

SUBJECT: Adoption of Minutes from January 17, 2024 Regular Minutes

☒ **Action Item**

☐ **Information Item**

Attached Pages 5

BACKGROUND:

The minutes from the following meeting are being presented:

January 17, 2024 Regular Meeting

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the January 17, 2024 Regular Meeting minutes.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING District Board Room Center Joint Unified School District Annex 3243 Center Court Lane, Antelope, CA 95843

Wednesday, January 17, 2024

MINUTES

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

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Ballin, Mr. Bruno, Mrs. Pope

Trustees Absent: Mrs. Sammons

Administrators Present: Scott Loehr, Superintendent
Chris Borasi, Director of Personnel & Student Services
Mike Jordan, Director of Curriculum, Instruction & Special Education
Richard Putnam, Director of Facilities

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. 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 - 6:07 p.m.

FLAG SALUTE –

The Flag Salute was led by Trustee Anderson

It was announced that Trustee Sammons was out due to illness.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

1. Student Expulsions/Readmissions (G.C. §54962)
Suspended Expulsion 23/24-04 – Recommendation approved.

Motion: Pope
Second: Ballin

Ayes: Anderson, Ballin, Bruno, Pope
Noes: None
Absent: Sammons

Suspended Expulsion 23/24-05 – Recommendation approved.

Motion: Pope
Second: Bruno

Ayes: Anderson, Ballin, Bruno, Pope
Noes: None
Absent: Sammons

ADOPTION OF AGENDA

There was a motion to approve the adoption of the agenda as amended: pull Consent Agenda Items #2, #3 and #12 for separate consideration.

Motion: Bruno
Second: Ballin

Ayes: Anderson, Ballin, Bruno, Pope
Noes: None
Absent: Sammons
Student Board Rep vote: Aye - Ortega

RECOGNITIONS

Recognition of the Certificated and Classified Employees of the Year from Riles Middle School – Brett Homesley, Principal at Riles Middle School, spoke about Michele Koscheka, Classified Employee of the Year, and Jamie Topper, Teacher of the Year, at Riles Middle School. He presented Jamie with a plaque; Michele was not in attendance and will receive her's at her site.

ORGANIZATION REPORTS

1. CUTA – Venessa Mason, President, noted that CUTA members participated in a FMLA class, hosted by their CTA Rep. She noted that staff seemed interested in their options for leave. She also noted that some teachers may be getting layoff notices so she forewarned the site reps that those may be coming down on the agenda next month and to contact her or Heather for any clarification.
2. CSEA – Niesha Harris-Knott, President, was not available to report.

REPORTS/PRESENTATIONS

1. **Information Presentation on the Status of Center High School Media Communications Academy** – Amy Chaney, Center High MCA teacher, shared a presentation with the Board about what Media Communications is. She gave information on the California Partnership Academies background, the MCA background, and covered the process that they must follow every year for receiving funding. It was noted that at least 50% of students in the program must be “at risk”. She also covered the funding, “School within a School”, the academic courses, and Ed Codes that note additional motivational activities with the private sector (field trips), a common planning period for the teachers, and a second planning period for the lead teacher. It was noted that they are transitioning from Arts, Media & Entertainment (AME) to Information & Communication Technology (ICT). Also covered were what they encourage/promote and the benefits of being part of the MCA.
2. **Williams Uniform Complaint Quarterly Report** – Mike Jordan, Director of Curriculum, Instruction and Special Education, reported that there was nothing to report.
3. **Citizens’ Bond Oversight Committee’s Annual Report** – Faith Allmond, CBOC Member, presented the committee’s annual report. She noted that they have 7 positions filled, but still need a representative of a taxpayers organization. A brief overview was given of the bond measure, what the funds can be used for, and what funds and sites they were used for. The audit noted that there were no instances of non-compliance. The measure N Citizen’s Bond Oversight Committee’s opinion is that the district is in compliance with Article XIII A, Section 1 of the California Constitution with regards to the general bond process for the fiscal year 2022-23.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA –

Public Comments In-Person:

Katrina Allen, parent, shared concerns with the playing fields for the softball and baseball teams at Center High School.

Rogelio, parent, shared concerns with the playing fields and uniforms.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA (continued)

Irene Hernandez shared her concern with safety on the fields.

Robbie Hence, parent, shared about the work that he helped with this last weekend on the field.

Public Comments Online: None

CONSENT AGENDA

1. Approved Adoption of Minutes from December 20, 2023 Regular Meeting
2. *This item was pulled for separate consideration.*
3. *This item was pulled for separate consideration.*
4. Approved Contract with Conservation Ambassadors for School Wild Life Assemblies – Oak Hill
5. Approved Assist Team, LLC MOU for the Structured Sports Development Program at Wilson C. Riles Middle School
6. Approved Agreement between Sheltons Unlimited Mechanical Services Inc and Center Joint Unified School District to Replace the HVAC System at the Center High School Library
7. Approved Agreement between Terracon and Center Joint Unified School District to Provide Special Inspections and Testing Services for the Center High School Modernization Project – DSA #02-117487
8. Approved CJUSD Citizens' Bond Oversight Committee Members
9. Approved Resolution #10/2023-24: CA Department of Social Services Authorization
10. Approved Consolidated Application
11. Approved 2023 School Accountability Report Cards (SARC)
12. *This item was pulled for separate consideration.*
13. Approved Payroll Orders: December 2023
14. Approved Supplemental Agenda (Vendor Warrants): December 2023

Motion: Bruno

Second: Ballin

Ayes: Anderson, Ballin, Bruno, Pope

Noes: None

Absent: Sammons

Student Board Rep vote: Aye - Ortega

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions

Motion: Ballin

Second: Pope

Ayes: Anderson, Ballin, Bruno, Pope

Noes: None

Absent: Sammons

Student Board Rep vote: Aye – Ortega

Mr. Loehr recognized Mr. Homesley as the Principal at Riles Middle School. He also recognized Mrs. Tackett-Oliver as the Principal at Dudley Elementary School.

12. Approved Independent Audit Report for Fiscal Year 2022-23
There was a motion to bring this item to the floor.

Motion: Pope
Second: Bruno

Trustee Pope apologized to Mrs. Coronado for missing bringing this item for a vote at the last meeting.

Motion: Pope
Second: Bruno

Ayes: Anderson, Ballin, Bruno, Pope
Noes: None
Absent: Sammons
Student Board Rep vote: Aye – Ortega

BUSINESS ITEMS

A. APPROVED - Agreement with Landmark Constructors, Inc. for the Center High School Modernization Project #23-04

There was a motion to bring this item to the floor.

Motion: Ballin
Second: Bruno

Mr. Putnam gave an overview of this item. There were no public comments. There was no Board discussion. There was a motion to approve this item.

Motion: Bruno
Second: Ballin

Ayes: Anderson, Ballin, Bruno, Pope
Noes: None
Absent: Sammons
Student Board Rep vote: Aye - Ortega

STUDENT BOARD REPRESENTATIVE REPORTS

1. Harmonie Ortega
 - Operation Santa was done at all of the elementary sites.
 - this week is a Spirit Week: yesterday (Tuesday) - denim day, today (Wednesday) - sports apparel, tomorrow (Thursday) – soccer Moms vs football Dads, Friday – Clash of the Classes (wear class colors) and there will be an afternoon rally at 2:45pm.
 - deadline for Senior portraits is January 31st.
 - Honored Educator Night coming up for all our Winter sports: Girls' basketball – January 31st, Boys' basketball – January 24th, Wrestling – January 31st, Boy soccer & Girls' soccer – January 25th
 - Senior Recognition Nights: basketball – February 9th, Girls' soccer – January 30th, Boys' soccer – February 1st.
 - Senior Community Service hours are due March 8th.
 - CTV is accepting movies and videos for the Moving Up Rally.

BOARD/SUPERINTENDENT REPORTS

Mrs. Sammons – was not available to report

Mr. Bruno

- noted that he loves seeing the turnout here.
- noted that he appreciates the district staff for what they do.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Ballin

- noted that he hopes everyone had a wonderful December/January holiday. He is looking forward to an exciting new year.
- acknowledged the hiring of Mr. Homesley as Principal at Riles MS and Mrs. Oliver as Principal at Dudley ES.
- wished everyone happiness and great successes this year.
- thanked everyone for such an outstanding job for making the Board members' job easier.
- noted that everyone is welcome to attend in person. Input is welcomed. People can comment on social media or send emails.

Mrs. Pope

- noted that Becca Lynn, former student, has published her second book.
- welcomed everyone back.

Mr. Loehr

- noted that the Governor just released his preliminary budget. While we're optimistic, it's a long time until May when it is approved. The Governor has made some big assumptions that hopefully come true.
- reminded the Board that our Covid relief funds are coming to an end. There will be some reductions in the workforce in both classified and certificated.
- noted that he hopes that everyone had a nice holiday.
- announced that a former student from McClellan HS passed away.
- noted that it was great to see Venessa Mason; glad she is back.

Mrs. Anderson

- noted that it's nice to be back after the holidays. She noted that she hopes everyone had a nice time with family.

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, February 21, 2024 @ 6:00 p.m. – Board Room, Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual*
- b. *Suggested Agenda Items:*
 - *follow up on the baseball topic*

ADJOURNMENT – 7:11 p.m.

Respectfully submitted,

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

Steve Bruno
Board of Trustees Clerk

Adoption Date

Agenda Item: XIII-2



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials:
SL

SUBJECT: Adoption of Minutes from February 2, 2024 Special Meeting

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

The minutes from the following meeting are being presented:

Friday, February 2, 2024 - Special Meeting

RECOMMENDED BOARD ACTION:

It is recommended that the CJUSD Board of Trustees approve the February 2, 2024 Special Meeting Minutes.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL MEETING

Wilson C. Riles Middle School

4747 PFE Road, Roseville, CA 95747

(starting location of site tours)

Friday, February 2, 2024

MINUTES

OPEN SESSION - CALL TO ORDER - Trustee Anderson called the meeting to order at 10:15 a.m.

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Ballin,
Mrs. Pope

Administrators Present: Scott Loehr, Superintendent

ADOPTION OF AGENDA – the agenda was adopted as presented.

Motion: Pope

Ayes: Anderson, Ballin, Pope

Second: Anderson

Noes: None

BUSINESS ITEMS

A. School Site Visits

Trustee Pope and Trustee Anderson were in attendance and toured Wilson C. Riles Middle School. Because there was not a quorum at that time, no meeting was called to order until later in the tour when Trustee Ballin joined the tour at North Country Elementary School. The tour then continued on at McClellan High School.

ADJOURNMENT – 11:15 a.m.

Respectfully submitted,

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

Steven Bruno
Board of Trustees Clerk

Adoption Date

Agenda Item: XIII-3



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials:
SL

SUBJECT: Resolution #12/2023-24: Resolution on Board Compensation For Missed Meeting

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

This resolution is to authorize payment to Trustee Sammons for the missed meeting on January 17, 2024.

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve Resolution #12/2023-24: Resolution On Board Compensation For Missed Meeting.

Agenda Item: XIII-3

CENTER JOINT UNIFIED SCHOOL DISTRICT

**RESOLUTION # 12/2023-24
RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETING**

WHEREAS, the Governing Board of the Center Joint Unified School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Trustee Adrianna Sammons did not attend the Board meeting on Wednesday, January 17, 2024 for the following reason:

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☒ Illness or jury duty
- ☐ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Center Joint Unified School District approves full compensation of the Board member for the month of January 2024.

PASSED AND ADOPTED THIS 21st day of February, 2024 at a regular meeting, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Attest:

Scott A. Loehr, Superintendent
Center Joint Unified School District

Nancy Anderson, President
Board of Trustees

Agenda Item: XIII-4



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024
TO: Center Joint Unified School District Board of Trustees
FROM: Scott A. Loehr
Superintendent
INITIALS: SL
SUBJECT: Resolution #18/2023-24: Establishing That Center Joint Unified School District Has an Early Primary Program

**Action Item****Information Item****Attached Pages** 2**BACKGROUND:**

California Education Code 8973 notes that the district must pass a resolution for us to continue to offer Early Development full day classes in TK and Kindergarten.

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees Approve Resolution #18/2023-24: Establishing That Center Joint Unified School District Has an Early Primary Program.

Agenda Item: XIII-4

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION # 18/2023-24 ESTABLISHING THAT CENTER JOINT UNIFIED SCHOOL DISTRICT HAS AN EARLY PRIMARY PROGRAM

WHEREAS, the Center Joint Unified School District has developed a complete Early Primary Program in accordance with Education Code, Sections 8970-8974;

WHEREAS, an "Early Primary Program" means an integrated, experiential, and developmentally appropriate educational program for children in preschool, kindergarten, and grades 1 to 3, inclusive, that incorporates various instructional strategies and authentic assessment practices, including educationally appropriate curricula, heterogeneous groupings, active learning activities, oral language development, small group instruction, peer interaction, use of concrete manipulative materials in the classroom, planned articulation among preschool, kindergarten, and primary grades and parent involvement and education; and

WHEREAS, the transitional kindergarten and kindergarten school day in an early primary program conducted pursuant to Education Code Section 8972 may exceed four hours, exclusive of recesses, provided that the extended day transitional kindergarten and kindergarten program does not exceed the length of the primary school day, and that the extended day transitional kindergarten and kindergarten programs takes into account ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program; and

WHEREAS, some of the various reasons to extend the transitional kindergarten or kindergarten day are to improve the educational program for children, to provide more time for the teacher to get to know each child, to encourage children's maximum social, emotional, physical and academic growth, and to address parent'/guardians' needs for child care; and

WHEREAS, possible benefits resulting from an extended transitional kindergarten and/or kindergarten program may be the extra teaching time will allow teachers to target instruction to meet the learning and behavioral needs of individual students at a pace that may be less stressful for young learners; there may be less chance of retention or placement in special education; it may prepare students to master primary-grade reading and math skills; may ease the transition to first grade; possible higher achievement on standardized tests as well as in classroom grades; faster gains on literacy and language measures, and greater learning gains; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Center Joint Unified School District does hereby establish an Early Primary Program.

PASSED AND ADOPTED this 21st day of February, 2024, by the Center Joint Unified School District in Sacramento County by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Nancy Anderson
President of the Board of Education

ATTEST:

Scott A. Loehr
Secretary, Board of Education

Agenda Item: XIII-5



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/24

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources

Initials:

CSB

SUBJECT: Classified Personnel Transactions

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

Classified Release and New Hires.

RECOMMENDED BOARD ACTION:

Approve Classified Personnel Transactions as Submitted

Releases

Albert Johnson was released from his position as an Instructional Specialist/PH for Spinelli Elementary effective January 23, 2024.

New Hires

Amy Branton was hired as an Instructional Specialist/PH for McClellan High School/Center Preschool effective February 5, 2024.

Leomaltine Joao was hired as a Custodian for Center High School effective February 8, 2024.

Desiree Smith was hired as an Instructional Specialist for Rex Fortune Elementary effective January 29, 2024.

Vicktoria Turner was hired as a Noon Duty for North Country Elementary effective January 29, 2024.

Katharine Wilson Davis was hired as a Bus Attendant for Transportation and a Noon Duty for Spinelli Elementary effective January 29, 2024.

Agenda Item: XIII-6



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 02/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources

Initials:

CSB

SUBJECT: Certificated Personnel Transactions

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

Certificated Resignation and New Hire.

RECOMMENDED BOARD ACTION:

Approve Certificated Personnel Transactions as Submitted

Resignation

Rogelio Jaime resigned his position as an Assistant Principal for Center High School effective February 16, 2024.

New Hires

Silvia Tovar was hired as an Assistant Principal for Oak Hill Elementary School effective March 1, 2024.

Agenda Item: XIII-7



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of HR/Student Services

Initials:

CSB

SUBJECT: Resolution #16/2023-24. Resolution for Reduction to Certificated Employment due to Expiration of Covid Related and Comprehensive Support and Improvement Funding.

☒ **Action Item**

☐ **Information Item**

Attached Pages 4

BACKGROUND:

Due to the expiration of Covid related funding, the District is proposing the following reductions to certificated positions that were directly tied to said funding.

Position Title	Location	No. FTE
Teacher on Special Assignment	Computer Services	1.0 F.T.E.
Academic Coordinator	McClellan High School	1.0 F.T.E.
Assistant Principal	Center High School	1.0 F.T.E.
Total		3.0 F.T.E.

RECOMMENDED BOARD ACTION:

Approve Resolution #16/2023-24.

**BOARD OF TRUSTEES OF THE
CENTER JOINT UNIFIED SCHOOL DISTRICT
REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE
RESOLUTION NO. 16/2023-24**

WHEREAS, the Governing Board of the Center Joint Unified School District has determined it is necessary to reduce or discontinue particular kinds of services of the District for the 2024-2025 school year in accordance with Education Code sections 44949 and 44955; and

WHEREAS, due to the reduction or discontinuance of services, the Governing Board has determined that it is in the best interest of the District that the number of regular certified employees of the District be reduced; and

WHEREAS, the Governing Board has considered all positively assured attrition, including all deaths, resignations, retirements, non-reelections, and other permanent vacancies for 2023-2024 school year, and, but for attrition already assured, the Governing Board would have found it necessary to reduce additional services; and

WHEREAS, the Governing Board is authorized by Education Code section 44955 to establish criteria based upon the needs of the District and its students for determining the order of termination as between certificated employees with the same seniority date; and

WHEREAS, Education Code section 44955 authorizes the District to deviate from terminating certificated employees in order of seniority where the District demonstrates a specific need for personnel to teach a specific course or courses of study, or to provide services authorized by the appropriate credential or authorization, and that the certificated employee has special training and experience necessary to teach that course or course of study or to provide those services, which others with more seniority do not possess.

WHEREAS, pursuant to Education Code section 44955, this Governing Board has determined that it is in the best interests of the District and the welfare of the schools and the pupils thereof that the particular kinds of services set forth herein must reduced or discontinued no later than the beginning of the 2024-2025 school year:

Position Title	Location	No.	FTE
Teacher on Special Assignment	Computer Services	1.0	F.T.E.
Academic Coordinator	High School	1.0	F.T.E.
Assistant Principal	High School	1.0	F.T.E.
	Total	3.0	F.T.E.

WHEREAS, the Board has determined that this layoff shall be based upon a reduction or elimination of particular kinds of services, and not based upon reduction of average daily attendance during the past two years;

WHEREAS, Education Code section 44955 provides that the services of no permanent employee may be terminated while any probationary or other employee with less seniority is retained to render a service which the permanent employee is certificated and competent to render;

WHEREAS, the Board has determined that due to a significant population of English language learners with specialized educational needs, a specific and compelling need exists to employ and retain certificated employees who have authorization to teach English Learner (“EL”) students, as determined by the California Commission of Teacher Credentialing, and the special training and experience that comes therewith;

WHEREAS, compliance with the provisions of the Williams Settlement require that EL students be served by certificated employees with appropriate EL authorizations. Thus, each failure to staff a classroom containing one or more EL students with a certificated employee possessing an appropriate EL authorization is a “misassignment” subject to sanction by the County Superintendent of Schools;

WHEREAS, in order for an employee serving in a position identified for reduction or discontinuance to be eligible for bumping an employee with less seniority, the senior employee must be both credentialed and competent to render the service currently being performed by the junior employee pursuant to Education Code section 44955, 44956, and 44957. For purposes of implementing this Resolution, a more senior employee is defined as competent for reassignment into a position currently held by a more junior employee, if he or she: (a) currently possesses a clear or preliminary credential which authorizes instruction in each subject(s) or grade level to which the employee will be assigned at the beginning of the 2024-2025 school year; (b) has previously taught under the credential(s) required for the entire assignment to which the employee will be assigned at the beginning of the 2024-2025 school year in the District for one complete school year within the last five (5) years; and (c) has an appropriate EL authorization. In no event may a more senior employee displace a more junior employee unless the more senior employee is both competent and credentialed for the entire assignment of the more junior employee;

WHEREAS, the Governing Board is authorized by Education Code section 44955 to establish criteria based upon the needs of the District and the students thereof for determining the order of termination as between certificated employees who first rendered paid service to the District on the same date;

WHEREAS, the Board is authorized by Education Code section 44955 to deviate from terminating certificated employees in order of seniority where the district demonstrates a specific need for personnel to teach a specific course or course of study;

WHEREAS, the Education Code requires that various actions be taken, and notices be forwarded no later than March 15th of each school year regarding layoffs of certificated personnel resulting from reductions of particular kinds of services;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Center Joint Unified School District as follows:

1. That all of the foregoing recitals are true and correct.
2. That for the 2024-2025 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced or discontinued to the extent set forth above.
3. That due to the reduction or discontinuance of particular kinds of services set forth above, the corresponding number certificated employees of the District shall be terminated at the end of the 2023-2024 school year, pursuant to Education Code section 44955.
4. That the District Superintendent or designee is directed to send appropriate notice to all employees possibly affected by virtue of the reduction and discontinuance of particular kinds of services, in accordance with the Education Code and to afford all such employees all rights to which they are entitled under law.
5. That, due to the need of the District to retain those individual teachers with credentials in hard to fill positions, the Superintendent or designee is authorized to deviate from terminating those employees in order of seniority in the areas of BCLAD, Mathematics, Science, Special Education – Adapted Physical Education, Special Education Credentials, Career Technical Education, Foreign Language, and International Teachers credentials in specified areas.
6. That, except as required by law, the order of termination shall be based solely on the needs of the District and its students as determined by the following criteria which shall be applied to resolve ties in seniority between certificated employees. These criteria are listed in priority order and each criterion shall be used only if the preceding criteria do not determine the order of termination:
 - a. Preference is given to a teacher possessing a credential in areas of critical need, defined to be mathematics, special education, and science;
 - b. Preference is given to a teacher possessing a clear credential over preliminary;
 - c. Preference is given to a teacher possessing a preliminary credential over a Short-Term Staff Permit or Provisional Intern Permit;
 - d. Preference is given to a teacher who has multiple teaching authorizations as defined by their credential;

- e. Preference is given to a teacher who possesses more years of teaching service outside the District for which the teacher received years of service credit on the certificated salary schedule when they were employed by the District;
 - f. Preference is given to a teacher who has more units applied toward salary schedule placement;
 - g. If a tie still exists after application of criteria a. to e., the tie shall be broken by lot. Numbers shall be drawn with the lowest number drawn winning the tie and continuing until all remaining tied individuals are ranked in order.
7. Pursuant to Education Code section 44846, for persons having a statutory reemployment preference, the order of rehire as between employees who first rendered paid service on the same day shall be determined according to the same criteria described in paragraph #6, above.

BE IT FURTHER RESOLVED that the Superintendent or designee is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution.

PASSED AND ADOPTED by the Board of Trustees for the Center Joint Unified School District on February 21, 2024, in the County of Sacramento, California

AYES: _____

NOES: _____

ABSTENTIONS: _____

Nancy Anderson, President
Board of Trustees

CERTIFICATION

STATE OF CALIFORNIA)
) ss.
COUNTY OF SACRAMENTO)

I, Scott A. Loehr, Superintendent of the Center Joint Unified School District, do hereby certify and declare that the foregoing is a full, true and complete copy of a resolution duly adopted by the Center Joint Unified School District on the 21st day of February 2024.

Scott A. Loehr
Superintendent
Center Joint Unified School District

Agenda Item: XIII-8



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of HR/Student Services

Initials:

CSB

SUBJECT: Resolution #17/2023-24. Resolution for Reduction to Classified/Management Employment due to Expiration of Covid Related Funding.

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

Due to the expiration of Covid related funding, the District is proposing the following reductions to classified positions that were directly tied to said funding.

Instructional Specialist - 3 vacant positions.	6.0 hrs/day	180 days/year.	2.25 FTE
Instructional Specialist - 4 positions	6.0 hrs/day.	180 days/year.	2.5313 FTE
Instructional Specialist - 1 position	7.5 hrs/day	180 days/year	.9375 FTE
Instructional Specialist - 3 positions	3.0 hrs/day.	180 days/year.	1.125 FTE
Student and Family Support Assistant - 2 positions	7.5 hrs/day.	188 days/year.	1.875 FTE
Office Assistant - 1 position	1.0 hrs/day.	198 days/year.	.125 FTE
Maintenance and Operations Supervisor - 1 position	8.0 hrs/day.	247 days/year.	1.0 FTE

Total Vacant FTE - 2.25 FTE

Total Eliminated FTE - 9.8438 FTE

RECOMMENDED BOARD ACTION:

Approve Resolution #17/2023-24

**BOARD OF TRUSTEES OF THE
CENTER JOINT UNIFIED SCHOOL DISTRICT
REDUCTION OF PARTICULAR KINDS OF CLASSIFIED SERVICES
RESOLUTION NO. 17/2023-24**

WHEREAS, the Board of Trustees (“Board”) of the Center Joint Unified School District (“District”) has determined it necessary to reduce or discontinue particular classified services due to lack of work or lack of funds for the 2024-2025 school year pursuant to Education Code sections 45117 and 45308; and

WHEREAS, due to the reduction or discontinuance of services, the Board has determined that it is in the best interest of the District that the number of classified employees of the District be reduced; and

WHEREAS, Education Code section 45117 provides that the services of no classified employee may be terminated while any short-term employee is retained to render a service which the classified employee is qualified to render.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Center Joint Unified School District as follows:

- A. That the classified services set forth below shall be reduced or discontinued at the conclusion of the 2023-2024 school year:

Position Title (Location)	Hours/Da y	Days/Year	Number of positions eliminated
Instructional Specialist (3 vacant positions at various sites)	6.0	180	2.25 F.T.E.
Instructional Specialist (4 positions at various sites)	6.0	180	2.5313 F.T.E.
Instructional Specialist (1 position at Center High School)	7.5	180	0.9375 F.T.E.
Instructional Specialist (3 positions at Spinelli Elementary School)	3.0	180	1.125 F.T.E.
Student and Family Support Assistant (Family Resource Center)	7.5	188	1.875 F.T.E.
Office Assistant (Student Services)	1.0	198	0.125 F.T.E.
Maintenance and Operations Supervisor (Maintenance, District Office)	8.0	247	1.0 F.T.E.
TOTAL VACANT FTE			2.25 F.T.E.
TOTAL FTE ELIMINATED			9.8438 F.T.E.

- B. That due to a lack of work and/or lack of funds, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code section 45308.
- C. That the Superintendent and/or designee is directed to send appropriate notices to all employees whose positions may be affected by virtue of this action in accordance with the provisions of the Education Code and to afford all such employees all rights to which they are entitled under the law.
- D. That layoff proceedings shall be conducted in accordance with Education Code section 45117.
- E. That said layoff shall become effective at the conclusion of the 2023-2024 school year.
- F. That any employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code section 45298.

PASSED AND ADOPTED by the Board of Trustees of the Center Joint Unified School District on February 21, 2024, in the County of Sacramento, California.

AYES: _____

NOES: _____

ABSTENTIONS: _____

Nancy Anderson, President
Board of Trustees

CERTIFICATION

STATE OF CALIFORNIA)
)
COUNTY OF SACRAMENTO) ss.

I, Scott A. Loehr, Superintendent of the Center Joint Unified School District, do hereby certify and declare that the foregoing is a full, true and complete copy of a resolution duly adopted by the Center Joint Unified School District on the 21st day of February 2024.

Scott A. Loehr
Superintendent
Center Joint Unified School District

Agenda Item: XIII-9



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of HR/Student Services

Initials:

CSB

SUBJECT: Affiliation Agreement between CJUSD and University of Pacific

☒ **Action Item**

☐ **Information Item**

Attached Pages 17

BACKGROUND:

This agreement allows the placement of intern teachers into the Center Joint Unified School District through a partnership with Benerd College and University of Pacific.

RECOMMENDED BOARD ACTION:

Approve the Affiliation Agreement Between CJUSD and UOP.

**Affiliation Agreement
between
Center Joint Unified School District
and
University of the Pacific**

This Affiliation Agreement ("Agreement") is entered into the 1st day of January, 2024 ("**Effective Date**"), by and between Center Joint Unified School District ("**Host**") and the University of the Pacific ("**Pacific**").

WHEREAS, Pacific through its Benerd College, is accredited by the California Commission on Teacher Credentials ("**CCTC**") and Western Association of Schools and Colleges ("**WASC**") Senior College and University Commission ("**WSCUC**") for credentialing and graduate-level degree programs in Education (including, without limitation, Curriculum and Instruction, Educational Administration and Leadership, and Counseling and School Psychology) and must provide onsite Student Placement (defined below) for candidates enrolled in the curriculum with a hosted Student Placement experience.

WHEREAS, Host recognizes the need and desires to aid in the educational development of Pacific's students and is willing to make its employees and premises available for Pacific students to participate in Student Placements.

WHEREAS, it is for the mutual benefit of both parties that they hereby agree to provide on-site Student Placement opportunities for students in Benerd College who are seeking a **California teaching credential/pupil personnel services placement/internship, and other certificate/degree/preliminary administrative services credentials, or licensure as a Licensed Professional Clinical Counselor (LPCC)**, we enter into this Agreement to provide the candidates with Student Placement opportunities that lead to the candidates obtaining a **student teacher/administrative preliminary credential/internship or pupil personnel services credential**.

WHEREAS, the Student Placements under this Agreement ("**Program**") will be performed at the Host facility or facilities identified in **Exhibit 1**; and

WHEREAS, Host faculty/administrators will supervise and mentor the students participating in the Program ("**Students**") for the duration of the Program; and

NOW THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth below, Pacific and Host hereby agree as follows:

1. Program Description. The Program is further described in **Exhibit 1** (Program Description) attached hereto and by this reference incorporated herein. For purposes of this Agreement, the term "Student Placement" encompasses Pacific students, student teachers, student teacher interns, preliminary administrative services credential students, Licensed Professional Clinical Counselor interns (LPCC) and other interns completing field work experience. The term "student teacher intern" means any student teacher working on a credential in a certificated position. Except as expressly provided in this Agreement or in any subsequent amendment hereto, no monetary obligation on the part of Pacific or the Host to the other party is hereby created; consideration for this Agreement is furnished by the mutual benefits and promises of the parties.

2. Pacific Responsibilities and Understandings

- a) The Program is a program of Pacific, and not of the Host.

- b) Pacific shall be responsible for the academic content of the Program and shall provide necessary instruction and academic supervision and award academic credit, if any. Pacific shall be responsible for clear and specific objectives and planned learning activities and for the development of manuals and appropriate evaluation instruments for Student learning.
- c) Pacific shall comply with applicable accrediting agencies' standards and guidelines.
- d) Pacific shall have the right to designate the individuals who will participate in the Program subject to the following limitations:
 - i) Each Student must be enrolled at Pacific and have the requisite academic background, as determined by Pacific in its reasonable discretion, for participation; and
 - ii) Host and Pacific shall agree on the number of Students who may be allowed to participate at one time.
- e) Pacific shall be responsible for keeping all attendance and academic records of the Students. Pacific may delegate to Host and its personnel the Student evaluation activities where appropriate and as long as Pacific's primary responsibility for this function is not compromised.
- f) Pacific shall notify Host of Student Placements, including the name of the Student, level of academic preparation, and length and dates of proposed participation in the Program.
- g) Pacific shall require each Student to conform to the health examination and background check requirements and standards of State and Federal laws and regulations, which include submission of a negative tuberculosis screening test prior to commencing a Student Placement.
- h) As further described in **Exhibit 1** to this Agreement, Pacific faculty will determine reasonable criteria for Student evaluations. Dr. Brittany Auernig-Roan, Assistant Dean, is a designated Pacific faculty member who will monitor the Students' instruction and experiences that occur under this Program and shall be available for conference or assistance as needed by Host during the Program.
- i) Pacific shall provide a University Supervisor (US) who is an adjunct faculty member, or graduate student who serves as a liaison among the Intern, the employing Host, and Pacific. The University Supervisor shares the responsibility for assessing the Intern's professional competencies with the members of the Site Support Team. The University Supervisor works with the Intern throughout the internship experience to offer instructional help and guidance and to share in the decisions affecting the Intern in the school. The University Supervisor also serves as a liaison between the University and the Host.

3. Host Responsibilities and Understandings

- a) Host shall provide appropriate facilities for the aspects of the Program conducted at Host's premises under this Agreement. The facilities designated by Host shall not endanger the health, safety or welfare of Pacific's Students.
- b) Host shall provide any required safety training to Students.
- c) Host shall be responsible for ensuring all its employees comply with all laws, rules, and regulations with regard to their conduct and interaction with students.
- d) Host shall appoint a site supervisor for each Student. The site supervisor must have a valid credential or license for the area he/she is supervising and be an employee of Host, in order to serve as the Student's supervisor; and, must have at least three (3) years post-licensure

experience for Pupil Personnel Services/School Psychologists credential and/or for Licensed Professional Clinical Counselors.

e) Host shall ensure that Students are familiar with and observe all applicable rules, regulations, and policies of Host to which Students are expected to adhere during the Program and while on Host premises (including, without limitation, applicable health and safety training in accordance with prevailing federal and state laws).

f) Consistent with the availability of resources for Host's employed staff, Students shall be provided adequate supplies and materials to carry out the functions of the Student Placement experience.

g) Pacific personnel shall be permitted to participate in the instruction of Students on Host premises as necessary to effectively implement the Program except when, in the reasonable opinion of the Host, such participation interferes with the Host's operations.

h) Host shall permit Pacific to visit Host's premises, to consult with Host personnel involved in the Program, and to evaluate Student progress while they are on Host premises; provided, however, that such visits shall be subject to reasonable rules and policies of Host.

i) In the event of a medical emergency involving a Student while the Student is on Host premises, Host shall respond according to the same procedure it would follow if one of its employees experienced the same emergency.

j) Host shall provide educational learning experiences (including opportunities for professional development) which are planned, organized, administered, and supervised by qualified staff in accordance with mutually agreed upon educational objectives and guidelines to help prepare Students for future careers in their fields of study.

k) Students, designated as Student Teachers, shall perform services as part of their participation in the Program only when under the supervision of authorized, licensed or certified Host personnel. Host understands and agrees that these Students are trainees, they shall not be considered employees or contractors of the Host while participating in the Program, and shall not be used to replace School personnel (except for teacher residency and internship pathways).

l) Intern and teacher residency eligible students that are participating in the Program, are paid employees of the Host and for the purposes of employment are consider School personnel.

4. Joint Responsibilities of Pacific and Host

a) The parties shall coordinate the planning, scheduling, requirements, and evaluations of Students who participate in the Program. Schedules and Student assignments shall be developed to enhance the goals, objectives and missions of both Host and Pacific. Each party's final examination and vacation schedules will be honored by the parties.

b) Each party shall perform independent and joint reviews to determine the effectiveness of the Program.

c) Each party may enter into similar agreements with other institutions at any time.

d) The parties agree that Pacific may request the transfer or removal of a Student from a particular teaching assignment.

5. Confidentiality and the Family Educational Rights and Privacy Act.

- a) The parties agree to comply with the applicable requirements of state of California and federal privacy laws, including the Family and Educational Rights and Privacy Act (“**FERPA**”) and its implementing regulations. The parties acknowledge that student educational records are protected by FERPA and that student permission generally must be obtained before releasing specific student data to anyone other than the student’s school. Each party agrees to cooperate with the other party regarding compliance with FERPA with respect to records pertaining to Students. Each party certifies that access to such records is necessary for the performance by each party under this Agreement, and agrees that each party shall be subject to, and shall comply with, the same conditions and restrictions on the use and re-disclosure such records pursuant to applicable law.
- b) Records maintained by Host of Students paid by Host may also constitute employment records protected from disclosure absent consent under applicable state and federal laws and regulations.
- c) In order for Pacific and the Host to jointly monitor the Student’s performance in the Program, all Students shall, as a condition to their placement, execute a “Release of Records” (Exhibit 2) which allows the Host and Pacific to share information that may otherwise be protected from disclosure as an educational record (and/or an employment record) to the extent the information relates to the performance of the Student in the Program. Failure to execute the “Release of Records” shall make the Student ineligible for placement with Host.
- d) Each party to this Agreement will immediately notify the other in the event it becomes aware of violations of the other party’s rules, regulations, policies or procedures by the Student and/or any negligent or intentional conduct when the conduct of the Student jeopardizes the health and/or safety of Host’s students or staff. The parties agree to cooperate in the investigation of any such conduct so long as an appropriate Release of Records has been obtained.

6. Insurance.

- a) Both parties during the term of this Agreement will provide at their sole cost and expense Commercial General Liability insurance in the amount of one million per occurrence (\$1,000,000) and two million aggregate (\$2,000,000). Upon request, each party will provide the other with evidence of such insurance. By virtue of this Agreement, Pacific does not assume any liability under any law relating to workers compensation on account of any act of any Student performing any activity related to or arising out of this Agreement.
- b) The student is a participant in an educational program, and for purposes of this Agreement, shall not be considered an employee of either Host or Pacific and neither party shall have responsibility for payment of workers’ compensation benefits to the student.
- c) Host agrees to make available, whenever possible, emergency health care for the assigned student in case of accident or illness while on Host premises. Any student receiving such emergency services shall be financially responsible for the charges. The student shall otherwise be responsible to procure and maintain his or her own health care coverage.

7. Indemnification. Each party agrees to defend, indemnify and hold one another, their respective regents, officers, directors, employees, students and agents harmless from and against all third party claims for injury or damages, liability, loss, expense (including reasonable attorney’s fees and costs) (“**Loss**”), arising out of the performance of its obligations under this Agreement, but only in proportion to and to the

extent the Loss is caused by or results from the negligence or intentional acts or omissions of the indemnifying party. The indemnities provided under this Section 7 shall not be limited by reason of any insurance coverage required under this Agreement and shall survive termination of this Agreement.

8. Relationship of the Parties and Students. Each party is and shall be an independent contractor of the other party. Neither party nor its employees or subcontractors shall be deemed to be employees or agents of the other party. Neither party's employees nor subcontractors will be entitled to any benefits made available to the other party's employees. Nothing in this Agreement is intended to establish a partnership, joint venture, or agency relationship between the parties, and neither party nor its employees or subcontractors are authorized to bind the other party or make any representations on its behalf in any matter.

9. Term and Termination. The term of this Agreement shall commence on the Effective Date and shall terminate five (5) years thereafter, unless earlier terminated or extended as provided herein. The Agreement may be renewed for up to two (2) subsequent one (1) year terms upon the mutual agreement of the parties in writing. This Agreement may be terminated at any time without cause by either party, upon giving the other party sixty (60) days written notice; provided, however, that any such termination shall not be effective as to any Student who as of the date of mailing of notice by the terminating party is participating in the Program until the Student has completed his/her participation in the Program for the then current academic term (semester or year), unless otherwise agreed by the parties. Host agrees to return any Pacific property to Pacific within thirty (30) days of the early termination or expiration of the Agreement, or such other timeframe as agreed upon by the parties in writing.

10. Compliance with Laws; Accreditation, Licensing and Credentials. Each party shall be separately responsible for compliance with all laws, rules and regulations which may be applicable to its respective activities under this Agreement. Each party shall be separately responsible for accreditation, licensing, and credentialing of its own entities and employees, as applicable, and each party agrees to furnish to the other party with evidence of such accreditation, licensing, and credentials upon request by the other party. Host further agrees to cooperate with Pacific with respect to its accreditation requirements and will gather data related to Students' participation in a Student Placement under this Agreement.

11. Nondiscrimination. With respect to the parties' obligations under this Agreement, the parties agree not to discriminate in employment, academic programs, or the provision of services on the basis of race, color, religion, ancestry, national origin, age (over 40 years), sex, sexual orientation, marital status, medical condition, disability or any other basis protected by federal, state, or local ordinance or regulation. Host shall comply with applicable state of California and federal laws and regulations governing reasonable accommodations and the Americans with Disabilities Act.

12. Cooperation in Disposition of Claims. The parties agree to cooperate with each other in the timely investigation and disposition of audits, peer review matters, disciplinary actions and third-party liability claims arising out of this Agreement. The parties shall notify one another as soon as possible of any adverse event that may result in liability to the other party. It is the intention of the parties to fully cooperate in the disposition of all such audits, actions or claims. Such cooperation may include, but is not limited to, timely notice, joint investigation, and making witnesses available.

13. Student Discipline or Reassignment. Students' discipline shall be the sole responsibility of Pacific, however Host or Pacific may terminate the participation of any Student, who, at the determination of Host or Pacific does not comply with the Program requirements or applicable rules or regulations of Host, Pacific, or state of California or federal laws or regulations. If Host reasonably determines that a Student is not performing satisfactorily for reasons including, but not limited to, tardiness or absenteeism, failure to follow instructions, or failure to follow rules or policies, Host agrees to contact Dr. Brittany

Auernig-Roan, Assistant Dean, at bauernig@PACIFIC.EDU or 916.220.2805 to either counsel or reassign the Student.

14. Miscellaneous Provisions.

a) **Dispute Resolution.** In the event of any dispute, controversy, claim or disagreement arising out of or related to this Agreement, or the acts or omissions of the parties with respect to this Agreement (each, a “**Dispute**”), the parties shall, as soon as reasonably practicable after one party gives written notice of a Dispute to the other party (“**Dispute Notice**”), meet and confer in good faith regarding such Dispute at such time and place as mutually agreed upon by the parties. If any Dispute is not resolved to the mutual satisfaction of the parties within ten (10) business days after delivery of the Dispute Notice (or such other period as may be mutually agreed upon by the parties in writing), the parties shall settle such Dispute as otherwise set forth in this Section. In the event a Dispute is not resolved by the meet and confer provisions under this Section above, the parties may choose any other available legal means to settle the Dispute. Each party agrees that a violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all legal remedies.

b) **Legal Fees and Costs.** The prevailing party is entitled to recover the cost of enforcing the understanding and agreements as reflected herein, including, without limitation, any attorneys’ fees and costs incurred.

c) **Notices.** All notices or other communications given hereunder shall be in writing and shall be deemed to have been duly given (1) on the date delivered if delivered by personal delivery or by overnight delivery service (such as FedEx); (2) on the third (3rd) business day after mailing by U.S. registered or certified mail, first class, postage prepaid; or (3) on the date transmitted by facsimile with confirmation of successful transmission. Any notices or other communications given hereunder shall be addressed as follows, provided that either party may specify a different address by written notice to the other party in accordance with this paragraph:

If to Pacific: University of the Pacific, Stockton
 Benerd College
 3601 Pacific Avenue
 Stockton, CA 95211
 Phone: 209-946-2683
 Email: benerd@pacific.edu

If to Host: Center Joint Unified School District
 9408 Watt Avenue, Antelope, CA 95843-9116
 Attn: Chris Borasi, Director of Human Resources
 Email: cborasi@centerusd.org
 Phone: 916-338-6400

d) **Force Majeure.** Either party’s obligations under this Agreement will be excused if and to the extent that any delay or failure to perform such obligations is due to fire or other casualty, product or material shortages, strikes or labor disputes, transportation delays, changes in business conditions (other than insignificant changes), acts of God, or other causes beyond the reasonable control of such party (each a “**Force Majeure Event**”). Notwithstanding the Force Majeure Event, each party shall make a good faith effort to resume performance as soon as the excusable delay is mitigated.

e) **Governing Law.** This Agreement, and any dispute between the parties arising out of or related to this Agreement, shall be governed by and construed in accordance with the laws of the State of California,

excluding its conflict of laws rules. Any and all legal action that is initiated to enforce any provision of this Agreement or arising out of or related to this Agreement must be brought or filed in either the state or federal court located in California.

- f) Use of Names and Logos.** Each party agrees that it shall not use the other party's name, logo or insignia, or the name, logo or insignia of any school or division thereof, or otherwise identify the other party or any of its schools or divisions in any form of publicity or disclosure without the prior written permission of the other party, which permission may be given or withheld in the other party's sole discretion.
- g) No Assignment.** Neither party may voluntarily or by operation of law, assign or otherwise transfer any part of this Agreement without the prior written consent of the other party. Any purported assignment in violation of this Section shall be void.
- h) Entire Agreement.** This Agreement is the entire agreement between the parties regarding its subject matter. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
- i) Modifications.** This Agreement may not be modified or amended except by an instrument in writing executed by duly authorized representatives of the parties.
- j) Severability of Terms.** If any provision of this Agreement is held invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions will not in any way be affected or impaired thereby, unless the effect of such severance would be to alter substantially this Agreement or the obligations of the parties, in which case this Agreement may be immediately terminated by either party upon thirty (30) days' prior written notice, or as otherwise allowed by the termination provisions of this Agreement.
- k) Counterparts.** This Agreement may be executed in several counterparts, each of which so executed shall constitute one and the same instrument.

[Signatures on the following page]

SIGNATURE PAGE
Affiliation Agreement
between
Center Joint Unified School District
and
University of the Pacific

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers or delegates, as of the Effective Date.

Center Joint Unified School District



By: Chris Borasi
Its: Director of Human Resources
Address: 9408 Watt Avenue, Antelope, CA
95843-9116

Telephone: 916-338-6400
Fax: (916) 338-6411
Email: cborasi@centerusd.org

By: _____
Its: _____
Address: _____

Telephone: _____
Fax: _____
Email: _____

University of the Pacific



By: Elisa Anders
Signed: Thursday, February 1, 2024
Its: Chief of Staff to the Provost
University of the Pacific
3601 Pacific Avenue
Stockton, CA 95211
Telephone: 209-946-2552
Email: provost@pacific.edu
Fax: 209-946-2063

EXHIBIT 1 PROGRAM DESCRIPTION

Program Objective & Goals

Through program coursework and fieldwork experiences in TK-16 school settings and beyond, our candidates must satisfy learning outcomes by demonstrating proficiency in all standards, Teaching Performance Expectations (TPEs), and Teaching Performance Assessments (TPAs) as required by the California Commission on Teacher Credentialing, as well as those requirements in School Psychology/Pupil Personnel Services, Licensed Professional Clinical Counselors (LPCC), and Administrative Services Credential.

Program Overview

All professional education degree and credential programs at University of the Pacific are offered and coordinated through Benerd College. Students in Benerd College are prepared to deliver thoughtful, reflective, caring, and collaborative services to diverse populations. The College directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences. Per the California Commission on Accreditation/California Commission for Teacher Education, candidates seeking credentials must be placed in clinical practice experiences that extend candidates' learning and application of theory to practice with Transitional Kindergarten to grade 12 students in public and/or private school settings, as according to the California Commission on Teacher Credentialing, the range of Clinical Practice Experiences includes early field experiences, advanced experiences for co-planning and co-teaching (i.e. teacher residency), and student teaching or approved internships for related programs (i.e. Pupil Personnel, LPCC & Administrative Services Programs).

Location(s) of Program

Center Joint Unified School District *[Schools within the District if applicable]*

Student Evaluation Method(s)

Cooperative Evaluation of *Multiple Subjects and Single Subject* Student Teacher
Candidate Competence and Performance Checklist

- Single subject student teacher
- Single subject intern/residence
- Multiple subjects student teacher
- Multiple subjects intern/residence
- Education Specialist, student teacher (SPED)
- Education Specialist, intern/residence (SPED)
- Student Teacher Placement Confirmation
- Intern Site Support Team Confirmation
- School Psychology Fieldwork/Practicum and Internship Performance Evaluation Instrument

Host's Responsibilities

Host shall participate with Pacific in planning the Program, including those experiences required to complete the EdTPA Teaching Events (pursuant to SB2042 and SB1209), as well as data collection

required by the (CCTC/COA) and (CAEP).

For student teacher interns, Host shall:

- (1) assign an on-site mentor who possesses a valid Clear or Life credential in the appropriate subject area, has 3 years documented successful teaching experience and holds an English Learner Authorization (or the equivalent, as established by the Commission on Teacher Credentialing); and
- (2) Participate with Pacific in planning and implementing a comprehensive and coordinated program of support and mentoring for the student teacher intern, in conformance with the most current requirements established by the Commission on Teacher Credentialing and articulated by Pacific in its approved Intern Document, attached hereto as **Exhibit 1-A** and incorporated herein.

Additional Student Qualifications

Pacific Students are only eligible to participate in the Program during a defined academic semester/term (Fall or Spring).

For student teacher interns only, Pacific shall:

- (i) Confirm that the Student meets all the criteria for an intern credential, as established by this Program sponsor and approved by the Commission on Teacher Credentialing pursuant to Exhibit 1-A, and provides the information requested pursuant to Exhibit 1-B;
- (ii) Assign a supervisor who has successfully completed Pacific-provided intern supervision training;
- (iii) Assign intern supervision duties that adhere to the most current requirements established by the Commission on Teacher Credentialing and articulated by Pacific in Exhibit 1-A; and
- (iv) Participate with Host in planning and implementing a comprehensive and coordinated program of support and mentoring for the intern teacher, in conformance with the most current requirements established by the Commission on Teacher Credentialing and articulated by Pacific in Exhibit 1-A.

EXHIBIT 1-A INTERN DOCUMENT

NOTE: This section shall apply only for student teacher interns.

On June 3, 2013, the Commission on Teacher Credentialing issued Program Sponsor Alert 1306 detailing new requirements for programs that offered intern credentials. This PSA is available at: <http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-06.pdf>.

In response to this PSA, PACIFIC prepared and submitted revised program documents reflecting the new requirements. On May 19, 2014 the Commission on Teacher Credentialing approved these revised program documents, thereby granting approval to the University of the Pacific to issue intern credentials to qualified teacher credential candidates. Terms of the revised program documents include specific mentoring and support that the HOST and PACIFIC must provide including:

- Assignment of a PACIFIC supervisor who meets the criteria identified in 2.i. of this Agreement and who is assigned to provide regular on-site support to the intern teacher, in coordination with the HOST mentor.
- Assignment by the HOST of a site supervisor who meets the criteria identified in 3.d. of this Agreement and who is available to provide regular on-site support to the intern teacher.
- Regular on-site support includes observation/coaching sessions, provision of materials and resources, feedback on lesson plans, logistical support (bulletin boards, instructional materials, etc.), and other types of assistance designed to strengthen the intern teacher's instructional effectiveness
- Regular on-site support must be provided in a scheduled and coordinated manner and must adhere to these requirements: 144 hours with at least 2 hours of support per every five instructional days for general instruction coaching and mentoring AND 5 hours of support per month specific to teaching English learners, or if less than a full academic year, the total number of hours of support must equal four hours times the number of instructional weeks remaining in the year, with at least two hours of support provided every five instructional days. English language learner support less than a full academic year must equal five hours times the number of months in the school year.
- The intern teacher's faculty advisor will assist the HOST mentor and PACIFIC supervisor in creating this coordinated and regular system of support

Note: This section shall apply only to PPS School Psychology Interns

1. Host will provide the Interns with the opportunity to transfer methodology and theories into applied situations via their participation in the internship experience and is responsible for providing the Interns with diverse experience in preparation for their future careers as school psychologists, in accordance with the Interns' knowledge and level of training, in the form all the activities normally expected of a Host-employed school psychologist. These experiences may include, but are not limited to, the experiences and activities set forth in below under the heading Intern Experiences.
2. Host will provide the Interns with experiences that will allow them to complete 1200 clock hours of work during their internship experience, depending on the degree sought by each Intern.

3. Each Site Supervisor will have the following responsibilities as part of his or her supervision of the Interns:
 - a. The Site Supervisor will cooperatively plan and schedule the Interns' activities and experiences during the internship experience. Attached is the program's syllabi for required and suggested activities.
 - b. The Site Supervisor will schedule and provide a minimum of 2 hours of direct face-to-face supervision each week.
 - c. The Site Supervisor will review and sign each entry from the Interns' log and progress notes to verify content.
 - d. The Site Supervisor will complete and submit end-of-semester evaluation forms, which will be provided by Pacific.
 - e. The Site Supervisor will release the Intern, as needed, to attend fieldwork supervision and classes. (It is understood that the Intern will need to be released with sufficient time to travel between the fieldwork site and Pacific).
 - f. The Site Supervisor will hold a valid Pupil Personnel Services credential appropriate to the role and function of the duties being performed by the Intern.
 - g. The Site Supervisor will participate in Pacific-sponsored supervisor meetings held 2-3 times per year.
 - h. The Site Supervisor will ensure that the Intern meets, at a minimum, the Hourly Requirement of the fieldwork in a preschool-grade 12 setting in which he or she is qualified to supervise.
4. Consistent with the availability of resources to employed staff, the Intern is provided adequate supplies and materials to carry out the functions of the internship experience. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telecommunication services, office equipment, and copying machines.
5. Ongoing professional development is a significant aspect of the internship experience. Conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to the Interns. The Interns are encouraged to participate in state, regional, and national level meetings for school psychologists. Release time is granted by Pacific and is expected to be granted by the Host.

INTERN EXPERIENCES

1. **Role and Function:** Develop a knowledge base and understanding of the various roles and functions of the school psychologist, and be able to selectively deliver services utilizing a variety of alternative models.
2. **Legal/Ethical:** Develop a knowledge base of federal and state laws, professional ethics, and professional standards as well as the skills to apply them in public and private educational agencies. Develop the skills to adhere to due process guidelines in major decisions affecting all students and to accepted standards in the practice of school psychology.
3. **Organization and Operation of Schools:** Develop an understanding of the organization and administration of public schools and the cultural, ethnic, religious, and geographic diversity of the students, parents, and staff served by school psychologists. Develop an awareness of community resources and the roles of other professionals in helping children, parents, and school personnel. Develop the skills to foster and facilitate interagency partnerships among family, school, health care, and community agencies to create healthy school environments.
4. **Assessment:** Develop the skills to select, administer, score, and interpret psychoeducational tests for individuals of different ages, exceptionalities, and cultural backgrounds. Develop

competence in the use of interviewing, functional behavioral assessment, and curriculum-based methods. Develop the skills to integrate psychological and educational data into a psychological report and be able to link assessment results to educationally relevant interventions.

5. **Counseling:** Develop a counseling and mental health knowledge base and the skills to work with Interns who have educational, emotional, and/or behavioral problems to mitigate the emergence of enduring, unhealthy patterns of behavior. Develop a knowledge base and skills to help students, families, and schools deal with crises, such as school violence, suicide, and loss.
6. **Intervention:** Develop a knowledge base and the skills to identify controllable, causal aspects of social, emotional, and academic difficulties and be able to consult and collaborate in the design, implementation, and evaluation of interventions based on these aspects.
7. **Communication Skills:** Develop the interpersonal skills and both oral and written communication skills necessary to communicate effectively with children, parents, and school personnel from varied cultural, ethnic, religious, and geographic backgrounds. Develop the interpersonal skills to function as team leaders in school-based multidisciplinary teams.
8. **Research:** Become educated consumers of research relating to school psychology and be able to apply these research findings to the development of solutions for educational psychological problems. Be able to disseminate information from the school psychology knowledge base to promote healthy school environments.

EXHIBIT 1-B
University of the Pacific, Benerd College

INTERN AUTHORIZATION ADDENDUM

By signing below, I understand that I have received, read, and comply with program requirements of the department I am enrolled in as a student. If at any time I am unable to continue as an intern, I will notify my academic advisor and the Benerd College Office of Credentialing and Student Services.

I. TO BE COMPLETED BY CANDIDATE

Candidate Name: _____

Pacific ID # - _____

Signature of Candidate

Date

II. Signature of Benerd College Dean or Designee

I verify that the candidate has met program requirements and is eligible to be hired as an intern.

Patricia Campbell, Dean Benerd College

III. TO BE COMPLETED BY EMPLOYING AGENCY:

A. Please check Organization Type: ☐ County Office ☒ School District ☐ Charter School

County-District-School Code (required): _____

Employing Agency: _____

School Name: Wilson C. Riles Middle School Phone #: 916 787-8700

Address: _____ Email: _____ 4747 PFE Road, Roseville CA 95747

Effective date of hire (month/day/year): 1/8/2024 bhomes@centerusd.org

Please indicate authorization requested: ☐ Multiple Subject ☐ Single Subject, Subject: _____

Education Specialist: ☒ Mild to Moderate Support Needs ☐ Extensive Support Needs
Pupil Personnel Services: ☐ School Psychology

Site Support Team

Name(s) Shahnaz Anwar
Address: 4747 PFE Road Roseville CA 95747
Phone: 916-787-8100
Email: shahnaz148@centerusd.org

B. Personnel Division Approval:

cborasi@centerusd.org 916-338-6413
Host Personnel Specialist - E-mail Host Personnel Specialist - Phone
[Signature] Chris Borasi 1.29.2024
Signature of Host Personnel Specialist Name (Please Print) Date

C. Signature of Site Administrator

By signing below, I verify that I have read and understand the intern support requirements as outlined in the MOU on file and will provide supervision in cooperation with in collaboration with the University of the Pacific, Benard College.

[Signature] BRETT HOMESLEY
Signature of Site Administrator Name (Please Print)

EXHIBIT 2
STUDENT CONSENT FOR RELEASE OF RECORDS FOR STUDENT PLACEMENT

The Family Educational Rights and Privacy Act (“**FERPA**”) provides that an educational institution may not release confidential information about a student without the student’s consent.

In order to enable the University of the Pacific (“**Pacific**”) and Host (identified below) to monitor my performance in the Student Placement, I hereby grant permission to authorized personnel at Pacific and Host, and their authorized representatives, to release all education records (as defined by FERPA) and/or employment records relating to my performance in the Student Placement described below, and the information contained therein, from one to the other. I further release Pacific and the Host, and their respective trustees, officers, directors, and employees from any and all liability relating to the release of such education and/or employment records.

This Release is subject to the following:

- My authorization to release this information (“**Release**”) will be used in conjunction with my Student Placement with Host only.
- I understand that this Release, and the authorization given above, is effective immediately upon my signature and shall expire upon the completion of my Student Placement with the Host;
- I understand that this Release is necessary for my Student Placement for the sharing of information between Pacific and Host relating to my performance in the Student Placement;
- I understand that I may revoke this Release, in writing, at any time, but if I revoke the Release, I may no longer be eligible to participate in the Student Placement, and my participation may be terminated;
- I understand that I may submit a request in writing in the form required by Pacific to request a copy of all my records released pursuant to this Release;
- I hereby waive all rights under FERPA with regard to the release of the records described above as well as any other state and federal law governing the privacy of records held by Host that may constitute employment records;
- This Release does not apply to any other third party that requests my education records; and
- I understand that Pacific and Host will not release my education and/or employment records to any third party without my express written consent.

I hereby voluntarily authorize the release of my records to the individuals and/or parties identified in this Release. I also understand that if I am under 18 years old, Pacific may disclose such information to my parents or legal guardians regardless of whether I have consented to such disclosure.

Signature of Student

Date

Name of Student (Printed)

Pacific School or Department

Center Joint Unified School District
Host/Organization

Nature of Student Placement (Student Teacher,
Student Intern, etc.)

8408 Watt Avenue, Antelope, CA 95843-9116
School Address

Dates of Student Placement



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of HR/Student Services

Initials:
CSB

SUBJECT: MOU by and between CJUSD and WestEd.

☒ **Action Item**

☐ **Information Item**

Attached Pages 9

BACKGROUND:

CA-ISP provides professional learning to educators in SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices. District and its identified participating school sites have been selected to participate in professional development scale-up activities and to receive support and services outlined in the CA-ISP Professional Learning Scope and Sequence created by PCOE, Santa Clara County Office of Education (SCCOE), Kern County Superintendent of Schools (KSOS), and WestEd. As part of the CA-ISP project, WestEd will serve as an independent evaluator to study the implementation and impact of CA-ISP in participating District schools across the state of California. WestEd will collect district wide student level administrative data from students in kindergarten through grade 12 (Appendix A), social validity and focus group data from participating school and district personnel, and site fidelity data. WestEd will analyze data from CA-ISP and examine impacts on school and student outcomes. The goal of the study is to understand how CA-ISP is implemented and how it supports students' success in the state of California. Data collected by WestEd during the study will only be available to necessary staff at WestEd. The Parties also wish to adequately protect student, parent, teacher, and/or District staff data and to comply with all applicable Federal, State, and local laws, ordinances, regulations, and directives relating to confidentiality.

RECOMMENDED BOARD ACTION:

Approve the MOU between CJUSD and WestEd.

Memorandum of Understanding
by and between
WestEd and Center Unified School District

This Memorandum of Understanding (“MOU”) is effective as of the date fully signed by the Parties, and sets forth the agreement between WestEd and Center Unified School District (“District”) to evaluate the Scaling Up Multi-Tiered System of Support (MTSS) Statewide (SUMS) Partner Entity Grant (referred to as California Integrated Supports Project (CA-ISP) hereafter (“Project”). At times herein, WestEd and District are referred to each as a “Party” and collectively referred to as “the Parties.”

This MOU is a Non-Financial agreement.

1. Purpose

CA-ISP provides professional learning to educators in SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices. District and its identified participating school sites have been selected to participate in professional development scale-up activities and to receive support and services outlined in the CA-ISP Professional Learning Scope and Sequence created by PCOE, Santa Clara County Office of Education (SCCOE), Kern County Superintendent of Schools (KSOS), and WestEd. As part of the CA-ISP project, WestEd will serve as an independent evaluator to study the implementation and impact of CA-ISP in participating District schools across the state of California.

WestEd will collect district wide student level administrative data from students in kindergarten through grade 12 (Appendix A), social validity and focus group data from participating school and district personnel, and site fidelity data. WestEd will analyze data from CA-ISP and examine impacts on school and student outcomes. The goal of the study is to understand how CA-ISP is implemented and how it supports students’ success in the state of California. Data collected by WestEd during the study will only be available to necessary staff at WestEd.

The Parties also wish to adequately protect student, parent, teacher, and/or District staff data and to comply with all applicable Federal, State, and local laws, ordinances, regulations, and directives relating to confidentiality.

2. Term and Termination

- A. This MOU is effective as of the date first set forth above and expires July 31, 2027.
- B. Either Party may terminate or amend this MOU at any time without cause, provided that written notice is given to the other Party at least 30 days in advance.
- C. The termination or expiration of this MOU shall not affect the rights or obligations regarding confidentiality or the retention, storage, or destruction of Data, as set forth in Sections 5 and 6 herein. Such rights and obligations shall survive the term of this MOU.

3. Project Activities

Project activities include

1. WestEd will create a secure Box transfer link and protocol for sharing all data listed in Appendix A;
2. WestEd will conduct all evaluation activities necessary for tracking grant outcomes and student performance during the life of the grant. The following categories of information will be collected and shared during the Project:
 - a. Student administrative data from District will be provided upon request from WestEd (see Appendix A) and in accordance with the agreed upon data transfer protocol(s).
 - b. WestEd will perform a series of teacher, school, and district personnel focus groups, where participant name will be stored on notes and related qualitative data. These interviews will be video recorded on Zoom.
 - c. WestEd will administer a social validity measure to evaluate school and district staff perceptions of the project training and materials.
 - d. WestEd will collect fidelity of treatment data using the Tiered Fidelity Inventory (TFI) and Fidelity inventory Assessment (FIA) from SWIFT-MTSS.
- A. WestEd will independently complete all analyses and produce a report(s) summarizing the findings.

4. Definitions Regarding Shared Data

- A. "Data," as used in this MOU, shall mean and refer to the data described in Appendix A as well as the data collected by WestEd from the Project Activities described in Paragraph 2(b)-2(d).
- B. "Personally Identifiable Information" or "PII," as used in this MOU, shall mean any information or Data that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person, who does not have personal knowledge of the relevant circumstances, to identify an individual with reasonable certainty.
- C. "De-identified Data," as used in this MOU, shall mean Data from which all Personally Identifiable Information has been removed or obscured so that a reasonable person, who does not have personal knowledge of the relevant circumstances, would not be able to identify any individual with reasonable certainty.

- D. “Non-Financial” as used in this MOU, shall mean agreements that are typically non-monetary by nature, but occasionally involve the provision or exchange of something of value (e.g. Stipends). These types of arrangements set out expectations, terms, and requirements that protect the interests of the investigators and the participating organizations.
- E. “Educational Records,” as used in this MOU are official records, files and data directly related to a student and maintained by the education agency or institution, or by party acting for the agency or institution (e.g. including but not limited to, records encompassing all the material kept in the student’s cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.)

5. Confidentiality

- A. WestEd agrees to take all necessary precautions to safeguard the Data and comply with all applicable Federal, State, or local laws, ordinances, regulations, and directives relating to confidentiality. These include, but are not limited to, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 *et. seq.*), and the Privacy Act of 1974, as amended, (5 U.S.C. § 552).
 - a. FERPA Exception – WestEd is authorized to receive this data under the following FERPA exception:
 - i. X Audit/Evaluation Exception [34 CFR §§ 99.31(a)(3) and 99.35] – WestEd has been designated as the “Authorized Representative” of California Department of Education to audit or evaluate a Federal or State supported education program.
- B. WestEd will limit internal access to PII to individuals working on the Project with legitimate interests in the PII and whose work reasonably requires access to the Data (i.e. on a need-to-know basis).
- C. WestEd will take reasonable steps to maintain the confidentiality and security of the Data at all stages of the Project. PII will only be used for the purposes of the Project.
- D. PII will be destroyed at the earlier of: (1) when the PII is no longer needed for analysis, (2) July 31, 2027, or (3) within 15 days of the termination of this MOU pursuant to section 2.B hereinabove, and delivery to WestEd of District’s written demand for destruction of the PII.
- E. De-identified Data may be retained by WestEd after the completion of the Project, and may be further used, shared, released or disclosed by WestEd without consent, to the extent permitted under FERPA.

- F. If WestEd publishes any reports or other publications created with the use of Data, WestEd will not include information that could lead to the identification of any individual whose information is included in the Data.

6. **Data Handling, and Storage**

- A. All computers used to upload, analyze, or store Data containing PII will be encrypted and password-protected. WestEd will store Data in a password-protected and encrypted cloud-based content management system. WestEd will store the Data in accordance with a Data Security Plan, available upon reasonable request.
- B. WestEd will only transfer PII using secure, encrypted transmission methods.
- C. Data will not be shared with any additional parties.
- D. Reports containing aggregate-level data and results will also be presented to the members of professional associations and may be published in professional association publications.
- E. Educational Records shared by District are and shall continue to be District's property.

7. **Data Sharing**

- A. **Third-party sharing.** WestEd will take steps to maintain the confidentiality and security of the Data at all times. The Data may be stored securely at WestEd or at an entity, including Box, Inc., under a written agreement with WestEd to provide cloud-based hosting services, or collection, storage, processing or analysis of some or all of the Data. Data stored at such a contracted entity shall be protected in accordance with the terms of this MOU.
- B. WestEd will ensure that all persons and entities, including employees, contractors, and consultants who will have access to student-level data or PII to first enter into an agreement with WestEd that includes security and confidentiality terms no less stringent than those included in this MOU.

8. **WestEd's Responsibilities**

- A. WestEd will engage in the Project Activities listed above.
- B. WestEd will generate a data security plan for the data collected for the project.
- C. WestEd will designate a liaison to facilitate communications between WestEd and District for coordinating the activities necessary to carry out this MOU. WestEd's contact person for this project is:

Nicholas Gage, Ph.D.
WestEd
730 Harrison Street
San Francisco, CA 94107

ngage@wested.org

9. District Responsibilities:

- A. District will engage in the Project Activities listed above including but not limited to fulfilling data requests.
- B. District shall designate a liaison to facilitate communications between District and WestEd for coordinating the activities necessary to carry out this MOU. District's contact person for this project is:

Name

Center Unified School District

Address

City, State Zip

Email

10. General Provisions:

- A. Governing Law. This Agreement shall be governed by and construed in accordance with the substantive laws of the State of California, without regard to conflict of law principles.
- B. Amendments. This MOU may be amended at any time by mutual agreement of the Parties without additional consideration, provided that before any amendment shall take effect, it shall be in writing and signed by both Parties.
- C. Assignment. Neither Party shall voluntarily or by operation of law, assign or otherwise transfer its rights or obligations under this MOU without the other Party's prior written consent. Any purported assignment in violation of this paragraph shall be void.
- D. Severability. The provisions of this MOU are severable and the unenforceability of any provision of this MOU shall not affect the enforceability of any other provisions hereof.
- E. Indemnification. Each Party shall indemnify, defend, and hold harmless the other Party from and against any liability, loss, damage, expense, costs (including without limitation reasonable attorneys' fees) arising from any third party claim, demand, assessment, action, suit or proceeding related to its use of the Data under this MOU and/or any Appendix, unless such loss or damage was caused by the sole negligence or willful misconduct of the party seeking indemnification.
- F. Limitation of liability. Except as stated in Section E, each Party shall bear all costs, risks, and liabilities incurred by it arising out of its obligations and efforts under this MOU. Neither Party shall have any right to any reimbursement, payment or

compensation of any kind from the other Party, unless expressly agreed to in writing by both Parties.

- G. Representations and Warranties. Data is provided on an "AS IS" basis WITHOUT ANY WARRANTY, REPRESENTATION OR UNDERTAKING WHATSOEVER, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, OR FREEDOM FROM INFRINGEMENT.
- H. Relationship between the Parties. Nothing in this Agreement shall be construed to grant either Party the right to make commitments of any kind for or on behalf of the other Party, without the prior written consent of the other Party. Nothing in this Agreement shall be deemed to constitute, create, give effect to, or otherwise recognize an employment relationship between the parties or a joint venture, partnership, or formal entity of any kind.
- I. Dispute resolution. The Parties shall exercise commercially reasonable efforts to settle any claim, controversy, or dispute (collectively "Disputes") arising out of or relating to this Agreement. The Parties shall discuss any such Dispute no later than 30 days after either Party gives written notice to the other Party of a Dispute, including the legal and factual basis for such Dispute. No suit, arbitration or other proceeding may be commenced before the Parties have met pursuant to this provision, except as described herein.

In the event that a Dispute cannot be resolved through good faith negotiations, the Parties agree that such Dispute shall be finally settled through binding arbitration. The arbitration shall be administered by JAMS, in San Francisco, California, pursuant to its Comprehensive Arbitration Rules and Procedures. The decision of the arbitrator shall be final and conclusive upon the Parties. Judgment on the award rendered by the arbitrators may be entered in any court having jurisdiction.

Notwithstanding the foregoing, either Party may seek injunctive or provisional relief to protect confidential information at any time.

- J. Notices. All notices permitted or required under this MOU shall be in writing and shall be delivered by electronic mail, or by certified or registered mail, return receipt requested, to each Party's respective contact listed above, and will be deemed given upon personal delivery, five (5) days after deposit in the mail, or upon acknowledgment of receipt of electronic transmission. All notices related to the Data or Educational Records shall be delivered to Director of Privacy and Data Security: infosecurity@wested.org. Notices of intent to terminate this MOU shall be provided to the applicable contact above, and, if to WestEd, also be delivered to:

Ursula Wright
WestEd
1140 3rd St NE
Washington, DC
uwright@wested.org

- K. Negotiation and execution. This MOU has been negotiated by both Parties and shall not be strictly construed against either Party. This MOU may be executed in one or more original, electronic, or faxed counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument. Each of the persons signing this MOU represents that he or she has the authority to sign on behalf of and bind their respective party.

IN WITNESS WHEREOF, the Parties have, by their respective duly authorized representative, executed this MOU as of the day and year first written above.

WestEd

[District]

By: _____

By: _____

Name: Ursula Wright

Name: _____

Title: Division Director

Title: _____

Date: _____

Date: _____

APPENDIX A

SAMPLE LANGUAGE #1:

"Data" as used in this MOU refers to administrative data at the student-level, teacher-level, and/or school-level data elements from District. The data elements below are requested for individual students enrolled in the District. .

Student-Level
Student ID Number
School ID Number
School Year
Grade Level
Gender
Race/Ethnicity
Attendance
Out of school suspensions
In school suspensions
English Language Learner Status
Disability Status
Disability Category
Disciplinary Incidents- including incident ID, Date of occurrence, offense code, weapon category
Disciplinary Action taken- including Disciplinary Action Duration, Instructional Support Indicator, Expulsion, or Alternative setting
DIBELS Subscale scores (e.g., letter naming fluency)
Teacher-Level
Teacher ID
School- or District-Level
School or District ID Number

Agenda Item: XIII-11



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/24

TO: Center Joint Unified School District Board of Trustees

FROM: Jerald Ferguson

Initials:

JF

SUBJECT: Comprehensive Safe School and Emergency Preparedness Plans

☒ **Action Item**

☐ **Information Item**

Attached Pages 855

BACKGROUND:

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a Comprehensive Safe School Plan designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Schools, districts, and County Offices all play a role in effective school safety planning and are responsible for familiarity with, and fulfillment of, applicable requirements of EC sections 32280–32289.5.

RECOMMENDED BOARD ACTION:

The board is recommended to approve of these plans.

Center High School
“Home of Scholars and Champions”



**Safe School
and
Emergency Preparedness Plan**

**Center Joint Unified School District
Antelope, CA
January 2024**

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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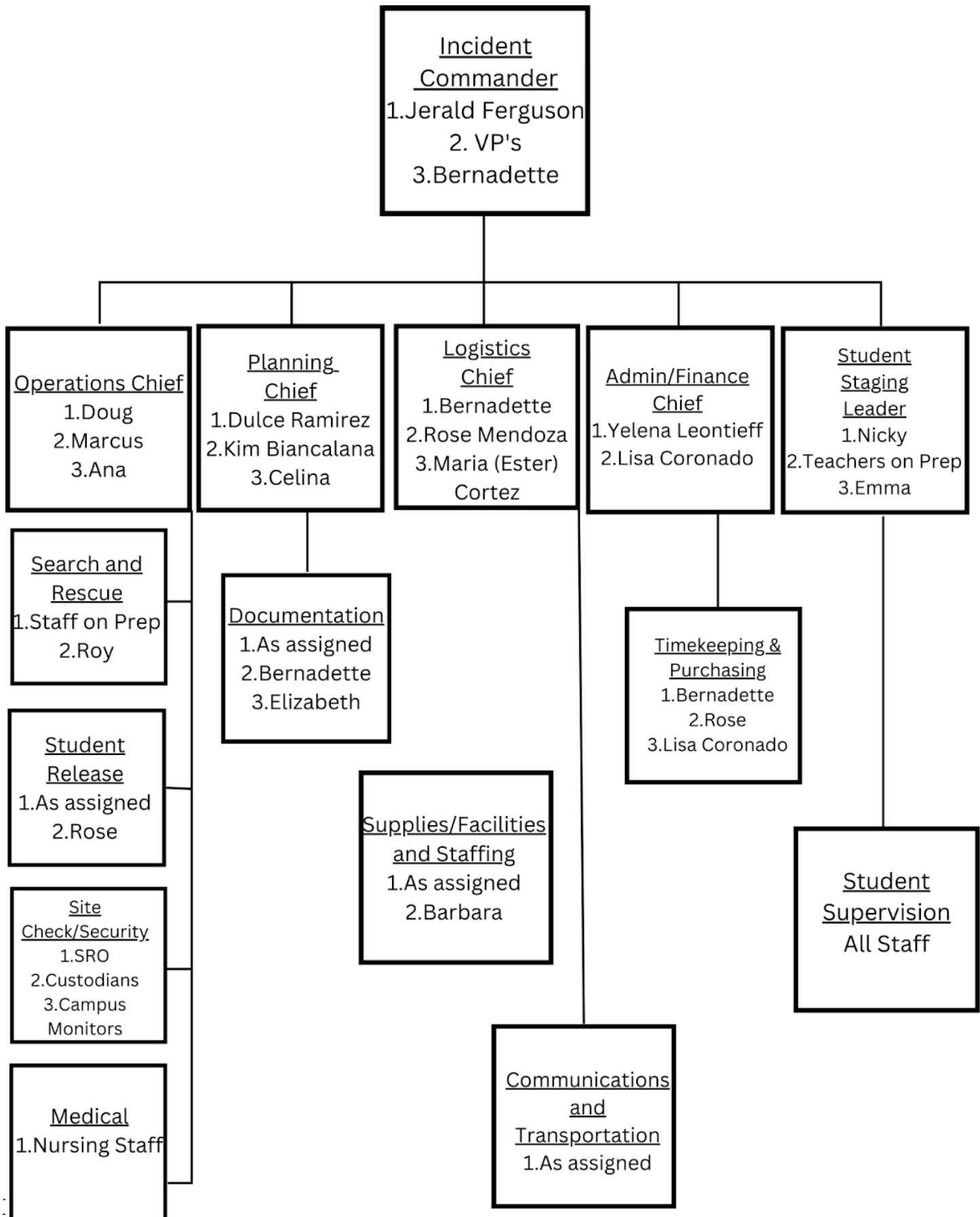
PART I - CRISIS MANAGEMENT

C

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.

Center High School
Incident Command System



Incident Command Position 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	Library Quad Stadium
Primary: Principal's Office	Primary: Stadium Press Box	
Secondary: Student Center	Secondary: Quad	Staging Areas
Parent/Guardian Reunification Area		Emergency Services Staging:
Stadium or Taco Bell Parking Lot		Bus loading area
		Bus Staging: Stadium
Off-Site Evacuation Location		Media Staging:
		Taco Bell Parking Lot

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 staff 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 law enforcement 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, including, but not limited to the following:

- 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 if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: **"CODE RED LOCKDOWN"**, which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if **CODE RED** signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.
 - Await further instructions.

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. 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

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

Special areas of concern:

Special attention should be paid to the outdoor areas 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. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

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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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate.
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.
- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 a pre-designated location away from the building.
- Necessary first aid should be performed.

Students

- In homeroom or currently assigned class

- Leave all personal items in the classroom.
- Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 lunch
 - Follow directions of staff.
 - Students should go to the assembly area of their 3rd/7th period class.

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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board busses or to walk to off-site evacuation 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/designee approves of their leaving.

Student Release Form	
School Site:	
Student Name:	
Date:	Time:
Teacher:	
Room #:	Grade:
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

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Student Release Form	
School Site:	
Student Name:	
Date:	
Teacher:	
Room #:	
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

Unaccounted Students Form

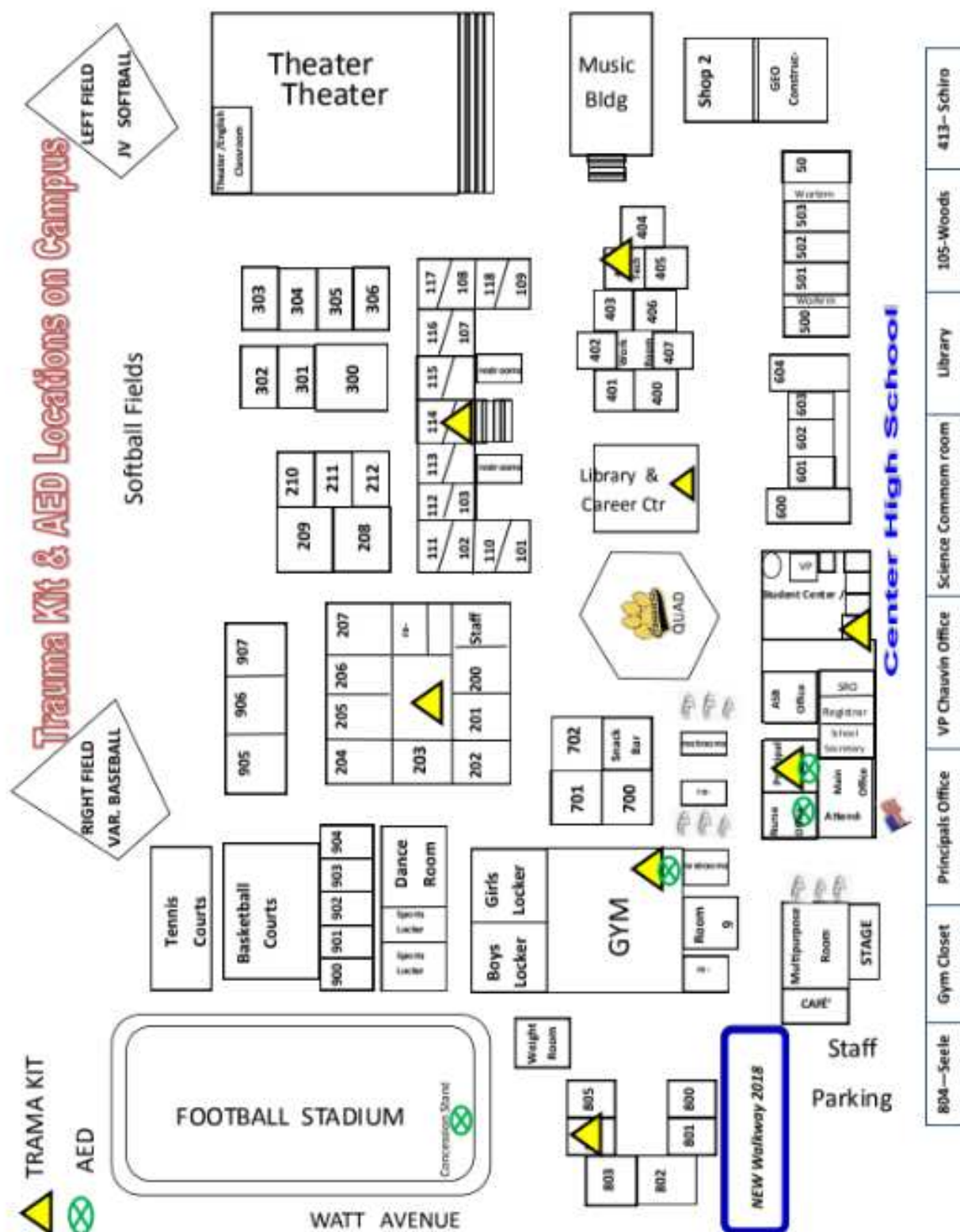
Teacher:	Room #:	Date:
School Site:		
Student Name:	Gade:	Notes:

Section 6 - School Partnerships

List off-site partnerships here:

Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		

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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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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

Dear Parents/Guardians:

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/guardians to be advised as to what to expect while their student is in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will not be evacuated from the building unless directed by site administration. In the event of an actual fire that requires evacuation, students will be evacuated according to the school's evacuation plans or to the off-site location as determined by your student's school site.
2. If possible, notification will be sent to parents through the emergency messaging system; otherwise, parents/guardians will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents/guardians can be reached, a notice will be left on the front door informing parents/guardians where to find their student. Only parents/guardians 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, schools may use designated off-site evacuation locations.
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 directed by emergency personnel or by site/district administrative discretion.
6. Parents should discuss the above information with their student and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents/guardians.

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 student.
2. Each year make your student's teacher aware of their 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 student is familiar with the people they 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 student 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 student may have them for several hours or even days.

Sincerely,

Dear Parents:

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

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

- (1) *can* of fruit drink (*no pouches or 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 student'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 student will not be permitted to take something from the kit if they 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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a “Code Yellow” on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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.
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2- Violent, Dangerous, or Unlawful Activities on School Grounds

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Teacher in Charge (TIC) or Admin Designee.
 - Admin Designee: Rob McInnes
 - Alternate Teacher in Charge / Admin Designee: Kathy Summers
- Admin, Designee, or TIC will proceed to the emergency and assess the situation.
- Initial admin on site is in command until relieved by emergency services or the principal.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.
 - Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.

The site Principal will review the reports and follow-up as determined necessary

Section 3 - 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 4 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they says they want money, or represents some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.

- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

INSTRUCTIONS:

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

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

Recognize Voice? Yes / No**Who:** _____**Caller's Voice (circle):**

Male	Female	Calm	Nervous
Young	Middle-aged	Old	Rough
Refined	Disguised	Nasal	Angry
Broken	Stutter	Slow	Sincere
Lisp	Rapid	Giggling	Deep
Crying	Squeaky	Excited	Stressed
Accent	Loud	Slurred	Normal

Other: _____

Accent? Yes / No**Describe:** _____**Exact time of call:** _____**Speech Impediment?** Yes / No**Describe:** _____**Exact words used by caller:** _____**Unusual Phrases:** __________

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 5 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 6 - 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 "shelter-in-place 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 7 - 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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 8 - 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 9 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

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

Section 10 - Flood

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 11 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 12 - 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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 116 or the principal at ext 105.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort

Intruder Appears on Campus During Recess

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 school grounds and into a safe building. Suggested procedures include:

1. Any teacher or staff who is outside and notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults in any way they can. 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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

Section 13 - 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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 14 - 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 law enforcement (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 office staff on how to respond to phone calls regarding the incident.

Section 15 - 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 predetermined 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 them.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.

2. Fractures:

- a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
- b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
- c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.

3. Sprains (injury to soft tissue around a joint)

- a. Always immobilize
- b. Elevate joint
- c. Apply cold packs during first half hour
- d. Treat the same as closed fractures
- e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

- 1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
- 2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
- 3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.
- 4. First Aid for chemical burns
 - a. Wash chemicals away with water.
- 5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.

- b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
- c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:

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

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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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.

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 (AED) 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, 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.

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 the nose until a doctor is present.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the recovery position. Place the person on their left side with their right leg and arm crossed their body.



Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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.

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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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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 16 - 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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.
15. Double check circumstances. Could the child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?

16. Assist law enforcement's department with investigation.
17. 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 17 - 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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 18 - 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.

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.

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.

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.

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.

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.

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.

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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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 19 - 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 20 - Shooting / Stabbing

Assess the situation

- Is the suspect in the school?
- Has a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 21 - Campus Visitor Procedures

CLOSED CAMPUS / VISITORS

Center High School maintains a closed campus policy. All students leaving campus **MUST** receive prior clearance through the Attendance Office. Student visitors are not permitted on campus under any circumstances. All adult visitors, who have prior administrative approval, must sign in at the Main Office. Parents/guardians are required to give teachers at least a 24-hour advance notice, and obtain administrative approval if they wish to observe a class.

DROP-OFFS/DELIVERIES

The front office is not designed to receive or deliver students' items such as P.E. clothes/shoes, sports equipment, food for class parties, balloons, flowers, stuffed animals, cards, cell phones, or money. The office will accept forgotten homework, backpacks, projects, and sack lunches. It is the student's responsibility to come to pick up the item during the passing period or lunch. The Center High School office will not accept any deliveries from third party vendors such as DoorDash, GrubHub, etc. and any family member dropping off food will have to show identification. The office will not send passes or pull students out of class, nor should a student leave class without a pass from his/her teacher. Center High School is not responsible or liable for items dropped off.

Section 22 - Panorama Survey Information (Fall 2023)

1. School Belonging

How much students feel that they are valued members of the school community.

27% CHS

31% Center Joint Unified School District

2. School Climate

Perceptions of the overall social and learning climate of the school.

42% CHS

43% Center Joint Unified School District

3. School Engagement

How attentive and invested are students in school.

24% CHS

27% Center Joint Unified School District

4. School Safety

Perceptions of student physical and psychological safety at school.

50% CHS

51% Center Joint Unified School District

5. School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

36% CHS

42% Center Joint Unified School District

Section 23 - School Rules

	<i>FIERCE</i>	<i>PROUD</i>	<i>UNITED</i>
In the CLASSROOM	<ul style="list-style-type: none">• BE PRESENT• BE RESILIENT• CHALLENGE YOURSELF• SELF ADVOCATE	<ul style="list-style-type: none">• BE YOURSELF• PURSUE GOALS• CELEBRATE SUCCESSES	<ul style="list-style-type: none">• BE RESPECTFUL• BE FLEXIBLE• WELCOME OTHERS• WORK TOGETHER
On the CAMPUS	<ul style="list-style-type: none">• BE A LEADER• OWN YOUR CHOICES• SEE SOMETHING, SAY SOMETHING	<ul style="list-style-type: none">• SHOW SCHOOL SPIRIT• GET INVOLVED• TAKE OWNERSHIP OF THE CAMPUS	<ul style="list-style-type: none">• BE INCLUSIVE• BE OPEN-MINDED• BE A POSITIVE INFLUENCE
In the COMMUNITY	<ul style="list-style-type: none">• BE SUPPORTIVE• GIVE BACK• FIND SOLUTIONS	<ul style="list-style-type: none">• BE AN ADVOCATE• REPRESENT CHS• POST RESPONSIBLY	<ul style="list-style-type: none">• BE AN ALLY• GET CONNECTED• MAKE A DIFFERENCE

Section 24 - Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or Behavior Intervention Plan (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If both Principal and Vice Principals are off-site, office staff will contact Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC not available.) An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: McInnes, Rob
 - b. Alternate 1: Summers, Kathy
 - c. Alternate 2: Woods, Heather
2. Administrator or TIC will proceed to the emergency.
3. If safe, the class will evacuate to an alternative class or location.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been Pro-Act trained. There need be at least 3 adults who are Pro-Act trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer.

PART III - 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.

Center High School

The mission of Center High School is to guide and encourage each student to become a productive, thoughtful, and responsible member of our multiethnic society and to become actively involved in developing full potential as a unique human being.

Section 2 - People and Programs

Center High School has a Multi-Tiered System of Support in place which provides all learners access to all programs and supports offered.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, school boosters program (which supports the entire school) or simply attending school events. Parents stay informed on upcoming events and school activities through Catapult messaging (automated telephone message delivery system), email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, Facebook, the school website, and daily bulletins.

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 "Sense of Belonging" school environment for all students and staff.

Objective #2: Create an environment where all students and staff are engaged in the school's culture.

Objective #3: Create a space where students and staff embrace the positive energy of the school.

Section 4 - Place

Create a physical environment that communicates respect for learning and for individuals.

Center High School is located at 3111 Center Court Lane in Antelope at the north end of Sacramento County. The campus experiences mild vandalism during evening hours, however, the school site and the district are committed to eradicating graffiti as soon as possible and preferably before students come back to campus. The immediate area around the school includes single family dwellings, duplexes and apartments as well as some retail outlets and restaurants.

It shall be the practice of Center 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. In 2019, security cameras were installed and continue to be added as needed.

The school site encompasses 10 acres. The school has 75 classrooms, as well as a theater, gymnasium, music building, wood shop, library, multi-purpose room, multiple athletic fields and courts, and in 2009 a renovated stadium including an all-weather track.

The majority of the campus is surrounded by permanent fencing. All gates are locked during the school day. During the school day, staff members including two full-time campus monitors and three administrators provide campus supervision. A Safe School Officer is assigned to Center High School but is available to support other schools in the district as well.

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 to 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, campus monitors, custodians and individual classroom teachers. The students take pride in the appearance of the school.

Internal Security Procedures

Center 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 Center High School. 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. Center 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 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.

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 various surveys:

Objective #1: Improve the student bathrooms on campus.

Objective #2: Continue to paint the main buildings throughout the campus.


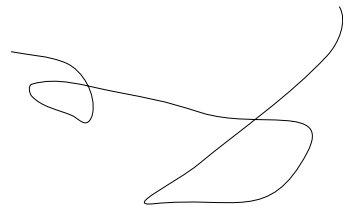

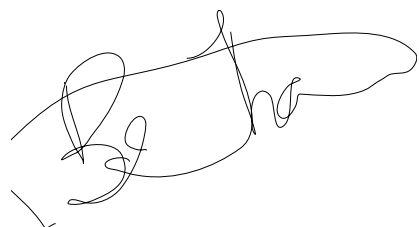
Objective #3: Complete the updated sound systems for the gymnasium and the stadium.

Section 6 - Signature Sheet

Center High School 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/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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 Name	Title	Signature
Jerald Ferguson	Principal	
Doug Hughey	Assistant Principal	
Bonnie Klatt	Teacher	
Be Thao	SSC Parent	

APPENDIX A - Staff List

FACULTY AND STAFF 2023-2024

Jerald Ferguson, Principal
Doug Hughey, Assistant Principal
Rogelio Jaime, Assistant Principal
Nicki Strong, Assistant Principal

FACULTY AND STAFF LIST

Adams, Celina
Allain (McCasland), Christine
Allred, Marie
Anderson, Walt
Annenkova, Oksana
Asbury, Jeff
Babikova, Inna
Ballinger, Juliana (cafe)
Berry, Melinda
Black, Chelsea
Boller, Jenna
Brady, Ashley
Brown, Mitchell
Cabral, Eric
Calamaco, Santos
Caldwell, Lisa
Camarena, Mauricio
Carpenter, Nicole
Carretero, Joe
Case, Lauren
Chaney, Amy
Chaney, Deanna
Chaturvedula, Rajani
Chhang, Vanrith
Clements, Kristen
Cortez-Palomino, Ester
Curtis, Melinda
Davis, Stafani
De La Cruz, Jennifer
De La Torre, Lucia
Dobscha, Richard
Draou, Yahia
Duong, Linh (cafe)
Elfving, Scott
Elliott, Elizabeth
Esposito, Kim
Ferguson, Jerald
Ferrari, Victoria
Galloway, Kristen
Gamboa, Susanne
Garcia, Rebekah
Griffin, Marcus
Hannah, Jim

Harmon, Elizabeth
Hennessy, Maria
Hernandez, Ana
Hill, Paula
Hughey, Doug
Humphrey, Alicia
Jaime, Roy
J. Bailey, Digol
Jojua, Iana
Jones, Heather
Jones, Regina (Cafe)
Jope Brina
Kern, Michelle
Kester, Kristi
Keyawa, Lauren
Kindle, Tracie
King, Kelly
Klatt, Ben
Klatt, Bonnie
Knutson, Kari (cafe)
Leonard, Laura
Leontieff, Yelena
Lewis, Hilary
Lobbestael, Kevin
Love, Massio
Madrid Erika
Magedman, James
Marquez, Pedro
Martinez, Dominique
Maydanovich, Alex
McClendon, Rod
McInnes, Rob
Mendoza, Rose
Metcalf, Sean
Moe, Tracy
Moody, Daniel
Muldoon, Carrie
Munn, Joseph (Reed)
Munoz, CJ
Noorani, Stefanie
Oseguera, Cynthia
Pacheco, Naomi
Pacheco, Shawna
Padda, Rajwinder

Parker, Ginger
Perez, Alex
Perez, Ana
Perez, Paola
Perez, Ron
Phillips, Jesse
Pitman, Emma
Pollard-Hjelden, Janet
Poor, Bernadette
Radi-Blatnick, Susan
Ramirez, Dulce
Reid, Allison
Resendiz, Melody
Robinson, Kelly
Ruble, James
Schmidt, Dyson
Sedykh, Irina
Seele, Tina
Simko, Rebecca
Singh, Kiranpreet (cafe)
Sinwald, Racquel
Smirnov, Fedor
Spielman, Jeffrey
Spore, Angela
Stout, Danielle
Strong, Nicky
Summers, Kathy
Sumner, Sheryl
Taylor Natasha
Tomlinson, Jason
Torres, Manuel
Violette, Barbara
Vogel, Jessica
Whalen, Joe
Wiker, Cheryl
Wise, Tanner
Woods, Heather

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

Staff Classroom Phone List

Room	Teacher	IS or ISPH	Phone #
101	Stout		200
102	Jones		201
103	Allain		202
104	Sumner	Hjelden	203
105	Woods		204
106	Sinewald		205
107	McInnes		206
108	Black		207
109	Summers		208
110	Hernandez		209
111	Brown		210
112	Hannah		211
113	Munn		212
114	Chateurvedula		213
115	Radi -		214
116	De La Torre		215
117	Caldwell	Sedykh	216
118	Muldoon		217
200	Hill		218
201	Cabral		219
202	Lobbestael		220
203	Humphrey		221
204	Simko		222
205	Lobbestael		223
206	Noorani		224
207	Galloway		225
Staff Lounge	Staff Lounge		120
208	Boller		226
209	Boller	Klyuchnik/Mathison/Gamboa	227
210	Clements		228
211	Chaney		229
212	Klatt,Bonnie		230
300	Klatt, Ben		231
301	Vogel		232
302	Elfving		233
303	Tech Lab		234
304	Magedman		235

305	Jope	236
400	Perez	237
401	King	238
402	Chhang	239
403	Hennessy	240
404	Allred	241
405	Robinson	242
406	Padda	243
407	Jojua	244
413	Tech	113
500	Spielman	245
501	Babikova	246
502	Carpenter	247
503	Ivey	248
504	Anderson	249
600	Keyawa	250
601	Dobscha	251
602/603	Boller	252
604	Asbury	253
700	Pacheco (Workability)	254
700	Brady (Workability)	255
700	Parker (Workability)	256
701	Wiker, HUB	257
702	In-House	258
703	OT Room	259
800	Marquez	260
801	J'Beily	261
802	Vacant - PE Storage	262
803	Vacant - PE Storage	263
804	Seele	264
805	Melinda, counseling	265
900	Vacant - Old Student Cum Filed	266
901	Open	267
902	Vacant - Storage	268
903	Vacant - Storage	269
904	Storage	270
905	Ferrari	271
906	Kester	
907	sub Harmon	
Student Center	Violette	117
Student Center Conf. Rm		123
Counselors	Perez	108
	Biancalana	109

	Ramirez	110
	Adams	111
Cafeteria	Cafeteria	112
College & Career	TBd	138
Library Main Desk		137
Library	Garcia	121
Principal	Ferguson	102
Asst Principal	Hughey	103
Assistant Principal	Jaime	104
Assistant Principal	Strong	105
Front Office	Cortez, Ester	116
Boys Locker Rm	Petersen, Perez, J'Beily, Ruble	279
Girls Locker Rm	Caderao, Lewis	280
Dance room	Lewis	276
Theater Classrm	Hughey	277
Music	Metcalf	274
Geo/Const Shop	Klatt / Boller	278
Wood Shop	NONE	

APPENDIX C - Shut-Offs

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APPENDIX D - Emergency Evacuation Routes

APPENDIX E - Off Campus Evacuation Map

EOC Message 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	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
-----------------------	----------------------

Unable to treat in site. i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	<input type="text"/>
--------------------------	----------------------

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	<input type="text"/>
-----------------------	----------------------

First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

Transmit data as soon as possible. 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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters***.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “commercial film and photographic print processor” means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, “child visitation monitor” means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) “Animal control officer” means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) “Humane society officer” means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “clergy member” means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff’s department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include

a “mutual affray” between minors. It

also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.”

(P.C. 11165.6)

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect”

includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.”

(P.C. 11166 (a))

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“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.
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))**

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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.org****www.safestate.org**

APPENDIX H - Child Abuse Reporting Form



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL		
		OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS Street City Zip				TELEPHONE		
	PRESENT LOCATION OF VICTIM		SCHOOL	CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____		
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
D. INVOLVED PARTIES	VICTIM'S SIBLINGS						
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	
	1. _____					3. _____	
	2. _____					4. _____	
	VICTIM'S PARENTS/GUARDIANS						
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS Street City Zip		HOME PHONE	BUSINESS PHONE			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS Street City Zip		HOME PHONE	BUSINESS PHONE			
	SUSPECT						
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
ADDRESS Street City Zip				TELEPHONE			
OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)						

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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APPENDIX I - Williams Uniform Complaint Procedure

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

APPENDIX J - Dress Code

The following guidelines are intended to define “appropriate student attire” and personal grooming. The purpose is to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students, and minimize distraction so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. At all times, all students are expected to abide by the following guidelines:

- a. Clothing, jewelry, personal items (gym bags, backpacks, water bottles, notebooks/binders, etc.) and tattoos with language or images that are vulgar, sexually suggestive, discriminatory, promoting prejudice, obscene, libelous, or that promote illegal or violent content, such as weapons, drugs, alcohol, tobacco, drug paraphernalia, or that contains threats, is prohibited.
- b. Garments shall be sufficient to conceal undergarments at all times.
- c. Shorts, skirts, and dresses must cover the upper-thigh area.
- d. Shirts and tops must cover the entire torso, including chest, back and midriff. Tube tops, halter-tops, backless tops, scoop-neck tops, low V-neck tops, half shirts, spaghetti straps, off the shoulder tops, and muscle shirts are not appropriate. Sheer/mesh tops must have appropriate clothing underneath.
- e. Pants, shorts and skirts must be worn at or above the hip bone.
- f. No pajamas or blankets.
- g. Hats, beanies, hoodies, bandanas, etc. (except those being worn for cultural or religious purposes) must be removed prior to entering a school building.
- h. Footwear must be worn at all times. No bedroom slippers.
- i. No sunglasses may be worn in buildings.
- j. Any clothing or accessories related to gangs are not acceptable.

Students violating any part of this dress code will be sent to the office for replacement shirts or sweat pants.

NOTE: Coaches and teachers in classes may impose more stringent requirements than the above consistent with the needs of the particular sport and/or class.

****This list is not all-inclusive. The administration reserves the right to use their own discretion in deciding what is disruptive to the educational environment.**

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 *48900(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

All teachers are notified at the beginning of the year of how to determine or find which students have disciplinary concerns from previous years that they are to be notified of and how to access the disciplinary records.

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.

APPENDIX N - 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.

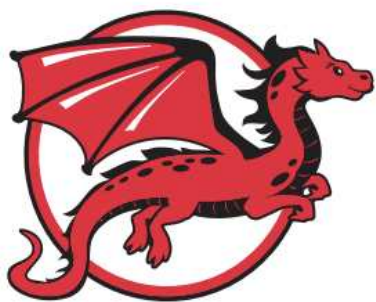
APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.		
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.		
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 		
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 		

The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.		
a. Child Abuse Reporting procedures		
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.		
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 		
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.		
e. Policies and procedures which lead to suspension and/or expulsion.		
f. Procedures to notify teachers of dangerous pupils.		
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.		
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.		
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.		
j. Procedures that create a safe and orderly environment conducive to learning at the school.		
k. Access to the school campus (visitors).		
l. The rules and procedures on school discipline.		
m. Crisis Response Plan.		
n. Hate crime reporting procedures and policies.		

The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.		
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.		
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.		
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.		
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.		

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan



DUDLEY
ELEMENTARY SCHOOL

Safe School and Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

Revised January 2024

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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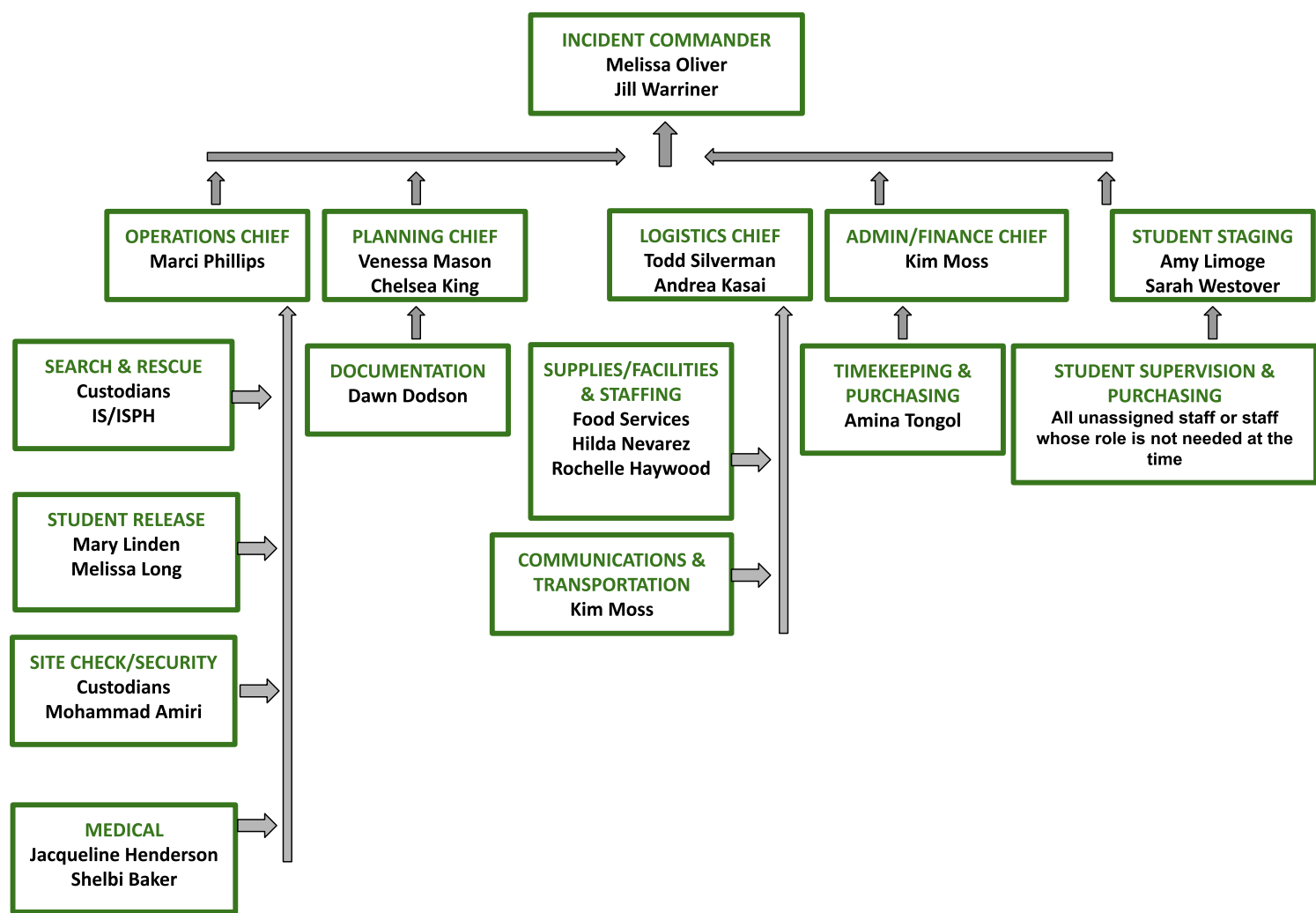
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PART I - CRISIS MANAGEMENT

Section 1 - Incident Command System

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

Dudley Elementary School Incident Command System



Incident Command Position 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	<ul style="list-style-type: none"> Blacktop in front of M-9 through M-12
Primary: Main Office Secondary: Library	Primary: Tables on the side of M-3 Secondary: Gazebo behind multi-purpose room	
Parent/Guardian Reunification Area		Staging Areas
Baseball Field or Cafeteria		Emergency Services Staging: Drive between Tule Lake & Mission Bay
Off-Site Evacuation Location		Bus Staging: Aztec Wah
		Media Staging: Something Extra Preschool
Other:		

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 staff 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 law enforcement 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, including, but not limited to the following:

- 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 if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: **"CODE RED LOCKDOWN"**, which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if **CODE RED** signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.
 - Await further instructions.

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 the 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate.
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.
- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 via Catapult.
- Necessary first aid should be performed.\

Students

- In homeroom or currently assigned class
 - Leave all personal items in the classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 / lunch
 - Follow directions of staff.
 - Students should go to the assembly area of their regular teacher.

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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board busses or to walk to off-site evacuation 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/designee approves of their leaving.

Student Release Form	
School Site:	
Student Name:	
Date:	Time:
Teacher:	
Room #:	Grade:
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

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Student Release Form	
School Site:	
Student Name:	
Date:	
Teacher:	
Room #:	
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

Unaccounted Students Form

Teacher:	Room #:	Date:
School Site:		
Student Name:	Gade:	Notes:

Section 6 - School Partnerships

List off-site partnerships here:

Organization Name:	Contact Name:	Phone #:
Directions:		

Section 7- Resources

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

First Aid Kits: Available in all classrooms and office.

Emergency Kits: Available in all classrooms and office.

Fire Extinguishers: Located in all rooms on campus.

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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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



DUDLEY
ELEMENTARY SCHOOL

Melissa Oliver, Principal
Jill Warriner, Vice Principal
8000 Aztec Way
Antelope, CA 95843
916-338-6470 (Phone)

Dear Parents/Guardians:

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/guardians to be advised as to what to expect while their student is in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will not be evacuated from the building unless directed by site administration. In the event of an actual fire that requires evacuation, students will be evacuated according to the school's evacuation plans or to the off-site location as determined by your student's school site.
2. If possible, notification will be sent to parents through the emergency messaging system; otherwise, parents/guardians will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents/guardians can be reached, a notice will be left on the front door informing parents/guardians where to find their student. Only parents/guardians 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, schools may use designated off-site evacuation locations.
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 directed by emergency personnel or by site/district administrative discretion.
6. Parents should discuss the above information with their student and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents/guardians.

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 student.
2. Each year make your student's teacher aware of their 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 student is familiar with the people they 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 student 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 student may have them for several hours or even days.

Sincerely,

Melissa Oliver
Principal, Dudley Elementary



DUDLEY

ELEMENTARY SCHOOL

Melissa Oliver, Principal
Jill Warriner, Vice Principal
8000 Aztec Way
Antelope, CA 95843
916-338-6470 (Phone)

Dear Parents:

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

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

- (1) *can* of fruit drink (*no pouches or 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. Make sure the bag is marked clearly with your child's name, grade, teacher and room. 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.

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

Sincerely,

Melissa Oliver
Principal, Dudley Elementary

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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a “Code Yellow” on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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.
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2- Violent, Dangerous, or Unlawful Activities on School Grounds

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Teacher in Charge (TIC) or Admin Designee.
 - Admin Designee: Venessa Mason
 - Alternate Teacher in Charge / Admin Designee: Todd Silverman
- Admin, Designee, or TIC will proceed to the emergency and assess the situation.
- Initial admin on site is in command until relieved by emergency services or the principal.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.
 - Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.
- The site Principal will review the reports and follow-up as determined necessary.

Section 3 - 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 4 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they say they want money, or represent some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.

- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

INSTRUCTIONS:

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

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

Recognize Voice? Yes / No**Who:** _____**Caller's Voice (circle):**

Male	Female	Calm	Nervous
Young	Middle-aged	Old	Rough
Refined	Disguised	Nasal	Angry
Broken	Stutter	Slow	Sincere
Lisp	Rapid	Giggling	Deep
Crying	Squeaky	Excited	Stressed
Accent	Loud	Slurred	Normal

Other: _____

Accent? Yes / No**Describe:** _____**Exact time of call:** _____**Speech Impediment?** Yes / No**Describe:** _____**Exact words used by caller:** _____**Unusual Phrases:** __________

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 5 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 6 - 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 "shelter-in-place 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 7 - 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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 8 - 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 9 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

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

Section 10 - Flood

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 11 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 12 - 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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 916-338-6470 or the administrator at xxx-xxx-xxxx
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort

Intruder Appears on Campus During Recess

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. Suggested procedures include:

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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

Section 13 - 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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 14 - 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 law enforcement (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 office staff on how to respond to phone calls regarding the incident.

Section 15 - 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 predetermined 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 them.
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 a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.

2. Fractures:
 - a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
 - b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
 - c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - a. Always immobilize
 - b. Elevate joint
 - c. Apply cold packs during first half hour
 - d. Treat the same as closed fractures
 - e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

- 1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
- 2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
- 3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.
- 4. First Aid for chemical burns
 - a. Wash chemicals away with water.
- 5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.

- b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
- c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:

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

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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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.

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 (AED) 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, 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.

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 the nose until a doctor is present.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the recovery position. Place the person on their left side with their right leg and arm crossed their body.



Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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.

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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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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 16 - 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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.
15. Double check circumstances. Could the child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?

16. Assist law enforcement's department with investigation.
17. 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 17 - 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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 18 - 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.

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.

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.

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.

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.

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.

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.

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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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 19 - 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 20 - Shooting / Stabbing

Assess the situation

- Is the suspect in the school?
- Has a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 21 - Campus Visitor Procedures

We are proud of the educational program at Dudley

Elementary School. It is our pleasure to have any parent who wishes to visit the classroom do so.

1. This is a closed campus. All persons, upon arrival, must report to the office to sign in and obtain a visitor's badge.
2. All visitors are required to make an appointment with the teacher prior to their arrival on campus to protect classroom instructional minutes.
3. Visitors must return to the office and sign out before leaving campus.
4. To respect the learning environment of all students, no siblings are allowed on campus or field trips.

Volunteers are especially welcome. We encourage you to become a part of our distinguished group of parents who do a variety of things around the school for the betterment of our students and our school.

Supervised volunteers (*being present in the classroom with students and teacher*) require a clear TB test and Megan's law check.

Unsupervised volunteers (*working with students outside the direct supervision of teacher*) require a clear TB test, Megan's law check, and fingerprinting.

Section 22 - Panorama Survey Information

Topic	Percent Favorable?	Compared to? others nationally	Change since Spring 2023 Surveys
School Teacher-Student Relationships ⓘ	71% <div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> 60th-79th percentile	▲ 4
School Belonging ⓘ	57% <div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> 40th-59th percentile	▲ 3
School Climate ⓘ	52% <div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> 0th-19th percentile	▲ 4
School Engagement ⓘ	50% <div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> 40th-59th percentile	▲ 5 Greatest increase
School Safety ⓘ	47% <div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> 0th-19th percentile	▲ 2

Section 23 - School Rules

Dudley Elementary School Wide Expectations				
Area/Setting	Safety First	Own Your Choices	Always Kind	Respect
Hallway	<ul style="list-style-type: none"> Walk facing forward Walk on lines Be aware of red circles Go directly to destination 	<ul style="list-style-type: none"> Keep your body and objects to yourself 	<ul style="list-style-type: none"> Be aware of personal space Use Words for Success 	<ul style="list-style-type: none"> Quiet voices Quiet movement Be aware of all learning environments
Classroom	<ul style="list-style-type: none"> Keep your body and objects to yourself "4 on the Floor" when using furniture 	<ul style="list-style-type: none"> Be prepared to work and learn to the best of my ability Think before you act 	<ul style="list-style-type: none"> Treat others how you want to be treated Be aware of personal space Use Words for Success 	<ul style="list-style-type: none"> Follow staff expectations Listen and respond appropriately
Bathroom	<ul style="list-style-type: none"> Wash hands with soap and water Keep water in the sink Always walk Keep feet on floor 	<ul style="list-style-type: none"> Leave no trace (paper towels, toilet tissue, etc.) Keep body and objects to yourself Use doors with caution Go, Flush, Wash, Leave 	<ul style="list-style-type: none"> Give others privacy (one person per stall) Use Words for Success 	<ul style="list-style-type: none"> Report problems to an adult Use inside/quiet voices Respect privacy
Cafeteria	<ul style="list-style-type: none"> Quietly walk as you enter and exit cafeteria Quietly walk to assigned table Eat your own food 4 to a bench 	<ul style="list-style-type: none"> Keep your body and objects to yourself Leave no trace Stay in your seat until dismissed 	<ul style="list-style-type: none"> Help person next to you clean up food and trash Be aware of personal space Use Words for Success 	<ul style="list-style-type: none"> Raise hand and wait for staff's directions Eat at table only Use quiet voices Wait patiently in line Remove hats and hoods
Library	<ul style="list-style-type: none"> Enter silently in a line Push chairs in when leaving the table 	<ul style="list-style-type: none"> Sit in your designated seat Keep your body and objects to yourself Use the shelf markers Return books on time Make appropriate book choices 	<ul style="list-style-type: none"> Wait your turn Help others if necessary Use Words for Success 	<ul style="list-style-type: none"> Be prepared with student information Check/take care of books Quiet voices Remove hats and hoods Respect others' book choices
Playground	<ul style="list-style-type: none"> Run in designated areas only Eat snacks at tables or benches Watch for others Only play while staff is supervising Eat your own food 	<ul style="list-style-type: none"> Follow the rules in all areas Follow the rules in all games Leave no trace (snack garbage, playground equipment, jackets, etc.) Keep your body and objects to yourself 	<ul style="list-style-type: none"> Use Words for Success Wait your turn Include all in games Be aware of personal space 	<ul style="list-style-type: none"> Return equipment at warning bell/whistle Use equipment properly Be a good sport Keep a positive attitude Remember that it is just a game at recess
Office	<ul style="list-style-type: none"> Have an office pass 	<ul style="list-style-type: none"> Have permission from staff to go to the office Walk straight to the office and back 	<ul style="list-style-type: none"> Wait quietly after handing office pass to office staff Use Words for Success 	<ul style="list-style-type: none"> Wait for office staff to acknowledge you Speak in a loud clear voice when giving information to the staff

Arrival	<ul style="list-style-type: none"> Walk forward on walkways, crosswalks, and sidewalks Walk bikes, skateboards, and scooters when on school grounds Bikes, skateboards, and scooters require fastened helmets Keep back- packs on backs 	<ul style="list-style-type: none"> Be on time If eating breakfast, go directly to the cafeteria If not eating breakfast, go directly to Morning Walk If late to school, get tardy slip before going to class 	<ul style="list-style-type: none"> Greet others politely Use Words for Success 	<ul style="list-style-type: none"> Respond appropriately to staff direction Follow cafeteria expectations during breakfast Follow Morning Walk expectations
Morning Walk	<ul style="list-style-type: none"> Walk the perimeter of the blacktop in one direction Walk facing forward Consume snacks and beverages while seated Walk to your line when bell rings 	<ul style="list-style-type: none"> Keep body and objects to yourself Keep backpack on your back 	<ul style="list-style-type: none"> Use Words for Success Allow others to pass 	<ul style="list-style-type: none"> Everyone walks Follow the directions of the staff on duty
Morning Announcements	<ul style="list-style-type: none"> Be in line when the bell rings Keep body and objects to yourself Be aware of personal space 	<ul style="list-style-type: none"> Keep backpack on your back 	<ul style="list-style-type: none"> Respond appropriately to pledges and announcements Use Words for Success 	<ul style="list-style-type: none"> Quiet Eyes on speaker with voices off Stop moving and remove hats and hoods during the Pledge of Allegiance
Dismissal	<ul style="list-style-type: none"> Walk in line to dismissal area and wait to be dismissed Use sidewalks and walkways Walk bike, scooter, and skateboard Walk to your destination when the bell rings 	<ul style="list-style-type: none"> Keep body and objects to yourself Go directly to your destination 	<ul style="list-style-type: none"> Use Words for Success 	<ul style="list-style-type: none"> Wait quietly until dismissed Be aware of others Follow the directions of the staff on duty
Assembly	<ul style="list-style-type: none"> Walk as you enter and exit the assembly Face forward, sit flat with legs crossed 	<ul style="list-style-type: none"> Keep body and objects to yourself 	<ul style="list-style-type: none"> Respond appropriately to speaker and presentation Use Words for Success 	<ul style="list-style-type: none"> Voices off Eyes on speaker Remove hats and hoods
Bus	<ul style="list-style-type: none"> Follow hallway expectations to get to the waiting area Stand in order with backpack on back Walk onto the bus Wear seat belts if available Visit quietly with seat partner only 	<ul style="list-style-type: none"> Keep body and objects to yourself Sit flat and face forward while seated Food, candy, and drinks stay in your backpack Leave no trace 	<ul style="list-style-type: none"> Be aware of personal space Use Words for Success 	<ul style="list-style-type: none"> Be aware of others Follow directions given by staff and bus drivers Speak in a loud clear voice when giving information to the bus driver

Section 24 - Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or Behavior Intervention Plan (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If both Principal and Vice Principal are off-site, office staff will contact Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC not available.) An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: **Venessa Mason**
 - b. Alternate 1: **Marci Phillips**
 - c. Alternate 2: **Todd Silverman**
2. Administrator or TIC will proceed to the emergency.
3. If safe, the class will evacuate to an alternative class or location.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been Pro-Act trained. There need be at least 3 adults who are Pro-Act trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer.

PART III - 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.

Dudley Elementary School Mission Statement

At Arthur S. Dudley Elementary we are dedicated to partnering with families to create a safe and respectful environment that supports student learning and development. Our mission is to guide and encourage students to meet or exceed challenging academic standards, to establish a connection to school, to be responsible and productive citizens and to be life-long learners with college as a goal for the future.

Section 2 - People and Programs

Arthur S. Dudley Elementary is focused on establishing a strong foundation for our school climate by forging relationships with staff, students, families, and community. Our robust online presence allows us to keep the community informed and connected to school events and activities. Parent and community engagement is paramount to our positive school culture. We have successfully established a Parent Teacher Organization, School Site Council , and English Learner Advisory Committee to help provide guidance and support.

Monthly school spirit days help build a sense of community and identity with research indicating a correlation between student belonging and positive behaviors.

Section 3 - School Climate Goals

The School Climate

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

Objective #1:

The percentage of students who participate in the *Panorama School Climate Survey* will increase from 71% for 3rd-5th grade to 90% and 82% for 6th grade to 90%.

Objective #2:

The percentage of students who report positive feelings towards school feeling safe/very safe at school from 47% for 3rd-5th grade to 50% and from 51% for 6th grade to 54%.

Section 4 - Place

Create a physical environment that communicates respect for learning and for individuals.

Dudley Elementary is one of the five elementary schools within Center Joint Unified School District. Our school site is located in the Antelope area of Sacramento County. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, and a play structure area. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library.

We have a closed campus with fencing around the perimeter of the school with gates which are kept locked during school hours. Strict practices are in place to ensure the safety of our students and staff. Visitors are required to check in with a valid driver's license and receive a visitor's badge before entering campus. The school is equipped with surveillance cameras, security and fire alarms.

School grounds are maintained to create a welcoming environment for all individuals on our campus.

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 various surveys:

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.

Objective #1: A supportive school environment with social-emotional support will be provided.

- A school counselor is available to provide small group and individual counseling, conflict mediation and support for staff and parents.
- Second Step character education and social skills curriculum will be taught 30 minutes weekly in each classroom. The lesson focus will be highlighted and referred to throughout the week.
- Extracurricular clubs and school events will be provided to increase school connectedness.
- Dudley is a PBIS school and is implementing tier 1 and tier 2 supports.
- The staff at Dudley has been trained in the strategy of Community Circles to foster effective communication between student peers.
- Access to Care Solace is available to all students, families and staff.

Objective #2: Clear and direct communication will be maintained with students, families and staff.

- Home-School communication will be provided through *Catapult, YouTube, Instagram, Facebook*
- The Family Handbook will be made available on the first day of school and online.
- The school website will provide information regarding school activities.
- Parent-Teacher Conferences are held twice per year.

Section 6 - Signature Sheet

Dudley Elementary School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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 Name	Title	Signature	Email Address
Melissa Oliver	Principal	Melissa Oliver/Virtual Signature	mltoliver@centerusd.org
LaToya Jenkins	Classified	LaToya Jenkins/Virtual Signature	ljenkins@centerusd.org
Sarah Bills	Certificated	Sarah Bills/Virtual Signature	sbills@centerusd.org
Marci Phillips	Certificated	Marci Phillips/Virtual Signature	sbills@centerusd.org
Emma Snuggs	Parent	Emma Snuggs/Virtual Signature	emsnuggs@gmail.com
Danielle Holloway	Parent	DanielleHolloway/ Virtual Signature	gracefully_falling1988@yahoo.com
Christiane Burrow	Parent	Christiane Burrow/Virtual Signature	christiane.burrow@gmail.com
Jessica Pugh	Parent	Jessica Pugh/Virtual Signature	loveejess@gmail.com
<i>Danica Skatchkov</i>	Parent	Dania Skatchkov/Virtual Signature	danicanaluz@gmail.com

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A	B	C	D	E	F
First name	Last name	Email	Duration	Time joined	Time exited
Sarah	Bills	sbills@centerusd.org	40 min	1:59 PM	2:40 PM
Christiane	Burrow	chr*****@***.com	39 min	2:00 PM	2:40 PM
Danielle	Holloway	danielleh@centerusd.org	31 min	2:08 PM	2:40 PM
LaToya	Jenkins	ljenkins@centerusd.org	34 min	2:06 PM	2:40 PM
Danica	Naluz	dani*****@***.com	40 min	2:00 PM	2:40 PM
Marci	Phillips	mphilips@centerusd.org	41 min	1:59 PM	2:40 PM
Jessica	Pugh	love****@***.com	38 min	1:59 PM	2:37 PM
Emma	Snuggs	ems*****@***.com	41 min	1:59 PM	2:40 PM
Melissa	Tackett-Oliver	mltoliver@centerusd.org	41 min	1:58 PM	2:40 PM

APPENDIX A - Staff List

OAK HILL STAFF ASSIGNMENTS 2023-24

Melissa Oliver - Principal

Jill Warriner - Assistant Principal

Grade

TK	Andrea Kasai		
Kinder	Jennifer Ammond	Brianna Hakanson	Mary Linden
1st	Elizabeth Kania	Mary McSorley	Sandra Newman
2nd	Stacy Bryan	Leah Dean	Anah Meza Romo
3rd	Dawn Dodson	Lauren Hellman	Cynthia Piegaro
4th	VACANCY	Melissa Long	Lindsey Pickett
5th	Katie Fortunati	Michael Lindquester	Glenn Scott
6th	Sarah Bills	Zachary Smith	Sonja White
Resource	Tim Kimble	Amanda Campos	

Certificated Support Staff

Todd Silverman	Counselor	Venessa Mason	Title 1 Academic Coordinator
Sarah Westover	Counselor	Amy Limoge	Intervention Specialist
Marci Phillips	EL Specialist	Chelsea King	Intervention Specialist
Chuck Chauvin	Physical Education	Jamie Topper	STEAM Teacher

Classified Support Staff

Kim Moss	Secretary	Hilda Nevarez	Cafeteria Manager
Amina Tongol	Office Assistant	Larissa Clement	Food Service Worker
Shelbi Baker	Instructional Specialist PH	Irene DeLeon	Food Service Worker
Merlinda Balagot	Instructional Specialist PH	Rhonda Silvas	Food Service Worker
Deeanna Ball	Instructional Specialist PH	Rebecca Caton	Noon Duty
Samantha Blackwell	Instructional Specialist PH	Deborah Clark	Noon Duty
Lisa Colburn	Instructional Specialist PH	Linda Davis	Noon Duty
Marine Derevyanchuk	Instructional Specialist PH	Danielle Holloway	Noon Duty
Teri Gunther	Instructional Specialist PH	Latyoe Jenkins	Noon Duty
Christina Keats	Instructional Specialist PH	Stephanie Kyler	Noon Duty
Winter Meyer	Instructional Specialist (TK)	Jimi Palavivatana	Lead Custodian
Jake Smith	Instructional Specialist	Sean Byrd	Custodian
Frances Sutter	Instructional Specialist	Rhonda James	Custodian
Vivian De La Torre	Bilingual Aide	Stefan Samborn	Library Technician

District Personnel

Rochelle Haywood	Psychologist	Jacquie Hendrickson	Health Aide
Zoila Law	Speech	Gail Cebula	District Nurse
Mohammed Amiri	Technology Specialist	Allie Zeiher	Behaviorist

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

Last Name	First Name	Extension	Room	Position
Ammond	Jennifer	200	A-1	Kindergarten
Bills	Sarah	223	M-5	6th Grade
Bryan	Stacey	209	B-1	2nd Grade
Campos	Amanda	230	T-3	RSP
Chauvin	Chuck	232	T-5	PE
Dean	Leah	231	B-2	2nd Grade
Dodson	Dawn	213	B-5	2nd Grade
Fortunati	Katie	217	C-2	5th Grade
Fryer	Ashley	220	C-6	4th Grade
Garcia	Meghan	224	M-6	OT
Hakanson	Brianna	202	A-3	Kindergarten
Haywood	Rochelle	115	T-4a	Psychologist
Hellman	Lauren	211	B-3	3rd Grade
Kania	Elizabeth	201	A-2	1st Grade
Kasai	Andrea	207	A-6	TK
Kimble	Tim	225	M-7	SCD
King/Limoges	Chelsea/Amy	215	D7	WIN
Law	Zoey	114	T-4b	Speech
Linden	Mary	205	A-5	Kindergarten
Lindquester	Michael	218	C-3	5th Grade
Long	Melissa	210	C-5	4th Grade
Mason	Venessa	227	M-9	Academic Cord.
McSorley	Mary	208	A-7	1st Grade
Meza-Romo	Anah	212	B-4	2nd Grade
Newman	Sandra	203	A-4	1st Grade
Phillips	Marci	228	M-10	EL
Pickett	Lindsey	219	C-4	3rd Grade
Piegaro	Cynthia	214	B-6	3rd Grade
Scott	Glen	216	C-1	5th Grade
Silverman	Todd	108	T-4c	Counsler
Smith	Zachary	226	M-8	6th Grade
Sanborn	Stefan	121	Library	Librarian
Topper	Jamie	221	M-3	STEAM
Westover	Stacey	237	M-12	Counsler
White	Sonja	222	M-4	6th Grade

Office				
Last Name	First Name	Extension	Room	Position
Hendrickson	Jacque	116	Office	Nurse
Moss	Kim	105	Office	Office Assistant
Tongol	Amina	101	Office	Office Assistant

APPENDIX C - Shut-Offs



APPENDIX D - Emergency Evacuation Routes

APPENDIX E - Off Campus Evacuation Map

Directions:

EOC Message 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	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
-----------------------	----------------------

Unable to treat in site. i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	<input type="text"/>
--------------------------	----------------------

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	<input type="text"/>
-----------------------	----------------------

First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

Transmit data as soon as possible. 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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters***.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “commercial film and photographic print processor” means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, “child visitation monitor” means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) “Animal control officer” means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) “Humane society officer” means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “clergy member” means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff’s department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include

a “mutual affray” between minors. It

also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.”

(P.C. 11165.6)

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect”

includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.”

(P.C. 11166 (a))

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“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. 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))**

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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.org****www.safestate.org**

APPENDIX H - Child Abuse Reporting Form



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip				TELEPHONE				
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)				
	PRIMARY LANGUAGE SPOKEN IN HOME								
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS								
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____					3. _____			
	2. _____					4. _____			
	VICTIM'S PARENTS/GUARDIANS								
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	SUSPECT								
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS Street City Zip		TELEPHONE							
OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)								

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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APPENDIX I - Williams Uniform Complaint Procedure

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

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.

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity. Symbols that are degrading or gang related are not permitted.
- Appropriate shoes must be worn at all times. Shoes worn to school should cover the toes, and be sturdy enough to permit safe play at recess and/or during P.E. class and be secured to your foot. Heelies, flip-flops, slides, slippers and high heels are considered unsafe, and should not be worn to school.
- Hats, caps, hoods, and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments. See-through garments, low cut-tops, and bare abdomens are prohibited. Pajamas are not permitted.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

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 *48900(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

All teachers are notified at the beginning of the year of how to determine or find which students have disciplinary concerns from previous years that they are to be notified of and how to access the disciplinary records.

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.

APPENDIX N - 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.

APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	<input checked="" type="checkbox"/>	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	<input checked="" type="checkbox"/>	Original template provided by the district reviewed.
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 	<input checked="" type="checkbox"/>	
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 	<input checked="" type="checkbox"/>	

The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	<input checked="" type="checkbox"/>	
a. Child Abuse Reporting procedures	<input checked="" type="checkbox"/>	
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	<input checked="" type="checkbox"/>	
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 	<input checked="" type="checkbox"/>	
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	<input checked="" type="checkbox"/>	
e. Policies and procedures which lead to suspension and/or expulsion.	<input checked="" type="checkbox"/>	
f. Procedures to notify teachers of dangerous pupils.	<input checked="" type="checkbox"/>	
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.	<input checked="" type="checkbox"/>	
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.	<input checked="" type="checkbox"/>	
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	<input checked="" type="checkbox"/>	
j. Procedures that create a safe and orderly environment conducive to learning at the school.	<input checked="" type="checkbox"/>	
k. Access to the school campus (visitors).	<input checked="" type="checkbox"/>	
l. The rules and procedures on school discipline.	<input checked="" type="checkbox"/>	
m. Crisis Response Plan.	<input checked="" type="checkbox"/>	
n. Hate crime reporting procedures and policies.	<input checked="" type="checkbox"/>	

The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	<input checked="" type="checkbox"/>	
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	<input checked="" type="checkbox"/>	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	<input checked="" type="checkbox"/>	
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	<input checked="" type="checkbox"/>	
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	<input checked="" type="checkbox"/>	

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan



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.

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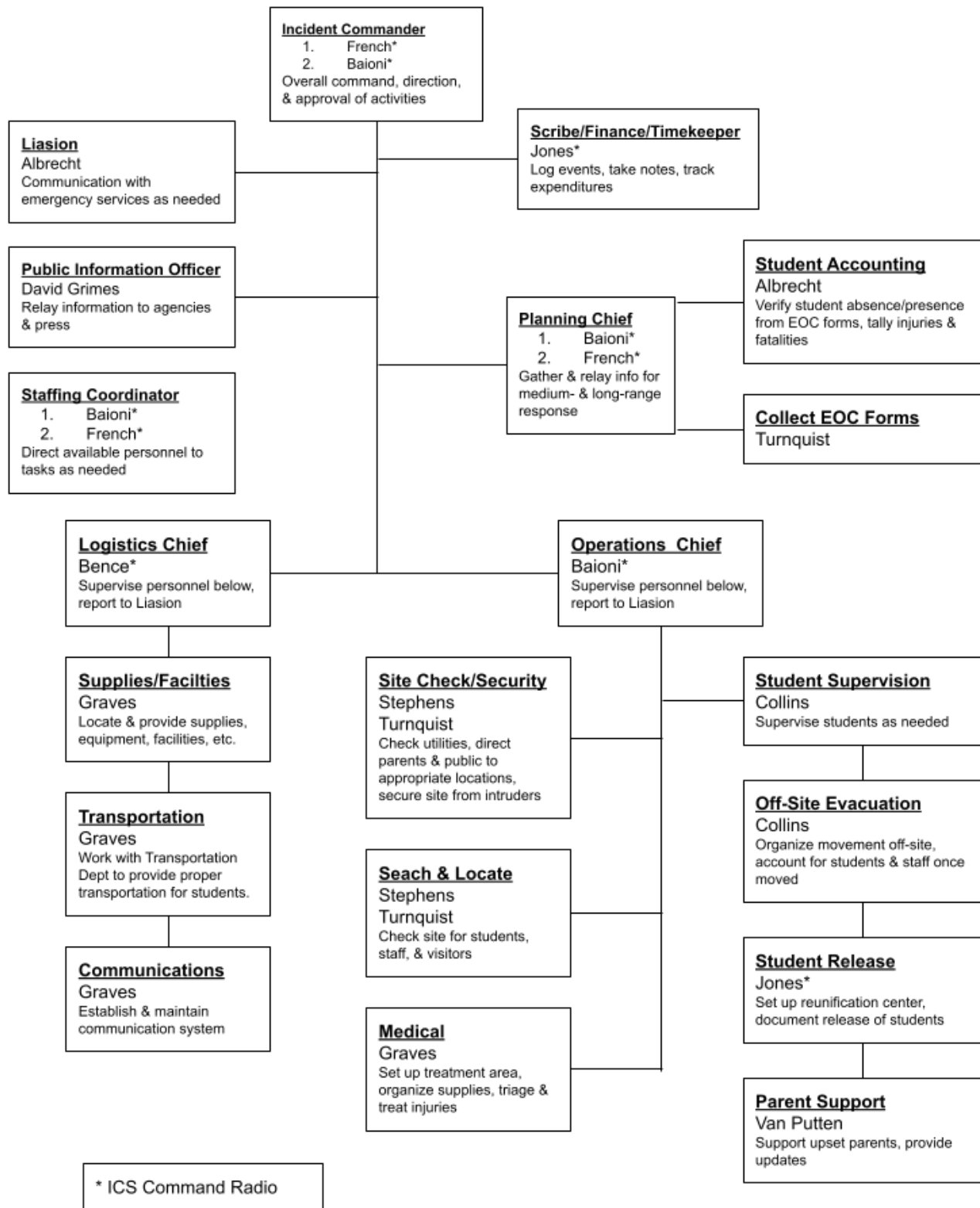
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PART I - CRISIS MANAGEMENT

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.



Incident Command Position 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	1. McCauley Gymnasium 2. Middle parking lot
Primary: Main Office Secondary: Room #7	Primary: Picnic tables outside McCauley Gymnasium Secondary: Lower parking lot by weight room	
Parent/Guardian Reunification Area		Staging Areas
Middle & South parking lots		Emergency Services Staging: Basketball courts (enter north parking lot)
		Bus Staging: North Parking Lot
Off-Site Evacuation Location		Media Staging: South Parking Lot
Other:		

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 staff 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 law enforcement 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, including, but not limited to the following:

- 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 if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: "CODE RED LOCKDOWN", which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if CODE RED signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.
 - Await further instructions.

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 the 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate.
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.
- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 a pre-designated location away from the building.
- Necessary first aid should be performed.

Students

- In homeroom or currently assigned class
 - Leave all personal items in the classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 / lunch
 - Follow directions of staff.
 - Students should go to the assembly area of their 2nd period class

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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board busses or to walk to off-site evacuation 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/designee approves of their leaving.

Student Release Form	
School Site:	
Student Name:	
Date:	Time:
Teacher:	
Room #:	Grade:
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

Unaccounted Students Form

Teacher:	Room #:	Date:
School Site:		
Student Name:	Gade:	Notes:

Section 6 - School Partnerships

List off-site partnerships here:

Organization Name:	Contact Name:	Phone #:
Organization Name:	Contact Name:	Phone #:

Section 7 - Resources

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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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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



McClellan High School

DEVELOPING INTEGRITY, RESPONSIBILITY, AND RESPECT – FOR NOW AND FOR THE FUTURE

8725 Watt Avenue
Antelope, CA 95843

Phone: (916) 338-6440
Fax: (916) 338-7535

Dear Parents/Guardians:

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/guardians to be advised as to what to expect while their student is in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will not be evacuated from the building unless directed by site administration. In the event of an actual fire that requires evacuation, students will be evacuated according to the school's evacuation plans or to the off-site location as determined by your student's school site.
2. If possible, notification will be sent to parents through the emergency messaging system; otherwise, parents/guardians will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents/guardians can be reached, a notice will be left on the front door informing parents/guardians where to find their student. Only parents/guardians 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, schools may use designated off-site evacuation locations.
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 directed by emergency personnel or by site/district administrative discretion.
6. Parents should discuss the above information with their student and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents/guardians.

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 student.
2. Each year make your student's teacher aware of their 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.

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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 student is familiar with the people they 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 student 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 student may have them for several hours or even days.

Sincerely,

This letter not sent to MHS families.

Dear Parents:

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

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

- (1) *can* of fruit drink (*no pouches or 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 student'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 student will not be permitted to take something from the kit if they 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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a “Code Yellow” on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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.
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2- Violent, Dangerous, or Unlawful Activities on School Grounds

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or are soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Admin Designee.
 - Admin Designee: Nickea Stalter
 - Alternate Admin Designee: Keli Van Putten
- Admin, Designee will proceed to the emergency and assess the situation.
- Initial admin on site is in command until relieved by emergency services or the principal.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.
 - Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.
- The site Principal will review the reports and follow-up as determined necessary.
- Procedures for dealing with specific emergencies (intruders, shootings, kidnappings, etc.) are outlined in the sections following this.

Section 3 - 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 4 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they says they want money, or represents some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.

- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

INSTRUCTIONS:

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

<p>Questions to ask:</p> <ul style="list-style-type: none"> • When is the bomb going to explode? • Where is the bomb? • What does it look like? • What kind of bomb is it? • What will cause it to detonate? • Did you place the bomb? • Why? • Where are you calling from? • What is your address? • What is your name? 	<p>Recognize Voice? Yes / No</p> <p>Who: _____</p> <p>Caller's Voice (circle):</p> <table border="0"> <tr> <td>Male</td> <td>Female</td> <td>Calm</td> <td>Nervous</td> </tr> <tr> <td>Young</td> <td>Middle-aged</td> <td>Old</td> <td>Rough</td> </tr> <tr> <td>Refined</td> <td>Disguised</td> <td>Nasal</td> <td>Angry</td> </tr> <tr> <td>Broken</td> <td>Stutter</td> <td>Slow</td> <td>Sincere</td> </tr> <tr> <td>Lisp</td> <td>Rapid</td> <td>Giggling</td> <td>Deep</td> </tr> <tr> <td>Crying</td> <td>Squeaky</td> <td>Excited</td> <td>Stressed</td> </tr> <tr> <td>Accent</td> <td>Loud</td> <td>Slurred</td> <td>Normal</td> </tr> </table> <p>Other: _____</p> <p>Accent? Yes / No</p> <p>Describe: _____</p>	Male	Female	Calm	Nervous	Young	Middle-aged	Old	Rough	Refined	Disguised	Nasal	Angry	Broken	Stutter	Slow	Sincere	Lisp	Rapid	Giggling	Deep	Crying	Squeaky	Excited	Stressed	Accent	Loud	Slurred	Normal
Male	Female	Calm	Nervous																										
Young	Middle-aged	Old	Rough																										
Refined	Disguised	Nasal	Angry																										
Broken	Stutter	Slow	Sincere																										
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Accent	Loud	Slurred	Normal																										
<p>Exact time of call: _____</p>	<p>Speech Impediment? Yes / No</p> <p>Describe: _____</p>																												
<p>Exact words used by caller: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Unusual Phrases: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>																												

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 5 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 6 - 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 "shelter-in-place 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 7 - 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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 8 - 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 9 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

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

Section 10 - Flood

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 11 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 12 - 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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 law enforcement and notify the office at (916) 338-6440 or the administrator at (916) 338-6445.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort

Intruder Appears on Campus During Recess

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. Suggested procedures include:

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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

Section 13 - 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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 14 - 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 law enforcement (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 office staff on how to respond to phone calls regarding the incident.

Section 15 - 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 predetermined 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 them.
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 a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.

2. Fractures:

- a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
- b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
- c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.

3. Sprains (injury to soft tissue around a joint)

- a. Always immobilize
- b. Elevate joint
- c. Apply cold packs during first half hour
- d. Treat the same as closed fractures
- e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

- 1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
- 2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
- 3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.
- 4. First Aid for chemical burns
 - a. Wash chemicals away with water.
- 5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.

- b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
- c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:

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

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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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.

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 (AED) 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, 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.

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 the nose until a doctor is present.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the recovery position. Place the person on their left side with their right leg and arm crossed their body.



Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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.

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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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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 16 - 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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.
15. Double check circumstances. Could the child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?

16. Assist law enforcement's department with investigation.
17. 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 17 - 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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 18 - 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.

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.

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.

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.

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.

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.

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.

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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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 19 - 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 20 - Shooting / Stabbing

Assess the situation

- Is the suspect in the school?
- Has a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 21 - Campus Visitor Procedures

Visitors are allowed on the McClellan High School campus only for educational purposes. Parents/guardians and others who wish to speak with teachers or visit classrooms must schedule an appointment ahead of time.

All visitors to McClellan High School must report to the main office first and sign in. This keeps our campus safe and ensures we know who is on campus in the event of an emergency.

Visitors to McClellan High School will sign in using the Verkada sign in system on the iPad located at the front desk in the office. This will require a valid driver's license or state ID. Visitors will be given an ID sticker to wear while they are on campus.

Itinerant district employees will also use the Verkada system to sign in.

Visitors must return to the office to sign out or use their phones to sign out.

Regularly calendared employees do not need to sign in.

Section 22 - Panorama Survey Information



Panorama Student Survey (School-Level)

What feedback did students have for their school?

Grades 6–12

67 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable	Compared to others na...	Change since Spring 2023 Surveys
School Safety	67%	60th–79th percentile	6
School Teacher- Student Relationships	58%	20th–39th percentile	3
School Climate	53%	20th–39th percentile	3 Greatest increase
School Engagement	33%	20th–39th percentile	2
School Belonging	27%	0th–19th percentile	9



Staff Culture & Climate Survey

What feedback did teachers & staff have for their school?

Staff Survey

6 responses

[Save as PDF](#)

Topic	Percent Favorable	Compared to Center Joint Unified School District	Change since Spring 2023 Surveys
School Leadership	83%	+13	6
Educating All Students	73%	0	6
School Climate	72%	+15	3 Greatest increase
Professional Learning	54%	-2	15

Section 23 - School Rules

McClellan High School PBIS Behavior Expectations Matrix

SCHOOL RULES				
AREA/SETTING	RESPECT	INTEGRITY	SAFETY	EXCELLENCE
Classroom	Be on time Have chromebook ready for class Be polite to teachers and students Follow the school handbook	Complete assignments to the best of your ability Appropriately use resources to complete your work	Bring only materials used for class and learning Keep your hands to yourself Keep the aisles clear and open Make sure you are able to hear announcements Clean up after yourselves	Check Aeries and Google Classroom regularly Touch base with teachers regularly Supports classroom learning after your work is finished
Lunchroom (Nancy and Kari)	Keep hands to yourself Speak politely to all students and staff Be kind with your word choices Take your place in line according to when you enter	Clean up after yourself Only take the food you plan to eat Take only what is rightfully yours	Let someone know if there is a mess Act in a manner that is safe for all around Engage in positive conversation To join a friend in line, go to the end with them	Demonstrate appropriate manners Be aware of your time and expectations
Bathroom	Be respectful of feminine products Leave the restroom clean	Use the bathrooms for appropriate bathroom activities	Clean up messes and ask for help if needed	Be quick and efficient with time out of class

	Be timely to avoid bathroom back ups	Use only as much of the water, soap and towels as you need.	Wash hands before leaving Respect the number of people in the restroom	Let teachers or staff know if there are issues
Front Office	Enter and wait quietly for staff assistance If in the office, notify the staff of the person you need to see and sit quietly until you can be seen Be patient and polite with staff	Speak truthfully and honestly If late to school, wait for the office staffs' assistance before going to class If late to school, please leave all food and beverages at the office or with your ride	Sign in and out Listen and follow any directives by the front office staff Be sure to report to the office when directed.	Unless called up or dealing with an emergency, go to the office before or after school or during lunch
Hallways	Be mindful of language and the preschool Keep voices at a reasonable level	Stay on the cement Avoid leaving bodily fluids on the cement	Move with purpose and respect for those around you Keep hands to yourself Walk on the right side and leave room for people to pass Avoid the red semicircles	Be mindful and quiet when teachers doors are open Move quickly to your required destination Use Garbage cans to keep the campus clean
Parking Lot	Respect other people's vehicles and property.	Ensure that you have a visible and valid parking pass	Enter, exit, and drive in the parking lot slowly and carefully. Respect the DMV guidelines for licenses	Keep audio volume at a level that is intended for your space only

Weight Room	Ensure that the weightroom is properly picked up and ready for the next class	Maintaining equipment per rules and usage guidance (follow rules for each machine/ weights)	Closed toe shoes Weight Lift together-partner spotting	Maintaining positivity and effort to focus on personal growth
Blacktop/ field/ courts	Be aware of those around you Use appropriate language	Finish games and activities 5 minutes before the bell Be ready for class by the end of time on the courts	Return equipment to the appropriate class and storage when asked Remain in the approved areas Have appropriate shoes for the activity	Being a team player and showing good sportsmanship Encouraging teamwork and accepting those who want to join

McClellan High School Policies and Rules

Care of School Property

Students have a responsibility to respect the property of others. Students and their parents shall be liable for the total cost of damage, loss, or misuse of school property, including school property loaned to students. This responsibility applies in the matter of books, supplies, and equipment of all kinds, as well as vandalism and damage to building, grounds or equipment. Board Policy 5131.5

Closed Campus

Every school in the Center Joint Unified School maintains a closed campus policy.

McClellan High School students are not allowed to loiter around, disrupt or interfere with staff, classes, or activities, or act inappropriately on other campuses at any time.

McClellan High School students are not permitted to leave campus during the regular school day unless given permission to do so by a parent or guardian. Any student leaving campus during school hours must sign out in the office and then sign back in upon his/her return to campus. Students may not leave campus during lunch and then return for afternoon classes. Students leaving campus during school hours without checking out of the office will be marked truant. Students will be considered "off campus" if they go anywhere past the office during school hours.

Consequences for disobeying the closed campus policy will be determined by the administrator based on the incident, student behavior, and previous issues.

Early Dismissal

When students need to leave the campus early, they must sign out in the office and:

- A parent/guardian may send a note or call the school to dismiss the student.
- A parent/guardian may sign the student out in the office in person.
- Students who are 18 years old may sign themselves out.

Early Out Days

There are numerous early out days throughout the school year. Lunch is still served in the cafeteria for interested students. Please refer to the online calendar for specific dates.

Nutritional Services

Both breakfast and lunch are served at McClellan. You can check prices and menus on the link to the nutrition services website titled "Breakfast/Lunch Menus" on the school website.

Parents are encouraged to create an online account at www.myschoolbucks.com to pay for their children's meals. You can find a link to this on the Nutrition Services website, linked on our school web page under "Breakfast/Lunch Menus". Using this website allows parents to monitor their children's meal participation and balance online. Students paying by cash or check may bring money daily or pay in advance. Parents may also pay at the district office using cash, check, money order, or credit/debit cards. When paying by check, please make the check payable to CJUSD Nutrition Services and note your child's name (first and last) in the memo section. Large cash amounts and checks should be turned into the school's office in the morning. Charging of meals by full pay students is not allowed. If you have any questions regarding school lunches, please contact Nutrition Services at 338-6416. This institution is an equal opportunity provider.

Parking

- Bicycles must be parked and locked in the bicycle rack provided.
- Scooters, skateboards, and skates must be stored with a staff member during normal school hours.
- Police may require helmets to be worn when riding bicycles, skateboards, scooters, etc.
- All motor vehicles brought to school by students must be parked in the designated student parking area.
- The school DOES NOT accept responsibility for theft or damage to vehicles parked in the school parking area.
- No vehicles may be moved during the student's scheduled day except by special permission from the office.
- No students are permitted in the parking area during the school day except by special permission from the office.
- All motor vehicles brought to school must be properly registered with the office.
- All motor vehicles must display a McClellan High School parking permit.
- Safe driving procedures must be followed in the student parking area at all times.
- Failure to report hitting or damaging another vehicle on school property to school administration will result in the loss of parking privileges and a report to the appropriate law enforcement agency.

Printed Materials

Administrative approval is required for the distribution of printed materials and posting of any notices on campus.

Restrooms

Restrooms are locked during passing periods. Students are to go to class first and ask permission to use the restroom.

Student Services

Nursing services are available through the main office. If you are ill or injured, report to the office. The nurse will be called immediately if needed. Students are screened for vision, hearing, scoliosis, and immunization assessment. Psychological services and Special Education services are also available to all students in the Center Unified School District.

Twin Rivers Police and Sacramento Sheriff School Visitations

Center Joint Unified School District contracts with Twin Rivers Police Department to provide campus police services for all of our district campuses. Police and Sheriff's deputies may visit campus any time, may question and/or search students and/or their belongings, and may bring narcotics-sniffing dogs at any time.

Video and Recording on Campus

McClellan High School is watched continually by multiple security cameras, monitored by district staff and law enforcement.

Recording of any other sort, anywhere on campus, is prohibited without permission of administration. (California Education Code 51512, California Penal Code 632)

Visitors

Visitors are allowed on the McClellan High School campus only for educational purposes.

Parents/guardians and others who wish to speak with teachers or visit classrooms must schedule an appointment ahead of time.

All visitors to McClellan High School must report to the main office first and sign in. This keeps our campus safe and ensures we know who is on campus in the event of an emergency.

Visitors to McClellan High School will sign in using the Verkada sign in system on the iPad located at the front desk in the office. This will require a valid driver's license or state ID. Visitors will be given an ID sticker to wear while they are on campus.

Itinerant district employees will also use the Verkada system to sign in.

Visitors must return to the office to sign out or use their phones to sign out.

Regularly calendared employees do not need to sign in.

Work Permits

Students under 18 years of age who work are required by law to have work permits. Students who are working must attend regularly, have satisfactory academic progress (2.0 GPA or better), and satisfactory behavior to keep their work permits.

Behavior

Academic Dishonesty

Cheating

Doing one's own work is characteristic of a good citizen. Cheating on tests/quizzes or graded material of any kind will not be tolerated at this school. Students who cheat, or use the work of others as their own will lose the credit for the work and be required to redo the work or an alternate assignment as designed by the instructor. Repeated offenses of this nature will result in loss of credit for the course. Parents will be notified by the instructor of any infractions of this nature.

Plagiarism

According to the MLA Style Manual and Guide to Scholarly Publishing, "using another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism....to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone." Furthermore, the manual regards all of the following actions as plagiarism unless credit is given to the original sources:

- repeating the exact words or phrases of another person
- paraphrasing or rewording someone else's thoughts
- using someone else's argument or line of reasoning

Students who plagiarize, or use the work of others as their own will lose the credit for the work and be required to redo the work or an alternate assignment as designed by the instructor. Repeated offenses of this nature will result in loss of credit for the course. Parents will be notified by the instructor of any infractions of this nature.

Profanity

Use of profanity and/or racial, sexual, and/or other slurs is not allowed at anytime, anywhere on campus. Students who choose to disregard this policy will receive teacher consequences and/or be referred to the office for administrative consequences.

Public Displays of Affection

Students are expected to act appropriately. This includes appropriate physical contact between students. Holding hands, brief hugs, and similar actions are allowed. Long embraces, kissing, and touching intimately are examples of inappropriate behavior. Students who choose to conduct themselves in an inappropriate way will receive a warning. If behavior continues, the students involved will be referred to the office for further disciplinary action that could include calls to parents and suspension from school.

Section 24 - Behavior Escalation Plan

Emergency Student Behavior Escalation Plan

December 2023

In the event of a student exhibiting behavior dangerous to him/herself or others, staff will use the standard site discipline plan. If the student has a Tier 2 behavior plan or BIP, staff will attempt to use that to de-escalate the situation. If this does not work, staff will enact this Emergency Plan:

1. The teacher will contact the office for administrative assistance. If the Principal is off-site, office staff will contact the Administrative Designee (AD) by radio or runner.
 - a. Administrative Designee: Nickea Stalter
 - b. Alternate Designee: Keli Van Putten
2. Admin/AD will proceed to the emergency, and, if necessary, an office staff member will supervise AD's students until the AD returns.
3. If safe, Admin/AD will evacuate the class to a nearby room and leave students under supervision of another staff member.
4. The teacher in the room with the student in crisis will remain in the doorway at a safe distance, maintaining visual contact.
5. Once Admin/AD arrives, he/she will take charge and attempt to de-escalate the situation.
6. If the student in crisis continues to escalate, Admin/AD will call for at least 3 adults who are ProAct trained to be present. All de-escalation strategies will be tried before any restraints are considered.
7. All adults present will write a witness report and submit those to the Site Administrator.
8. The Site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to Mike Jordan at the district office.

As soon as practical, all adults who were witnesses or involved will debrief with the Site Administrator and district Pro-ACT trainer, if available. Information from this debriefing may be used for the Site Behavior Emergency Report and may be used to inform a behavior plan for the student.

PART III - 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.

Mission

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.

Values/Vision/Commitments

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

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 80-100, 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, four teachers, one counselor, an academic coordinator, two secretaries, a custodian and a campus monitor. The principal leads the staff in collaborative decision-making regarding school policies and procedures. The principal and academic coordinator lead 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, Several struggle with anxiety and depression, many are in the lower socio-economic categories, and a large number of our students have family turmoil or other difficulties 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, there is also a preschool housed at the McClellan site, offering services to special needs children ages 3-5, with teachers and aides trained in supporting children who qualify for special education. The preschool currently has two teaching staff and instructional aides to match the needs of the students with IEPs. Approximately 35 children attend the preschool. Several staff connected to the preschool are also housed at the McClellan site: a program specialist, behaviorists and psychologists, and several speech therapists.

Section 3 - School Climate Goals

The School Climate

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

Objective #1: Our graduation rate for the 2023-2024 school year will be 80%.

After each grading period ends, students with honor roll status will be recognized at an award assembly.

- Counselor and principal will meet regularly with all 4th and 5th year students and those 3rd year
- students in range of early graduation to discuss progress, challenges, and plans moving forward.
- Counselor will also work with students to identify and resolve barriers to graduation, determine
- future career and education goals, and facilitate college and financial aid applications.
- As needs and occasions arise, Attendance Secretary and School Secretary will contact families:
 - inviting them to assemblies to celebrate student success each grading period
 - to discuss attendance concerns when these arise for students
 - to inform them of school and district events as these occur
 - regarding other issues, as appropriate, that may impact student success and graduation rates
- Guest and motivational speakers from all fields will be brought in to address students regarding achievement, overcoming obstacles, and future planning, along with other success-related topics.
- Staff and students will engage in training and implementation of Restorative Practices, with the goal of developing a greater sense of community and connection among students and staff members.
- The Academic Coordinator will provide teacher support, helping implement, refine, and evaluate more effective teaching strategies that lead to increased student success.

Objective #2: We will improve our school culture with the aim of lowering our suspension rate and increasing student perception of engagement and connectedness. Our suspension rate will drop to 10%, and student responses on the Panorama survey will rise in Climate (60%), Belonging (40%), and Engagement (40%).

- We will provide awards for students who avoid suspension and maintain good attendance (as allowed by state and district guidelines)
- Teachers and administration will discuss student concerns on a regular basis, with thought to preventing disciplinary issues that might lead to suspension, and with the intent of increasing students' sense of engagement and belonging at school.
- Staff members will work with the Leadership Club to create and organize activities to engage all students and encourage academic and social-emotional success.
- Staff and students will engage in training and implementation of Restorative Practices, with the goal of developing a greater sense of community and connection among students and staff members.
- The Academic Coordinator will provide teacher support, helping implement, refine, and evaluate more effective teaching strategies that lead to increased student success.

Section 4 - Place

Create a physical environment that communicates respect for learning and for individuals.

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 relocatable. The office faces the parking lot which is across the walkway from the multi-purpose room. In addition to the office wing, which also contains 3 classrooms, there are 2 other wings which contain classrooms, bathrooms, and storage rooms. The relocatable houses the school's weight room which is at the south end of our campus. 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. There is a partial fence with a gate in front of the preschool rooms.

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 repurposed 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 various surveys:

Objective #1: The physical environment of McClellan High School will be free of hazards.

- 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.

- Staff will take required online safety trainings and will meet and discuss safety issues as they arise.
- All staff and students will take part in required safety drills.
- 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 and take appropriate action to address areas where safety and security can be improved.

Section 6 - Signature Sheet

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/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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 Name	Title	Signature
David L. French	Principal	
William Graves	Teacher	
Nickea Stalter	Teacher	
Nancy Turnquist	Other School Staff	
Jasmine Chavez	SSC Parent	
TBA	SSC Parent	
Dylan Duggins	Student	
Liana Arcos-Almanza	Student	

**School Site Council Approval
McClellan High School
2023-2024**

Meeting Date: February 5, 2024

Item: McClellan High School Safe School Plan

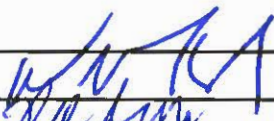
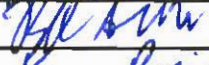
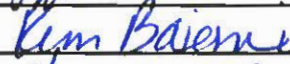
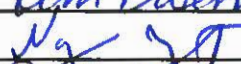
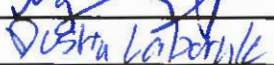
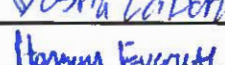
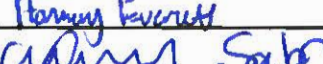
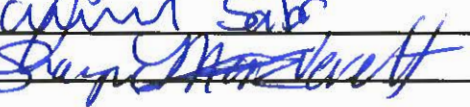
Motion: Dustin Labernik

Second: Harmony Everett

Signature below indicates 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				
William Graves 		X			
Kim Baioni 		X			
Nancy Turnquist 			X		
Dustin Labernik 					X
Harmony Everett 					X
Amanda Sabo 				X	
Shayne Everett 				X	
Numbers of members of each category:	1	2	1	2	2

¹ EC Section 52852

APPENDIX A - Staff List

Baioni, Kim	Teacher	8
Collins, Chris	Teacher	SCI
Graves, Bill	Teacher	3
Bence, Megan	Teacher	6
Winborne, Jennifer	Indep Study Teacher	10
French, David	Principal	Office
Van Putten, Keli	Counselor	Office
Jones, Lin	Secretary	Office
Dodson, Amanda	Attendance Secretary	Office
Stalter, Nickea	Academic Coordinator/Teacher	Office/11
Stephens, Dennis	Custodian	
Knutson, Kari	Food Services	Kitchen
Turnquist, Nancy	Campus Monitor	
Berger, Chris	Preschool Program Specialist	4
Brown, Kathy	Preschool Teacher	0
Kim, Lori	Preschool Teacher	1
Klyuchnik, Tatyana	Preschool ISPH	
Davidson, Donald	Preschool ISPH	
Brown, Meghan	Preschool ISPH	
Halaby, Svitlana	Preschool ISPH	
Richardson, Shaun	Preschool ISPH	
Lake, Meghan	Speech Therapist	5
Garland, Lesli	Speech Therapist	5
McLaughlin, Suzi	Psychologist	4
Bolliard, Matt	Psychologist	4
Evenich, Angela	Speech Therapist	9

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

Name	Position	Room #	Ext
Baioni, Kim	Teacher	8	205
Collins, Chris	Teacher	SCI	206
Graves, Bill	Teacher	3	202
Bence, Megan	Teacher	6	204
Winborne, Jennifer	Indep Study Teacher	10	209
French, David	Principal	Office	102
Van Putten, Keli	Counselor	Office	108
Jones, Lin	Secretary	Office	105
Dodson, Amanda	Attendance Secretary	Office	106
Stalter, Nickea	Academic Coordinator/Teacher	Office/11	132/133
Stephens, Dennis	Custodian		207
Knutson, Kari	Food Services	Kitchen	112
Turnquist, Nancy	Campus Monitor		207
Berger, Chris	Preschool Program Specialist	4	213
Brown, Kathy	Preschool Teacher	0	200
Kim, Lori	Preschool Teacher	1	201
Klyuchnik, Tatyana	Preschool ISPH		
Davidson, Donald	Preschool ISPH		
Halaby, Svitlana	Preschool ISPH		
Brown, Meghan	Preschool ISPH		
Richardson, Shaun	Preschool ISPH		
Lake, Meghan	Speech Therapist	5	114
Garland, Lesli	Speech Therapist	5	114
McLaughlin, Suzi	Psychologist	4	203
Bolliard, Matt	Psychologist	4	203
Evenich, Angela	Speech Therapist	9	214

APPENDIX C - Shut-Offs

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APPENDIX D - Emergency Evacuation Routes



APPENDIX E - Off Campus Evacuation Map

EOC Message 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	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
-----------------------	----------------------

Unable to treat in site. i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	<input type="text"/>
--------------------------	----------------------

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	<input type="text"/>
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First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters***.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “commercial film and photographic print processor” means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, “child visitation monitor” means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) “Animal control officer” means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) “Humane society officer” means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “clergy member” means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff’s department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include

a “mutual affray” between minors. It

also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.”

(P.C. 11165.6)

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect”

includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.”

(P.C. 11166 (a))

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“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.
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))**

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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.org****www.safestate.org**

APPENDIX H - Child Abuse Reporting Form



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip				TELEPHONE				
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)				
	PRIMARY LANGUAGE SPOKEN IN HOME								
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS								
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____					3. _____			
	2. _____					4. _____			
	VICTIM'S PARENTS/GUARDIANS								
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	SUSPECT								
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS Street City Zip				TELEPHONE					
OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)								

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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APPENDIX I - Williams Uniform Complaint Procedure

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

APPENDIX J - 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 or similar may not be worn anywhere on campus at any time.
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. Holes/openings showing skin above the middle of the 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 while at school.
6. No gang symbols or references will be worn, written on student belongings and/or displayed in any manner. 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.

Reference Education Code Chapter 325 SB 1269
Center Joint Unified School District BP 5132.1

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 *48900(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

All teachers are notified at the beginning of the year of how to determine or find which students have disciplinary concerns from previous years that they are to be notified of and how to access the disciplinary records.

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.

APPENDIX N - 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.

APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.		
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.		
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 		
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 		

The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.		
a. Child Abuse Reporting procedures		
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.		
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 		
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.		
e. Policies and procedures which lead to suspension and/or expulsion.		
f. Procedures to notify teachers of dangerous pupils.		
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.		
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.		
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.		
j. Procedures that create a safe and orderly environment conducive to learning at the school.		
k. Access to the school campus (visitors).		
l. The rules and procedures on school discipline.		
m. Crisis Response Plan.		
n. Hate crime reporting procedures and policies.		

The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.		
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.		
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.		
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.		
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.		

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan

North Country Elementary School

Safe School and Emergency Preparedness Plan



Center Joint Unified School District
Antelope, CA

Revised September 2023

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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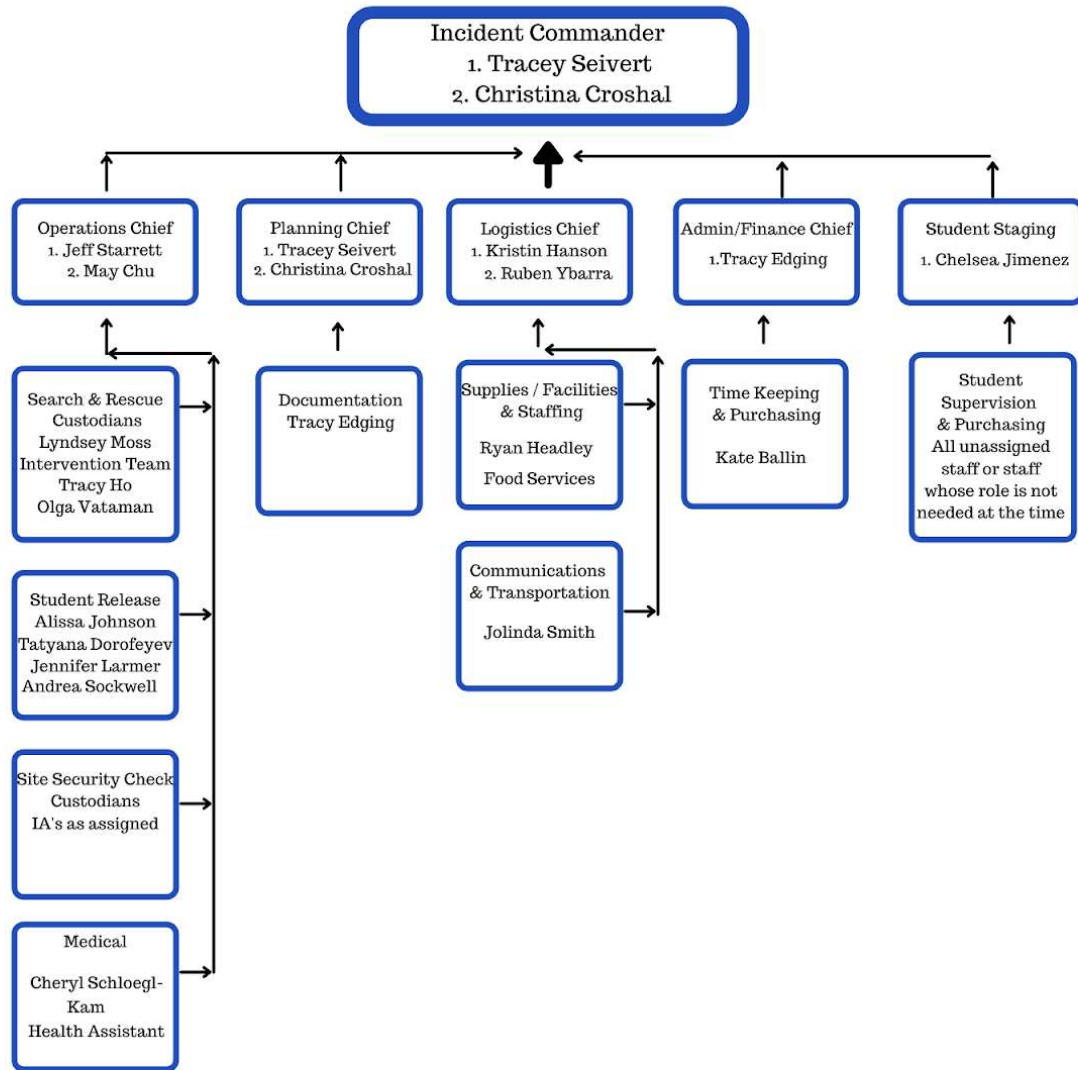
PART I - CRISIS MANAGEMENT

Section 1 - Incident Command System

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

North Country Elementary School

Incident Command System



Incident Command Position 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	
Primary:	Primary:	
Secondary:	Secondary:	Staging Areas
Parent/Guardian Reunification Area 		Emergency Services Staging:
		Bus Staging:
Off-Site Evacuation Location		Media Staging:
Other:		

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 staff 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 law enforcement 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, including, but not limited to the following:

- 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 if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: **"CODE RED LOCKDOWN"**, which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if **CODE RED** signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.
 - Await further instructions.

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 the 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate.
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.
- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 a pre-designated location away from the building.
- Necessary first aid should be performed.

Students

- In homeroom or currently assigned class
 - Leave all personal items in the classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 / lunch
 - 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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board busses or to walk to off-site evacuation 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/designee approves of their leaving.

Student Release Form	
School Site:	
Student Name:	
Date:	Time:
Teacher:	
Room #:	Grade:
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

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Student Release Form	
School Site:	
Student Name:	
Date:	
Teacher:	
Room #:	
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

Unaccounted Students Form

Teacher:	Room #:	Date:
School Site:		
Student Name:	Gade:	Notes:

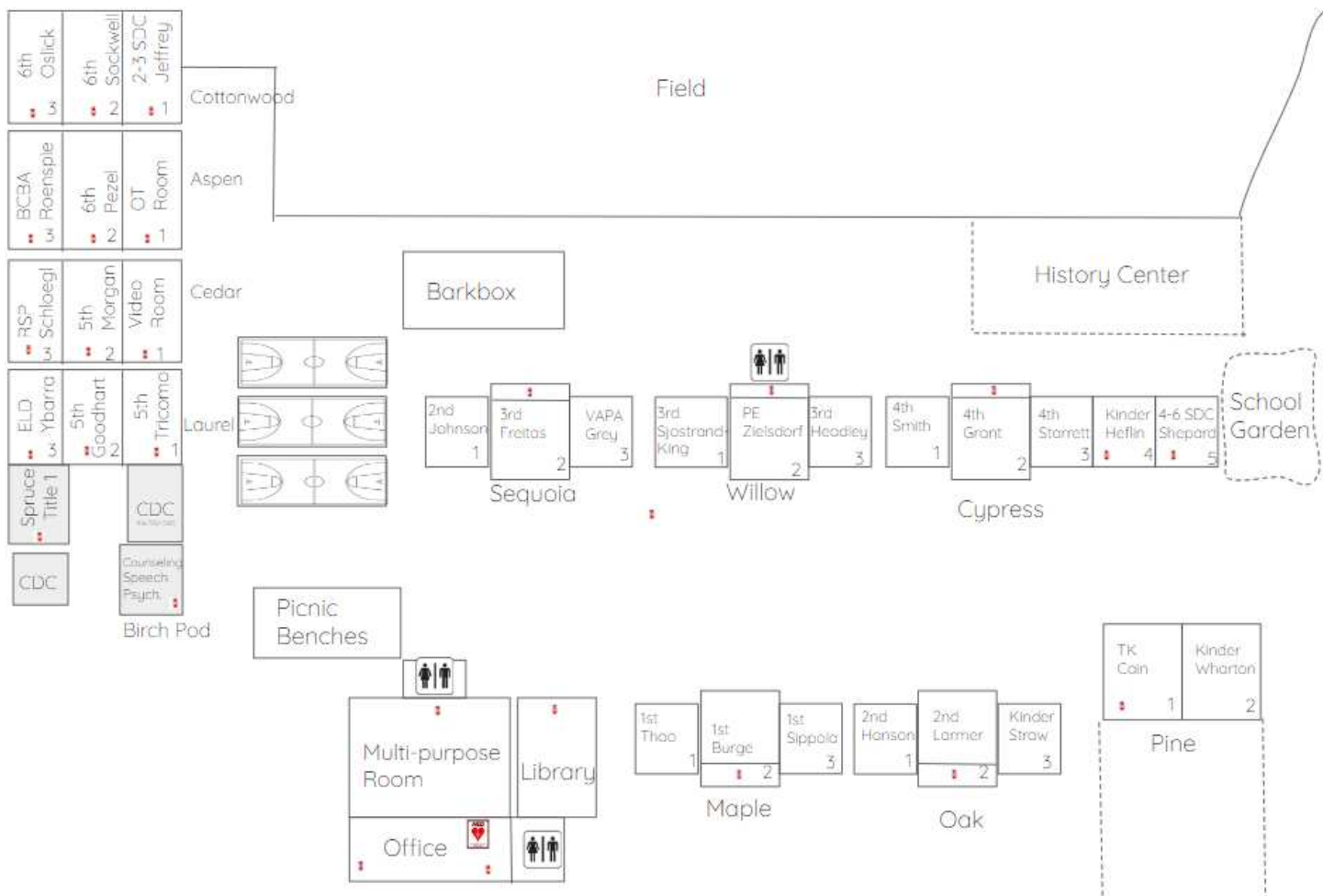
Section 6 - School Partnerships

List off-site partnerships here:

Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		

Section 7- Resources

Information regarding specific health concerns and personal phone numbers are 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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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



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

Dear Parents/Guardians:

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/guardians to be advised as to what to expect while their student is in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will not be evacuated from the building unless directed by site administration. In the event of an actual fire that requires evacuation, students will be evacuated according to the school's evacuation plans or to the off-site location as determined by your student's school site.
2. If possible, notification will be sent to parents through the emergency messaging system; otherwise, parents/guardians will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents/guardians can be reached, a notice will be left on the front door informing parents/guardians where to find their student. Only parents/guardians 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, schools may use designated off-site evacuation locations.
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 directed by emergency personnel or by site/district administrative discretion.
6. Parents should discuss the above information with their student and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents/guardians.

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 student.
2. Each year make your student's teacher aware of their 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 student is familiar with the people they 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 student 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 student may have them for several hours or even days.

Sincerely,

Tracey Seivert
Principal



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

Dear Parents:

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

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

- (1) *can* of fruit drink (*no pouches or 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 student'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 student will not be permitted to take something from the kit if they 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,

Tracey Seivert
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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a “Code Yellow” on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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.
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.
-

Section 2- Violent, Dangerous, or Unlawful Activities on School Grounds

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Teacher in Charge (TIC) or Admin Designee.
 - Admin Designee: May Chu or Ruben Ybarra
 - Alternate Teacher in Charge / Admin Designee: May Chu, Ruben Ybarra, or Kristin Hanson
- Admin, Designee, or TIC will proceed to the emergency and assess the situation.
- Initial admin on site is in command until relieved by emergency services or the principal.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.

- Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.
- The site Principal will review the reports and follow-up as determined necessary.

Section 3 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they say they want money, or represents some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.

- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

INSTRUCTIONS:

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

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

Recognize Voice? Yes / No**Who:** _____**Caller's Voice (circle):**

Male	Female	Calm	Nervous
Young	Middle-aged	Old	Rough
Refined	Disguised	Nasal	Angry
Broken	Stutter	Slow	Sincere
Lisp	Rapid	Giggling	Deep
Crying	Squeaky	Excited	Stressed
Accent	Loud	Slurred	Normal

Other: _____

Accent? Yes / No**Describe:** _____**Exact time of call:** _____**Speech Impediment?** Yes / No**Describe:** _____**Exact words used by caller:** _____**Unusual Phrases:** _____

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 4 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 "shelter-in-place 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 8 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, 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

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 10 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 916-338-6480 or the administrator at xxx-xxx-xxxx.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort

Intruder Appears on Campus During Recess

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. Suggested procedures include:

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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are 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 law enforcement (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 office staff 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 predetermined 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 them.
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 a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.

2. Fractures:

- a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
- b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
- c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.

3. Sprains (injury to soft tissue around a joint)

- a. Always immobilize
- b. Elevate joint
- c. Apply cold packs during first half hour
- d. Treat the same as closed fractures
- e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
 - a. Wash chemicals away with water.
5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.

- b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
- c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:

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

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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 (AED) 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, 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.

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.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the recovery position. Place the person on their left side with their right leg and arm crossed their body.



Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.
15. Double check circumstances. Could the child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?

16. Assist law enforcement's department with investigation.
17. 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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.

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.

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.

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.

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.

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.

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.

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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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 20 - Campus Visitor Procedures

We are proud of the educational program being carried out at North Country School. It is our pleasure to have any parent who wishes to visit the classroom do so.

1. This is a closed campus. All persons, upon arrival, must report to the office to sign in and obtain a visitor's badge.
2. All visitors are **required** to make an appointment with the teacher prior to their arrival on campus to protect classroom instructional minutes.
3. Visitors must return to the office and sign out before leaving campus.
4. To respect the learning environment of all students, no siblings are allowed on campus or field trips.

Volunteers are especially welcome (See [Volunteer Information Form](#)). We encourage you to become part of our distinguished group of parents who do a variety of things around the school for the betterment of our students and our school.

Section 21 - Panorama Survey Information

Grades 3-5

223 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2023 Surveys
School Teacher-Student Relationships	71%	 60th-79th percentile	▼ 4
School Belonging	62%	 60th-79th percentile	▲ 6 Greatest increase
School Climate	57%	 20th-39th percentile	0
School Engagement	52%	 40th-59th percentile	▼ 1
School Safety	51%	 20th-39th percentile	▼ 2

Grades 6-12

90 responses | [show breakdown](#)

Save as PD

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2023 Surveys
School Teacher-Student Relationships	64%	 40th-59th percentile	▲ 8
School Safety	62%	 60th-79th percentile	▲ 10 Greatest increase
School Climate	50%	 0th-19th percentile	▲ 4
School Belonging	41%	 0th-19th percentile	▼ 1
School Engagement	33%	 20th-39th percentile	▲ 1

Section 22 - School Rules

NORTH COUNTRY

TIMBERWOLVES	Classroom	Cafeteria	Playground	Restroom	Walkway	Library
P PRIDE	<ul style="list-style-type: none"> Remove hats & hoods indoors Keep your classroom clean 	<ul style="list-style-type: none"> Remove hats & hoods indoors Pick up & throw away all of your trash 	<ul style="list-style-type: none"> Be a problem solver; Rock-Paper-Scissors Return all of the equipment at the end of recess Report problems and injuries to the nearest adult as soon as you see it 	<ul style="list-style-type: none"> Return to class/playground as soon as you are done Clean up after yourself Report problems to the nearest adult as soon as you see them 	<ul style="list-style-type: none"> Walk directly to where you are going Pick up trash when you see it 	<ul style="list-style-type: none"> Remove hats & hoods indoors Treat books with care Report any damage to the librarian as soon as you see it
A ATTITUDE	<ul style="list-style-type: none"> Be respectful of people and their property Cheer for your classmates and celebrate their success. Accept responsibility for your actions 	<ul style="list-style-type: none"> Use good manners 	<ul style="list-style-type: none"> Use positive and appropriate language Be kind to everyone Include others in playing and games 	<ul style="list-style-type: none"> Respect the privacy of others Be kind to everyone 	<ul style="list-style-type: none"> Smile and be courteous to people you meet in the walkway 	<ul style="list-style-type: none"> Follow directions Be a good listener
W WISE CHOICES	<ul style="list-style-type: none"> Be prepared with charged laptops and all needed supplies Track the speaker 	<ul style="list-style-type: none"> Level 2 Voice Get everything you need in the line the first time 	<ul style="list-style-type: none"> Use restroom and fountains during recess Read the rules before playing a game Use school equipment appropriately FREEZE when the bell rings 	<ul style="list-style-type: none"> Level 2 Voice Use water and supplies appropriately 	<ul style="list-style-type: none"> Level 1 Voice 	<ul style="list-style-type: none"> Level 1 Voice Use materials appropriately
S SAFETY	<ul style="list-style-type: none"> Maintain personal space Use materials appropriately Walk Cell phones off and in backpacks 7:55-2:15 p.m. 	<ul style="list-style-type: none"> Walk on the black line Stay seated until dismissed Maintain personal space Only eat your own food Eat food at the tables 	<ul style="list-style-type: none"> Stay in approved areas Maintain personal space Walk to the line after the whistle Eat food at picnic tables 	<ul style="list-style-type: none"> Keep food out of the restroom Maintain personal space Wash hands with soap & water 	<ul style="list-style-type: none"> Maintain personal space Walk on the sidewalk at all times 	<ul style="list-style-type: none"> Maintain personal space Push in chairs or stools Walk

Section 23 - Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or Behavior Intervention Plan (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If both Principal and Vice Principal are off-site, office staff will contact Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC not available.) An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: **May Chu**
 - b. Alternate 1: **Ruben Ybarra**
 - c. Alternate 2: **Kristin Hanson**
2. Administrator or TIC will proceed to the emergency.
3. If safe, the class will evacuate to an alternative class or location.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been Pro-Act trained. There need be at least 3 adults who are Pro-Act trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer.

PART III - 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
- 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 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 & 3 - People and Programs & School Climate Goals

People and Programs:

Create a “caring and connected” school climate.

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

Objective 1: Create a safe, welcoming, and positive school culture that focuses on engagement, community and connections for all partners.

We have an established positive behavior recognition system based on PBIS. Our students will display a sense of pride in belonging to a school with high academic standards while experiencing responsibilities and opportunities as leaders.

- Behavior matrix outlines positive behavior expectations across all areas of campus.
- Student recognition system using House Dojo to track points when students are recognized for exhibiting positive behaviors: Pride, Attitude, Wise Choices, Safety (PAWS) .
- Reinforce positive behaviors through celebrations and Parties.
- Staff recognition system for colleagues to recognize one another for creating a positive contribution through showing PRIDE, ATTITUDE, WISE CHOICES, and SAFETY. Or, anytime they upheld workplace culture ideals and made you (or others) feel CONNECTED, INSPIRED, SUPPORTED and/or VALUED
- Continuously reinforcing and improving on The North Country House System

Objective 2: Meaningful Student Participation/Connectedness

- I-Ready goal setting for Math and Reading, and celebrating as students meet their goals
- 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
- Instant and trimester awards to celebrate student achievement, monthly recognition for improved attendance.
- End of trimester 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
- House Points awarded to students to meet tiered rewards system
- Sexual Harassment Policy defined to 4th-6th graders via video presentation approved by the district
- After school clubs provide students with opportunities to explore interests and build connections to the school, different staff, and other students. Club offerings vary throughout the year, and are offered 3 times per year.
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy- Teachers reinforce daily
- Restorative practices to address interpersonal conflicts
- 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
- Counseling services are offered with our school social worker.
- Grade level STEAM rotations integrate learning robotics, coding, music, art, and much more

Objective 3: Expand student and family engagement opportunities and increase awareness about events.

Events

- Harvest Festival
- Monthly PTO and School Site Council meetings
- ELAC (English Language Advisory Council meets two times each year (translators provided)
- Scholastic book fairs
- Back to School Meet & Greet
- Participation in school-wide events
- Student assemblies
- Family Nights once a month
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Great Kindness Challenge
- Positive reinforcement is practiced schoolwide using House Dojo points. Parties to celebrate the houses in a tiered reward system for positive behavior & enhancing soft skills.
- Consistent school-wide discipline policy
- Student recognition awards
- Multi-Tiered Systems of Support (MTSS) including:
 - Smart goals tracked in Aeries
 - 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 Intervention– After school program for students needing supplemental instruction in English Language Arts and Math
 - Small group differentiated instruction

Communication methods to keep parents aware of school news and activities

- Sunday Snapshot email
- Social Media: Instagram, Facebook, Twitter
- Catapult Connect text messages, email, app posting
- North Country website featuring school calendar and teacher email
- Google Classroom
- Weekly 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 the school website. Parent handbook includes the school-wide discipline plan.
- Teachers will contact parents via phone, email, or apps to provide updates on student progress and/or behavior.
- Report cards each trimester
- Behavior Support Plan/chart if applicable
- Parents of absent students are called, and/or emailed daily
- Telephone reminders of minimum days, holidays and special events
- Parent Teacher conferences for first and second trimesters

Section 4 - Place

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 a 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 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

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All school-site equipment has 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 various surveys:

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

1. Related Activities
 - a. Staff members communicate with students on a personal level

- b. Morning Walk allows students and staff to connect socially. Freeze bell will prompt a “cool down, calm down” frame of mind as students stop, then walk toward classroom lines
- c. Sexual Harassment information for students in grades 4-6
- d. 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
- e. Catapult EMS system is in place to alert staff of any incidents
- f. School Counselor is available to meet with students as needed.

Objective 3: Student Health

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
- 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. A variety of resources provided by the Family Resource Center
- n. Mental health referral available through ERMS
- o. Compliance with Sacramento County Public Health Department in response to COVID 19.





Section 6 - Signature Sheet

North Country Elementary’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/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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:

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Member Name	Title	Signature
Tracey Seivert	Principal	
Christina Croshal	Assistant Principal	
Cheryl Schloegl-Kam	Teacher	
Allysha King	SSC Parent	

APPENDIX A - Staff List

Certificated	Grade	Room	ext	Classified	
Tracey Seivert	Principal	Office	105	Edging, Tracy	Secretary
Christina Croshal	Assistant Principal	Office	116	Jimenez, Chelsea	Office Assist
				Drummond, Duane	Lead Custodian
Cain, Amber	TK	Pine 1		Smith, William	Custodian
Heflin, Tanya	K	Cypress 4	121	Ballin, Kate	Library Tech
Straw, Erin	K	Oak 3		Purdy, Michael	Computer Tech
Wharton, Emily	K	Pine 2		Dorofeyev, Tatyana	Bilingual Aide
			220	Gutierrez, Angelina(Maxim)	SDC - I/S PH (4-6)
Thao, Natasha	1st	Maple 1		Harris-Knott, Niesha	SDC - I/S PH (4-6)
Burge, Samone	1st	Maple 2		MacCracken, Deanna	SDC - I/S PH (4-6)
Sippola, Johanna	1st	Maple 3		Virgen, Daniel	SDC - I/S PH (4-6)
				Cissney, Cierra (Maxim)	SDC - I/S PH (4-6)
Hanson, Kristin	2nd	Oak 1		Johnson, Marisa (Judge)	SDC - I/S PH (4-6)
Johnson, Alissa	2nd	Sequoia 1		Hanse, Erica (Maxim)	SDC - I/S PH (2-3)
Larmer, Jennifer	2nd	Oak 2		Flennoy, Amanda (Maxim)	SDC - I/S PH (2-3)
				Allen, Sheena (Judge)	SDC - I/S PH (2-3)
Freitas, Joelle	3rd	Sequoia 2		Lagge, Yanni	SDC - I/S PH (2-3)
Headley, Ryan	3rd	Willow 3		Pirtle, Lisa	SDC - I/S PH (2-3)
Sjostrand, Samantha	3rd	Willow 1		Leonard, Kelly	SDC - I/S PH (2-3)
				Sangster, Jakisha(Maxim)	SDC - I/S PH (2-3)
Grant, Nicole	4th	Cypress 2		Johnson, Danita	One-on-One (3rd)
Smith, Jolinda	4th	Cypress 1		Loader, Samantha (Maxim)	One-on-One (Marshal)
Starrett, Jeff	4th	Cypress 3			
			206	Moss, Lyndsey	RSP - I/S
Goodhart, Molly	5th	Laurel 2	236	Dean, Sarah	I/A Title 1
Morgan, Alec	5th	Cedar 2	124	Garcia, Meghan	OT
Tricomo, Kim	5th	Laurel 1		Henrikson, Jacqueline	Health Assistant
			128	Vataman, Olga	SLPA
Pezel, Heather	6th	Aspen 2	236	Stevens, Dorothy	Intervention Aide
Oslick, Sarah	6th	Cottonwood 3		Crites, Gregory	Intervention Aide
Sockwell, Andrea	6th	Cottonwood 2			Primary Aide/IS
				Donaghy, Samantha	Primary Aide/IS
Gray, Ryan	Psychologist	Birch 2		Patterson, Jasmine	TK Aide/IS
Ho, Tracy	Speech	Birch 3	112	Brackett, Amby	Kitchen Manager
Ybarra, Ruben	ELD	Laurel 3		Clement, Jeffery	Kitchen
Schloegl-Kam, Cheryl	RSP	Cedar 3		Frazer, Cindyre	Kitchen
Shepard, Dawn	SDC	Cypress 5		Ramirez, Karina	Kitchen
Jeffrey, Mykel	SDC	Cottonwood 1		Ahmady, Meekal	Noon Duty
Haslam, Michele	Social Worker	Birch 1		Gordinho, Maryana	Noon Duty
				Mellado, Mary	Noon Duty
Chu, May	Intervention	Spruce		Perez, Angel	Noon Duty
Williams, MaryAnn	Intervention	Spruce		Powell, Ronnie	Noon Duty
Zielsdorf, Owen	PE	Willow 2		Polk, Donae	Noon Duty
Grey, Penny	V & P Arts	Sequoia 3		Lutfullina, Russana	Noon Duty
Amy Roenspie	BCBA	Aspen 3		Davidson, Jessica	Noon Duty

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

ext	Certificated	Grade	Room	ext	Classified	
102	Tracey Seivert	Principal	Office	105	Edging, Tracy	Secretary
103	Christina Croshal	Assistant Principal	Office	116	Jimenez, Chelsea	Office Assist
					Drummond, Duane	Lead Custodian
230	Cain, Amber	TK	Pine 1		Smith, William	Custodian
214	Heflin, Tanya	K	Cypress 4	121	Ballin, Kate	Library Tech
229	Straw, Erin	K	Oak 3		Purdy, Michael	Computer Tech
231	Wharton, Emily	K	Pine 2		Dorofeyev, Tatyana	Bilingual Aide
				220	Gutierrez, Angelina(Maxim)	SDC - I/S PH (4-6)
222	Thao, Natasha	1st	Maple 1		Harris-Knott, Niesha	SDC - I/S PH (4-6)
223	Burge, Samone	1st	Maple 2		MacCracken, Deanna	SDC - I/S PH (4-6)
224	Sippola, Johanna	1st	Maple 3		Virgen, Daniel	SDC - I/S PH (4-6)
					Cissney, Cierra (Maxim)	SDC - I/S PH (4-6)
227	Hanson, Kristin	2nd	Oak 1		Johnson, Marisa (Judge)	SDC - I/S PH (4-6)
233	Johnson, Alissa	2nd	Sequoia 1		Hanse, Erica (Maxim)	SDC - I/S PH (2-3)
228	Larmer, Jennifer	2nd	Oak 2		Flennoy, Amanda (Maxim)	SDC - I/S PH (2-3)
					Allen, Sheena (Judge)	SDC - I/S PH (2-3)
234	Freitas, Joelle	3rd	Sequoia 2		Lagge, Yanni	SDC - I/S PH (2-3)
240	Headley, Ryan	3rd	Willow 3		Pirtle, Lisa	SDC - I/S PH (2-3)
238	Sjostrand, Samantha	3rd	Willow 1		Leonard, Kelly	SDC - I/S PH (2-3)
					Sangster, Jakisha(Maxim)	SDC - I/S PH (2-3)
212	Grant, Nicole	4th	Cypress 2		Johnson, Danita	One-on-One (3rd)
211	Smith, Jolinda	4th	Cypress 1		Loader, Samantha (Maxim)	One-on-One (Marsha)
213	Starrett, Jeff	4th	Cypress 3			
				206	Moss, Lyndsey	RSP - I/S
219	Goodhart, Molly	5th	Laurel 2	236	Dean, Sarah	I/A Title 1
205	Morgan, Alec	5th	Cedar 2	124	Garcia, Meghan	OT
218	Tricomo, Kim	5th	Laurel 1		Henrikson, Jacqueline	Health Assistant
				128	Vataman, Olga	SLPA
201	Pezel, Heather	6th	Aspen 2	236	Stevens, Dorothy	Intervention Aide
209	Oslick, Sarah	6th	Cottonwood 3		Crites, Gregory	Intervention Aide
208	Sockwell, Andrea	6th	Cottonwood 2			Primary Aide/IS
					Donaghy, Samantha	Primary Aide/IS
115	Gray, Ryan	Psychologist	Birch 2		Patterson, Jasmine	TK Aide/IS
203	Ho, Tracy	Speech	Birch 3	112	Brackett, Amby	Kitchen Manager
220	Ybarra, Ruben	ELD	Laurel 3		Clement, Jeffery	Kitchen
206	Schloegl-Kam, Cheryl	RSP	Cedar 3		Frazer, Cindyre	Kitchen
215	Shepard, Dawn	SDC	Cypress 5		Ramirez, Karina	Kitchen
207	Jeffrey, Mykel	SDC	Cottonwood 1		Ahmady, Meekal	Noon Duty
114	Haslam, Michele	Social Worker	Birch 1		Gordinho, Maryana	Noon Duty
					Mellado, Mary	Noon Duty
236	Chu, May	Intervention	Spruce		Perez, Angel	Noon Duty
236	Williams, MaryAnn	Intervention	Spruce		Powell, Ronnie	Noon Duty
239	Zielsdorf, Owen	PE	Willow 2		Polk, Donae	Noon Duty
235	Grey, Penny	V & P Arts	Sequoia 3		Lutfullina, Russana	Noon Duty
202	Amy Roenspie	BCBA	Aspen 3		Davidson, Jessica	Noon Duty

APPENDIX C - Shut-Offs

APPENDIX D - Emergency Evacuation Routes

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APPENDIX E - Off Campus Evacuation Map

EOC Message 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	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
-----------------------	----------------------

Unable to treat in site. i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	<input type="text"/>
--------------------------	----------------------

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	<input type="text"/>
-----------------------	----------------------

First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

Transmit data as soon as possible. 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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters***.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “commercial film and photographic print processor” means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, “child visitation monitor” means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) “Animal control officer” means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) “Humane society officer” means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “clergy member” means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff’s department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include

a “mutual affray” between minors. It

also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.”

(P.C. 11165.6)

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect”

includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.”

(P.C. 11166 (a))

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“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.
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))**

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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.org****www.safestate.org**

APPENDIX H - Child Abuse Reporting Form



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip				TELEPHONE				
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)				
	PRIMARY LANGUAGE SPOKEN IN HOME								
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS								
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____					3. _____			
	2. _____					4. _____			
	VICTIM'S PARENTS/GUARDIANS								
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	SUSPECT								
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS Street City Zip				TELEPHONE					
OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)								

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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APPENDIX I - Williams Uniform Complaint Procedure

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

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.

- 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 (including bandanas), are not permitted.
- All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs (crop tops), low-cut revealing tops, and see through of fish-net type shirts, are not considered appropriate school attire. Straps should be worn over the shoulders at all times.
- Shorts should be at least mid-thigh length. All shorts/pants must be worn with the belt line at the waist.
- Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, heelys (Shoes with skates engaged) , clogs, backless shoes, and high heels are inappropriate and considered unsafe. Sandals must have heel straps.
- Hats are to be worn outside only and with the bill facing forward.
- No makeup is to be worn during school hours.

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 *48900(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

All teachers are notified at the beginning of the year of how to determine or find which students have disciplinary concerns from previous years that they are to be notified of and how to access the disciplinary records.

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.

APPENDIX N - 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.

APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is composed of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.		
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.		
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 		
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 		

The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.		
a. Child Abuse Reporting procedures		
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.		
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 		
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.		
e. Policies and procedures which lead to suspension and/or expulsion.		
f. Procedures to notify teachers of dangerous pupils.		
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.		
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.		
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.		
j. Procedures that create a safe and orderly environment conducive to learning at the school.		
k. Access to the school campus (visitors).		
l. The rules and procedures on school discipline.		
m. Crisis Response Plan.		
n. Hate crime reporting procedures and policies.		

The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.		
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.		
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.		
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.		
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.		

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan



OAK HILL
ELEMENTARY SCHOOL

Safe School
and
Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

Revised December 2023

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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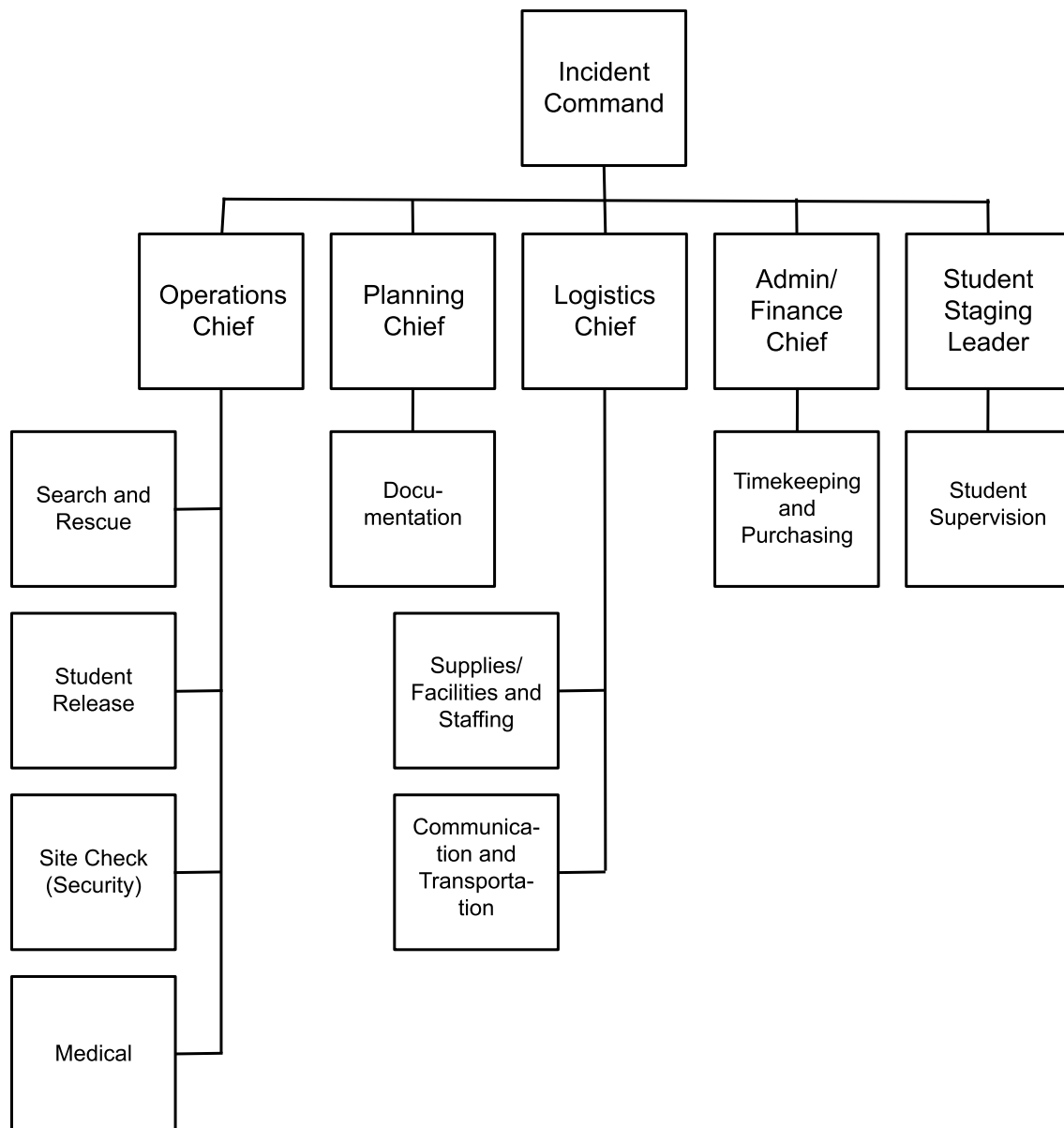
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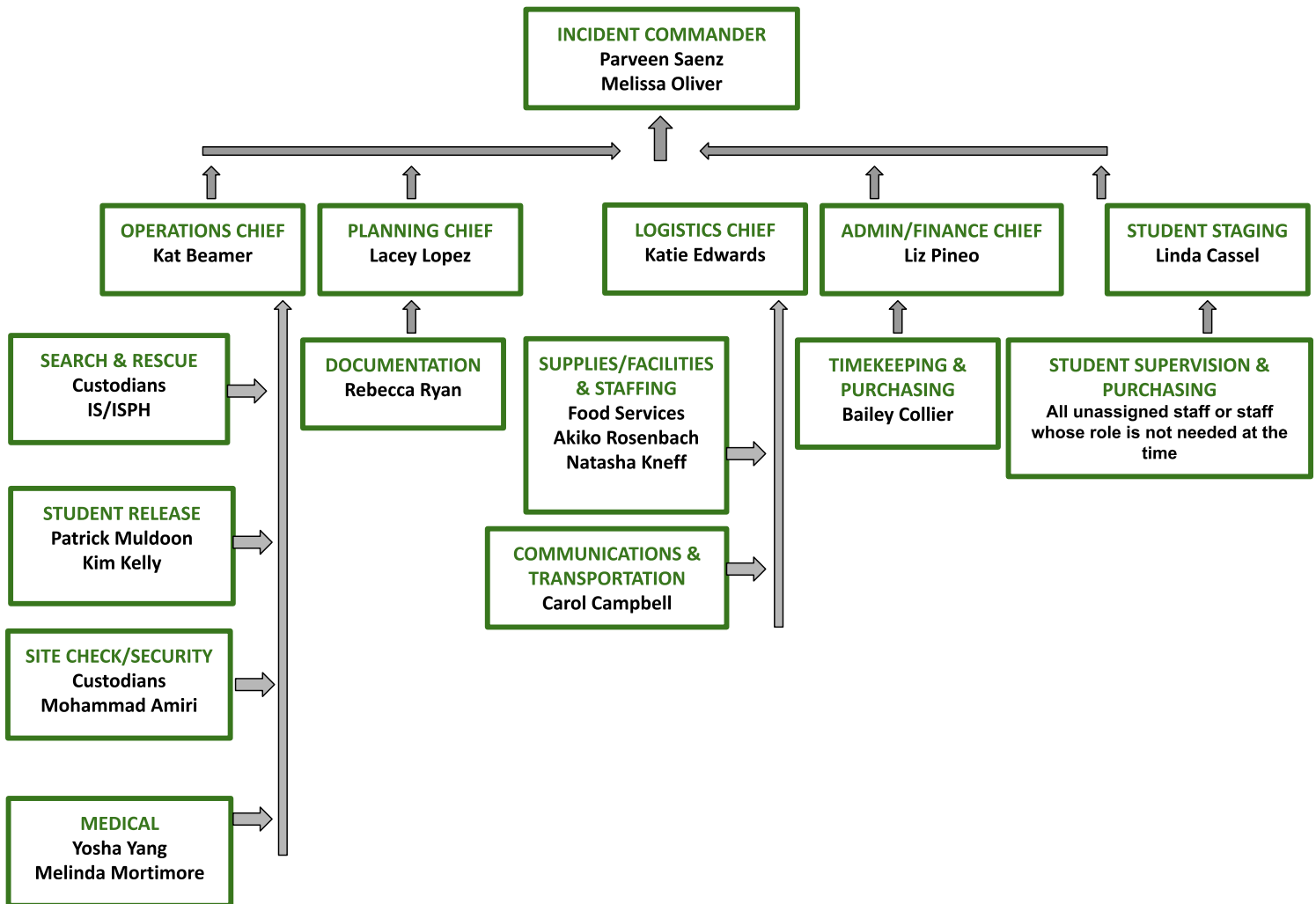
PART I - CRISIS MANAGEMENT

Section 1 - Incident Command System

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.



Oak Hill Elementary School Incident Command System



Incident Command Position 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	<ul style="list-style-type: none">• Quad Area• Bodega Triangle
Primary: Main Office	Primary: Otter Outback	Staging Areas Emergency Services Staging: Drive between Tule Lake & Mission Bay Bus Staging: North Loop Boulevard North Creek Court Media Staging: Abalone Cove
Secondary: Library	Secondary: Front Steps	
Parent/Guardian Reunification Area		
Cafeteria or Front Steps		
Off-Site Evacuation Location		
Other:		

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 staff 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 law enforcement 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, including, but not limited to the following:

- 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 if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: **"CODE RED LOCKDOWN"**, which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if **CODE RED** signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.
 - Await further instructions.

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 the 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate.
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.
- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 a pre-designated location away from the building.
- Necessary first aid should be performed.

Students

- In homeroom or currently assigned class
 - Leave all personal items in the classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 / lunch
 - Follow directions of staff.
 - Students should go to the assembly area of their regular teacher.

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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board busses or to walk to off-site evacuation 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/designee approves of their leaving.

Student Release Form	
School Site:	
Student Name:	
Date:	Time:
Teacher:	
Room #:	Grade:
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

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Student Release Form	
School Site:	
Student Name:	
Date:	
Teacher:	
Room #:	
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

Unaccounted Students Form

Teacher:	Room #:	Date:
School Site:		
Student Name:	Gade:	Notes:

Section 6 - School Partnerships

List off-site partnerships here:

Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		

Section 7- Resources

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

First Aid Kits: Available in all classrooms and office.

Emergency Kits: Available in all classrooms and office.

Fire Extinguishers: Located in all rooms on campus.

In front of the school:

Main Water Valve Shut-off: Remove cover, turn valve clockwise, 0464 Access Key

Locked area next to the bike rack:

Main Gas Valve Shut-off: 0464 Access Key, Red valve, Need wrench

Main Electrical Shut-off: 0464 Access Key, Open left side, Main on center pane

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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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



OAK HILL
ELEMENTARY SCHOOL

Parveen Saenz, Principal
Melissa Tackett-Oliver, Vice Principal
3909 North Loop Boulevard
Antelope, CA 95843
916-338-6460 (Phone)
916-338-7538 (Fax)

Dear Parents/Guardians:

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/guardians to be advised as to what to expect while their student is in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will not be evacuated from the building unless directed by site administration. In the event of an actual fire that requires evacuation, students will be evacuated according to the school's evacuation plans or to the off-site location as determined by your student's school site.
2. If possible, notification will be sent to parents through the emergency messaging system; otherwise, parents/guardians will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents/guardians can be reached, a notice will be left on the front door informing parents/guardians where to find their student. Only parents/guardians 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, schools may use designated off-site evacuation locations.
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 directed by emergency personnel or by site/district administrative discretion.
6. Parents should discuss the above information with their student and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents/guardians.

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 student.
2. Each year make your student's teacher aware of their 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 student is familiar with the people they 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 student 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 student may have them for several hours or even days.

Sincerely,

Parveen Saenz
Principal



OAK HILL

ELEMENTARY SCHOOL

Parveen Saenz, Principal
Melissa Tackett-Oliver, Vice Principal
3909 North Loop Boulevard
Antelope, CA 95843
916-338-6460 (Phone)
916-338-7538 (Fax)

Dear Parents:

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

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

- (1) *can* of fruit drink (*no pouches or 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 student'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 student will not be permitted to take something from the kit if they 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,

Parveen Saenz
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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a “Code Yellow” on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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.
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2- Violent, Dangerous, or Unlawful Activities on School Grounds

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Teacher in Charge (TIC) or Admin Designee.
 - Admin Designee: **Lacey Lopez**
 - Alternate Teacher in Charge / Admin Designee: **Patrick Muldoon**
- Admin, Designee, or TIC will proceed to the emergency and assess the situation.
- Initial admin on site is in command until relieved by emergency services or the principal.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.
 - Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.
- The site Principal will review the reports and follow-up as determined necessary.

Section 3 - 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 4 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they says they want money, or represents some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.

- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

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- Quietly attract the attention of someone nearby, indicating to them the nature of the call
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- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

Recognize Voice? Yes / No**Who:** _____**Caller's Voice (circle):**

Male	Female	Calm	Nervous
Young	Middle-aged	Old	Rough
Refined	Disguised	Nasal	Angry
Broken	Stutter	Slow	Sincere
Lisp	Rapid	Giggling	Deep
Crying	Squeaky	Excited	Stressed
Accent	Loud	Slurred	Normal

Other: _____

Accent? Yes / No**Describe:** _____**Exact time of call:** _____**Speech Impediment?** Yes / No**Describe:** _____**Exact words used by caller:** _____**Unusual Phrases:** _____

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 5 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 6 - 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 "shelter-in-place 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 7 - 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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 8 - 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 9 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

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

Section 10 - Flood

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 11 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 12 - 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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 **916-338-6460** or the administrator at **xxx-xxx-xxxx**.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort

Intruder Appears on Campus During Recess

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. Suggested procedures include:

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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

Section 13 - 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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 14 - 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 law enforcement (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 office staff on how to respond to phone calls regarding the incident.

Section 15 - 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 predetermined 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 them.
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 a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.

2. Fractures:
 - a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
 - b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
 - c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - a. Always immobilize
 - b. Elevate joint
 - c. Apply cold packs during first half hour
 - d. Treat the same as closed fractures
 - e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

- 1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
- 2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
- 3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.
- 4. First Aid for chemical burns
 - a. Wash chemicals away with water.
- 5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.

- b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
- c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:

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

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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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.

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 (AED) 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, 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.

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 the nose until a doctor is present.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the recovery position. Place the person on their left side with their right leg and arm crossed their body.



Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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 16 - 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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.
15. Double check circumstances. Could the child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?

16. Assist law enforcement's department with investigation.
17. 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 17 - 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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 18 - 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.

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.

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.

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.

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.

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.

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.

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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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 19 - 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 20 - Shooting / Stabbing

Assess the situation

- Is the suspect in the school?
- Has a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 21 - Campus Visitor Procedures

We are proud of the educational program at Oak Hill Elementary School. It is our pleasure to have any parent who wishes to visit the classroom do so.



1. This is a closed campus. All persons, upon arrival, must report to the office to sign in and obtain a visitor's badge.
2. All visitors are required to make an appointment with the teacher prior to their arrival on campus to protect classroom instructional minutes.
3. Visitors must return to the office and sign out before leaving campus.
4. To respect the learning environment of all students, no siblings are allowed on campus or field trips.



Volunteers are especially welcome. We encourage you to become a part of our distinguished group of parents who do a variety of things around the school for the betterment of our students and our school.

Supervised volunteers (*being present in the classroom with students and teacher*) require a clear TB test and Megan's law check.

Unsupervised volunteers (*working with students outside the direct supervision of teacher*) require a clear TB test, Megan's law check, and fingerprinting.

Section 22 - Panorama Survey Information

	Oak Hill Elem "Fall 2023 Surveys Panorama Student Survey (School-Level), Grades 3-5"	
Summary		
Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	60% ▼ 2 since last survey	60% Center Joint Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	58% 0 since last survey	58% Center Joint Unified School District
School Engagement How attentive and invested students are in school.	52% ▼ 1 since last survey	52% Center Joint Unified School District
School Safety Perceptions of student physical and psychological safety at school.	52% ▼ 4 since last survey	53% Center Joint Unified School District
School Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the school.	77% ▼ 2 since last survey	74% Center Joint Unified School District
290 responses		

	Oak Hill Elem "Fall 2023 Surveys Panorama Student Survey (School-Level), Grades 6-12"	
Summary		
Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	38% ▼ 1 since last survey	31% Center Joint Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	53% ▲ 14 since last survey	43% Center Joint Unified School District
School Engagement How attentive and invested students are in school.	38% ▲ 12 since last survey	27% Center Joint Unified School District
School Safety Perceptions of student physical and psychological safety at school.	57% ▲ 8 since last survey	51% Center Joint Unified School District
School Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the school.	66% ▲ 16 since last survey	42% Center Joint Unified School District
82 responses		

Section 23 - School Rules



Oak Hill Expectations Matrix

OTTER PUPS	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE READY
	SELF MANAGEMENT SELF AWARENESS	SELF-MANAGEMENT RESPONSIBLE DECISION MAKING	SOCIAL AWARENESS RELATIONSHIP SKILLS	RESPONSIBLE DECISION MAKING SELF-MANAGEMENT
CLASSROOM Voice Level 0-3	I can/will... <ul style="list-style-type: none"> manage my body in a safe and considerate way by keeping my hands, feet and objects to myself. use my words and actions to make others feel safe at school. check-in with my feelings and use my coping tools. 	I can/will... <ul style="list-style-type: none"> follow directions and class routines. take ownership of my education by completing all classwork and homework on time. give my best effort even when tasks are challenging. support the success of myself and others. use my strengths to set goals and strive to reach them. use self-control to keep electronics off and in my backpack. 	I can/will... <ul style="list-style-type: none"> be an active listener. allow others the opportunity to learn. choose kindness over being right. use words and actions that show others I care. be patient while waiting for classmates to be ready. appreciate and respect others' differences. 	I can/will... <ul style="list-style-type: none"> organize and have my materials ready. be intentional about being in class. have a ready to learn mindset. ask & accept help when I need it. respectfully communicate what I need to be successful.
PLAYGROUND Voice Level 1-4	I can/will... <ul style="list-style-type: none"> manage my body when I am feeling frustrated by keeping hands, feet and objects to myself. use thoughtful strategies to help solve problems. be aware of others and honor personal space. use playground equipment correctly. stop when the bell rings and walk to class lines. check-in with my feelings and use my coping tools. 	I can/will... <ul style="list-style-type: none"> carry and put away equipment after the bell. stop and think before I act. consider how my choices impact others. use self-control to keep electronics off and in my backpack. 	I can/will... <ul style="list-style-type: none"> encourage myself and others to wait for a turn. humbly accept winning and losing. respect others' perspectives and feelings authentically apologize and accept forgiveness. be kind and inclusive. 	I can/will... <ul style="list-style-type: none"> be intentional when picking up my belongings. be on time to my line. use the restroom and get a drink of water during recess.
CAFETERIA Voice Level 1-2	I can/will... <ul style="list-style-type: none"> manage my body by keeping hands, feet, and objects to myself. stay seated and raise my hand for help. use walking feet. eat my own food to keep others safe. be aware of personal space. 	I can/will... <ul style="list-style-type: none"> clean up after myself and others by placing trash in the trash cans. practice healthy eating habits. manage my time wisely. use self-control to keep electronics off and in my backpack. 	I can/will... <ul style="list-style-type: none"> use manners to be considerate of others. show patience and self-management while waiting. 	I can/will... <ul style="list-style-type: none"> adjust my voice level when asked. be positive about my day.
ASSEMBLY OTTER DAY Voice Level 0-4	I can/will... <ul style="list-style-type: none"> manage my body by keeping hands, feet, and objects to myself. show concern for others by sitting flat. wait for dismissal instructions. 	I can/will... <ul style="list-style-type: none"> stay with my class. raise my hand to speak. track the speaker with my eyes. use self-control to keep electronics off and in my backpack. listen with my whole body. 	I can/will... <ul style="list-style-type: none"> treat others with kindness and respect. be an active listener to my peers and adults. show appreciation for all performers/presenters. 	I can/will... <ul style="list-style-type: none"> be an active listener. walk facing forward in straight, quiet lines. be at voice level 0 at the end of the countdown.
BATHROOM Voice Level 0-2	I can/will... <ul style="list-style-type: none"> tell an adult if I notice a problem in the bathroom. keep hands, feet and objects to myself. keep floors and walls clean and dry. 	I can/will... <ul style="list-style-type: none"> go, flush, wash, leave. use only what I need. use my assigned bathroom. use self-control to keep electronics off and in my backpack. 	I can/will... <ul style="list-style-type: none"> allow others to have privacy. 	I can/will... <ul style="list-style-type: none"> use the bathroom at recess. return promptly to my destination.
HALLWAYS Voice Level 0-2	I can/will... <ul style="list-style-type: none"> manage my body by keeping hands, feet, and objects to myself. ensure my words and actions make others feel safe at school. use my walking feet. 	I can/will... <ul style="list-style-type: none"> wear clothing that meets the dress code. be aware of what is going on around me. use self-control to keep electronics off and in my backpack. 	I can/will... <ul style="list-style-type: none"> strive to keep my campus clean. adjust my voice level to support the learning environment of others. 	I can/will... <ul style="list-style-type: none"> dedicate myself to being on time. walk directly to my destination. walk facing forward in straight, quiet lines.
DISMISSAL Voice Level 0-2	I can/will... <ul style="list-style-type: none"> stay with my teacher and walk in line. manage my body in a safe and considerate way. wait until I am dismissed. use walking feet to my destination. 	I can/will... <ul style="list-style-type: none"> go directly to the bus line, front of school, or back gate. use self-control to keep electronics off and in my backpack. 	I can/will... <ul style="list-style-type: none"> follow all staff directions and dismissal procedures. use words and actions that show others I care. 	I can/will... <ul style="list-style-type: none"> gather all of my belongings before leaving class. reflect on my day - wins and things to improve on.

Section 24 - Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or Behavior Intervention Plan (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If both Principal and Vice Principal are off-site, office staff will contact Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC not available.) An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: **Lacey Lopez**
 - b. Alternate 1: **Patrick Muldoon**
 - c. Alternate 2: **Katrina Beamer**
2. Administrator or TIC will proceed to the emergency.
3. If safe, the class will evacuate to an alternative class or location.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been Pro-Act trained. There need be at least 3 adults who are Pro-Act trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer.

PART III - 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.

Oak Hill Elementary School

Mission Statement:

It is our mission at Oak Hill to empower ALL students to achieve their full potential.

Vision Statement:

To achieve our mission, Oak Hill staff will:

- Set and follow clear expectations for student behaviors and procedures by providing a positive and supportive environment.
- Foster lifelong learners who are flexible thinkers, problem solvers and active participants of society.
- Strengthen the ties, responsibility, and engagement between the students, school and local community.
- Create a strategic learning experience for all students that enables students to be lifelong learners.

Collective Commitments:

- We are committed to using evidence of student learning & a variety of instructional strategies to meet the needs and promote success for all students.
- We are committed to being positive and contributing members of our collaborative team.
- We are committed to a positive relationship using effective communication regarding student resources, strategies and information to help students succeed.
- We are committed to high expectations for learning, behavior and citizenship while attending to their social and emotional needs.

Section 2 - People and Programs

Oak Hill Elementary is focused on establishing a strong foundation for our school climate by forging relationships with staff, students, families, and community. Our robust online presence allows us to keep the community informed and connected to school events and activities. Parent and community engagement is paramount to our positive school culture. We have successfully established a Parent Teacher Organization, School Site Council , and English Learner Advisory Committee to help provide guidance and support.

Student recognition, in the form of monthly awards celebrations, helps us recognize and celebrate students who embody the spirit of our school with a focus on being safe, respectful, responsible and ready. Monthly school spirit days help build a sense of community and identity with research indicating a correlation between student belonging and positive behaviors.

Section 3 - School Climate Goals

The School Climate

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

Objective #1:

The percentage of students who participate in the *Panorama School Climate Survey* will increase from 96% for 3rd-5th grade and 51% for 6th grade to 98%.

Objective #2:

The percentage of students who report positive feelings towards school BELONGING will increase from 62% for 3rd-5th grade and 39% for 6th grade by 5%.

Section 4 - Place

Create a physical environment that communicates respect for learning and for individuals.

Oak Hill Elementary is one of the five elementary schools within Center Joint Unified School District. Our school site encompasses 10/53 acres and is located in the Antelope area of Sacramento County. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, and a play structure area. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library, and studio.

We have a closed campus with fencing around the perimeter of the school with gates which are kept locked during school hours. Strict practices are in place to ensure the safety of our students and staff. Visitors are required to check in with a valid driver's license and receive a visitor's badge before entering campus. The school is equipped with surveillance cameras, security and fire alarms.

School grounds are meticulously maintained to create a welcoming environment for all individuals on our campus.

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 various surveys:

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.

Objective #1: Student Safety relating to Emergency Procedures

Related Activities

- Drills for fire and intruder on campus are held monthly
- Specific emergency procedures are listed in this handbook and distributed to all staff members with copies in the office available to parents and law enforcement
 - The plan is updated yearly and approved by SSC and The Board of Trustees
 - The plan is reviewed by the staff at least once a year
 - The District's Safety Committee meets periodically to make review recommendations which is then shared with staff members
- All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
- Classrooms remain locked during the school day
- The District's Volunteer Policy requires fingerprint clearance, TB check and Megan's Law database check
- The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis

Objective #2: Student Safety within the daily routine

Related activities:

- School counselor provides lessons focusing on the **Zones of Regulation** and build their toolbox of strategies where they identify and practice skills to help self-regulation in each zone.
- **Professional Development & School-wide Social Emotional Learning Practices (SEL) practices:**
 - **Positive Greetings:** a routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.
 - **Culturally Relevant & Sustaining Practices:** We each have our different experiences, values, and identities that affect how we view and interact with the world and people around us. While our identities are beautiful and make us unique, the lenses that we bring with us can lead to unconscious bias, or implicit bias. While we try as educators to be aware of our biases and not let them affect others, our biases can come out in the systems that we build for students, the ways we discipline students, and the ways we interact with others.
 - **Positive Sayings:** Positive Sayings is a classroom activity that helps us understand our students and families. We want to help our students identify a positive saying that is meaningful to them that they can draw upon for strength, motivation, and inspiration.
 - **Family Engagement for the Classroom Teacher:** Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. However, authentic partnerships continue to be a challenging reality for educators and families alike; schools must be creative in their efforts to reach out to and engage with their stakeholders so that positive, trusting relationships serve as the foundation of ongoing collaboration and problem-solving
 - **4:1 Ratio:** Understand the value of reinforcing behaviors that demonstrate expectations. Understand and practice the components of behavior specific praise.



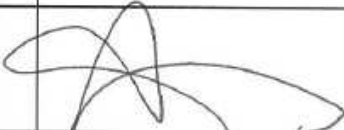
- **Expectations & Matrix Review:** Begin the process of reviewing our expectations and matrices to include various cultures, identifies, and experiences of our school community.

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/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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 Name	Title	Signature
Parveen Saenz	Principal	
Melissa Oliver	Assistant Principal	
Veronica Popovich	Teacher	
April Anderson	SSC Parent	

APPENDIX A - Staff List

23-24 OAK HILL ELEMENTARY STAFF

Parveen Saenz - Principal

Melissa Tacket-Oliver - Assistant Principal

TK	Sierra McLeod			
Kinder	Dana Bourgeois	Lisa Childers	Julia Meier	
1st	Ashlee Davies	Veronica Popovich	Sue Schofield	Anthony Weeks
2nd	Connie Banks	Dabrena Diab	Jennifer Miller	Christine Rayos del Sol
3rd	Katie Mailho	Alicia Rodriguez	Christina Sexton	Dan Stolfus
4th	Emily Gomes	Melissa Maciel	Bonnie Redding	
5th	Dezerae Garcia	Patrick Muldoon	Rebecca Ryan	Alina Navak
6th	Sara Miller	Chelsea Stolan	Brandy Ventittelli	
SDC	Erin Morris II/III (4th-6th)	Chelsea Oliver II/III (2nd-3rd)	Monica Smith II/III (TK-1st)	Mendy Golightly I (RSP)

CERTIFICATED SUPPORT STAFF

Jennifer Miller	Counselor		Lacey Lopez	Title 1 Specialist
Celina Mayorga Quant	Behaviorist		Linda Cassel	Intervention Specialist
Allie Zeiher	Behaviorist		Katie Edwards	Intervention Specialist
Natasha Kneff	Psychologist		OPEN	Intervention Specialist
Rega Chum	Occupational Therapy		Katrina Beamer	EL Specialist
Amie Morisette	Speech		Zack Wall	Physical Education
Anica Fenol (MRF)	Speech			
Stephanie Brown	Speech Language Assistant			

CLASSIFIED SUPPORT STAFF

Liz Pineo	Secretary		Jannet Pishtoy	Bilingual Aide
Bailey Collier	Office Assistant		Eileen Plumb	Library Technician
Carol Campbell	Office Assistant		Mohammed Amiri	Technology Specialist
Kim Kelly	Instructional Specialist/Level I		Akiko Rosenbach	Cafeteria Manager
Madison Kleinheinz	Instructional Specialist PH		Suchitra Cruze	Food Service Worker
Tina Milton	Instructional Specialist PH		Phylicia Boler	Food Service Worker
Tatiana Strilets	Instructional Specialist PH		Carla Matthews	Food Service Worker
Pandora Young	Instructional Specialist PH			
Deanna Ball	Instructional Specialist PH		Linda Harris	Noon Duty
			Esther Taitai	Noon Duty
Yosha Yang	TK Intern/Title 1 Instructional Assistant		Nancy Popovich	Noon Duty
Melinda Mortimore	Title 1 Instructional Assistant		Dalia Quintero	Noon Duty
OPEN	Instructional Specialist (Primary)		Melinda White	Noon Duty
			Joseline Martinez	Noon Duty
			John Harvill	Lead Custodian
			David Hardy	Custodian
			Earl Riley	Custodian

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

TK			Oak Hill Elementary School 3909 N Loop Blvd Antelope, CA 95843 916-338-6460			Admin/Office Staff		
McLeod	226	Tahoe T				Parveen Saenz	103	Principal
						Melissa Tackett-Oliver	102	Vice Principal
Kinder								
Childers	129	Castle C				Bailey Collier	116	Office Assistant - Enrollment
Bourgeois	204	Emerald C	4th Grade			Carol Campbell	117	Office Assistant - Attendance
Meier	225	Tahoe S	Gomes	239	Tule 5	Liz Pineo	105	Secretary
			Maciel	215	Mission 5			
1st Grade			Redding	238	Tule 4	Support Staff/SPED		
Popovich	241	Castle T				Celina Mayorga	234	Room 15 Behaviorist
Davies	228	Trinidad S	5th Grade			Erin Morris	219	SF Circle (4-6 Level II/III)
Schofield	229	Trinidad T	Garcia	232	Tule 2	Stephanie Brown	207	Drakes 2 Speech
Weeks	227	Trinidad C	Navak	213	Mission 3	Kim Kelly	203	Drakes 1 Level I
			Muldoon	214	Mission 4	Monica Smith	223	Castle S (TK-1 Level II/III)
2nd Grade			Ryan	235	Tule 3	Chellsea Oliver	220	SF Triangle (2/3 Level II/III)
Banks	222	Shasta S				Natasha Kneff/Jen Miller	210	Mission 2 Psych/Counselor
Diab	221	Shasta C	6th Grade			Kat Beamer/Jannet Pishtoy	200	Bodega S ELD
Miller/Strawn	206	Emerald T	S. Miller	114	Mission 0	Zack Wall	236	Oyster Cove PE
Rayos del Sol	205	Emerald S	Stolan	209	Mission 1	Mohammed Amiri- Tech	202	Drakes 2 Tech
			Ventitelli	231	Tule 1	Rega Chum- OT	108	SF Square
3rd Grade						Kitchen - Akiko	112	
Mailho	218	Monterey T	Title 1/Intervention			Library - Plumb	121	
Rodriguez	217	Monterey S	Linda Cassel/Katy Edwards	240	Bodega C	Print Shop (Bruce & Bobby)	916-339-4615	
Sexton	216	Monterey C	Lacey Lopez	201	Bodega T	PTA Room		
Stolfus	224	Shasta T				Abalone Cove	131	

APPENDIX C - Shut-Offs

In front of the school:

Main Water Valve Shut-off: Remove cover, turn valve clockwise, 0464 Access Key

Locked area next to the bike rack:

Main Gas Valve Shut-off: 0464 Access Key, Red valve, Need wrench

Main Electrical Shut-off: 0464 Access Key, Open left side, Main on center pane

APPENDIX D - Emergency Evacuation Routes

APPENDIX E - Off Campus Evacuation Map

APPENDIX F - Emergency Operations Center (EOC) Form

EOC Message 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):

RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

Injuries

Tally and insert in the grid below. If none, enter "0".

FATALITIES

NUMBER

MAJOR INJURIES

MODERATE INJURIES

MINOR INJURIES

PROPERTY DAMAGE

CIRCLE ONE

MAJOR

MODERATE

MINOR

Transmit data as soon as possible. After transmission, wait for EOC's request to elaborate.

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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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters***.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “commercial film and photographic print processor” means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, “child visitation monitor” means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) “Animal control officer” means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) “Humane society officer” means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “clergy member” means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff’s department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.”

(P.C. 11165.6)

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” **(P.C. 11166 (a))**

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“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.
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))**

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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.org****www.safestate.org**

APPENDIX H - Child Abuse Reporting Form



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip				TELEPHONE				
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)				
	PRIMARY LANGUAGE SPOKEN IN HOME								
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS								
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____					3. _____			
	2. _____					4. _____			
	VICTIM'S PARENTS/GUARDIANS								
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	SUSPECT								
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS Street City Zip		HOME PHONE		TELEPHONE					
OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)								

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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APPENDIX I - Williams Uniform Complaint Procedure

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

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.

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity. Symbols that are degrading or gang related are not permitted.
- Appropriate shoes must be worn at all times. Shoes worn to school should cover the toes, and be sturdy enough to permit safe play at recess and/or during P.E. class and be secured to your foot. Heelies, flip-flops, slides, slippers and high heels are considered unsafe, and should not be worn to school.
- Hats, caps, hoods, and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments. See-through garments, low cut-tops, and bare abdomens are prohibited. Pajamas are not permitted.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

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 *48900(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

All teachers are notified at the beginning of the year of how to determine or find which students have disciplinary concerns from previous years that they are to be notified of and how to access the disciplinary records.

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.

APPENDIX N - 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.

APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	<input checked="" type="checkbox"/>	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	<input checked="" type="checkbox"/>	Original template provided by the district reviewed.
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 	<input checked="" type="checkbox"/>	
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 	<input checked="" type="checkbox"/>	

The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	<input checked="" type="checkbox"/>	
a. Child Abuse Reporting procedures	<input checked="" type="checkbox"/>	
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	<input checked="" type="checkbox"/>	
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 	<input checked="" type="checkbox"/>	
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	<input checked="" type="checkbox"/>	
e. Policies and procedures which lead to suspension and/or expulsion.	<input checked="" type="checkbox"/>	
f. Procedures to notify teachers of dangerous pupils.	<input checked="" type="checkbox"/>	
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.	<input checked="" type="checkbox"/>	
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.	<input checked="" type="checkbox"/>	
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	<input checked="" type="checkbox"/>	
j. Procedures that create a safe and orderly environment conducive to learning at the school.	<input checked="" type="checkbox"/>	
k. Access to the school campus (visitors).	<input checked="" type="checkbox"/>	
l. The rules and procedures on school discipline.	<input checked="" type="checkbox"/>	
m. Crisis Response Plan.	<input checked="" type="checkbox"/>	
n. Hate crime reporting procedures and policies.	<input checked="" type="checkbox"/>	

The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	<input checked="" type="checkbox"/>	
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	<input checked="" type="checkbox"/>	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	<input checked="" type="checkbox"/>	
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	<input checked="" type="checkbox"/>	
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	<input checked="" type="checkbox"/>	

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan



REX FORTUNE ELEMENTARY SCHOOL

Safe School and Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

Revised December 2023

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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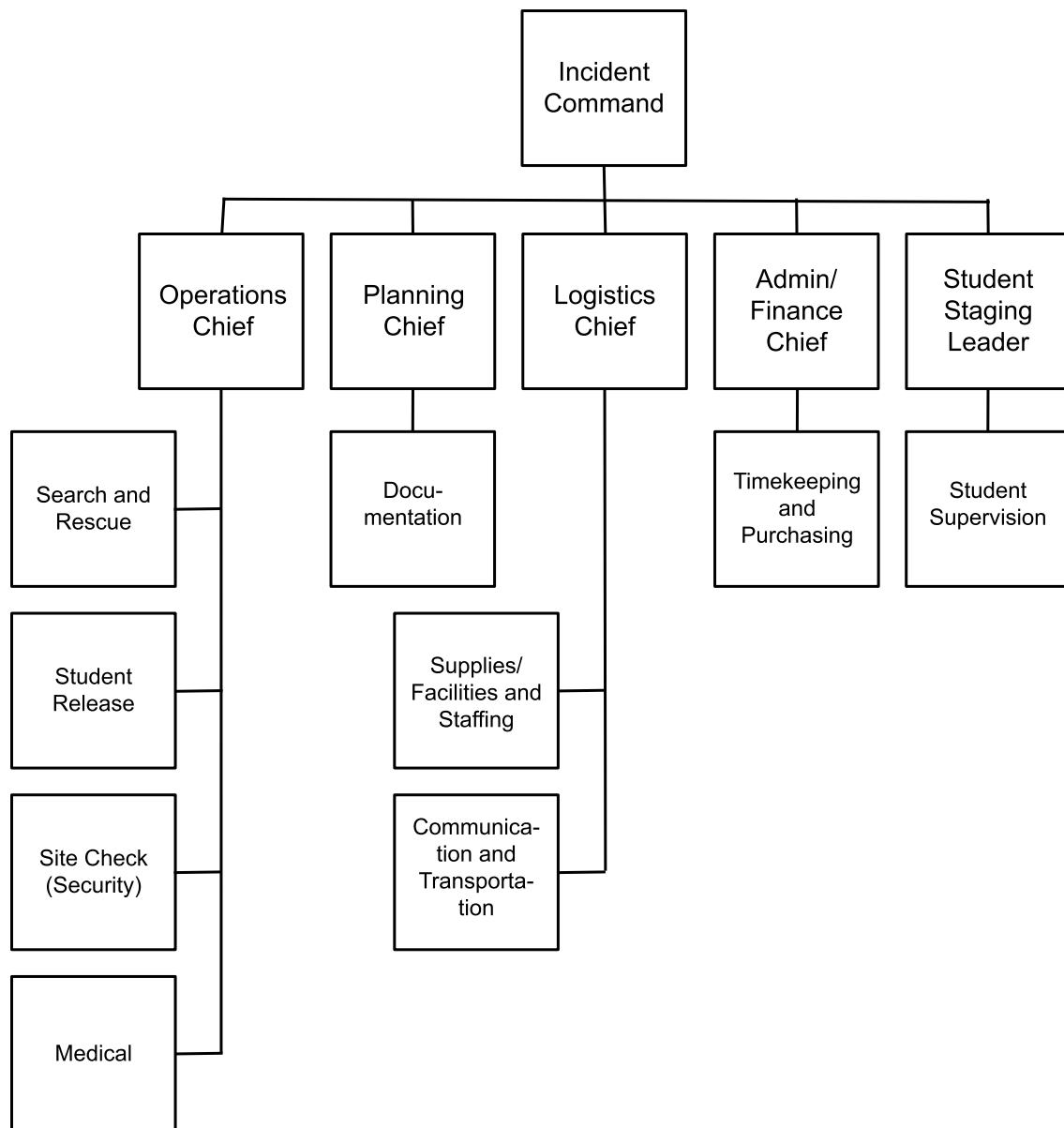
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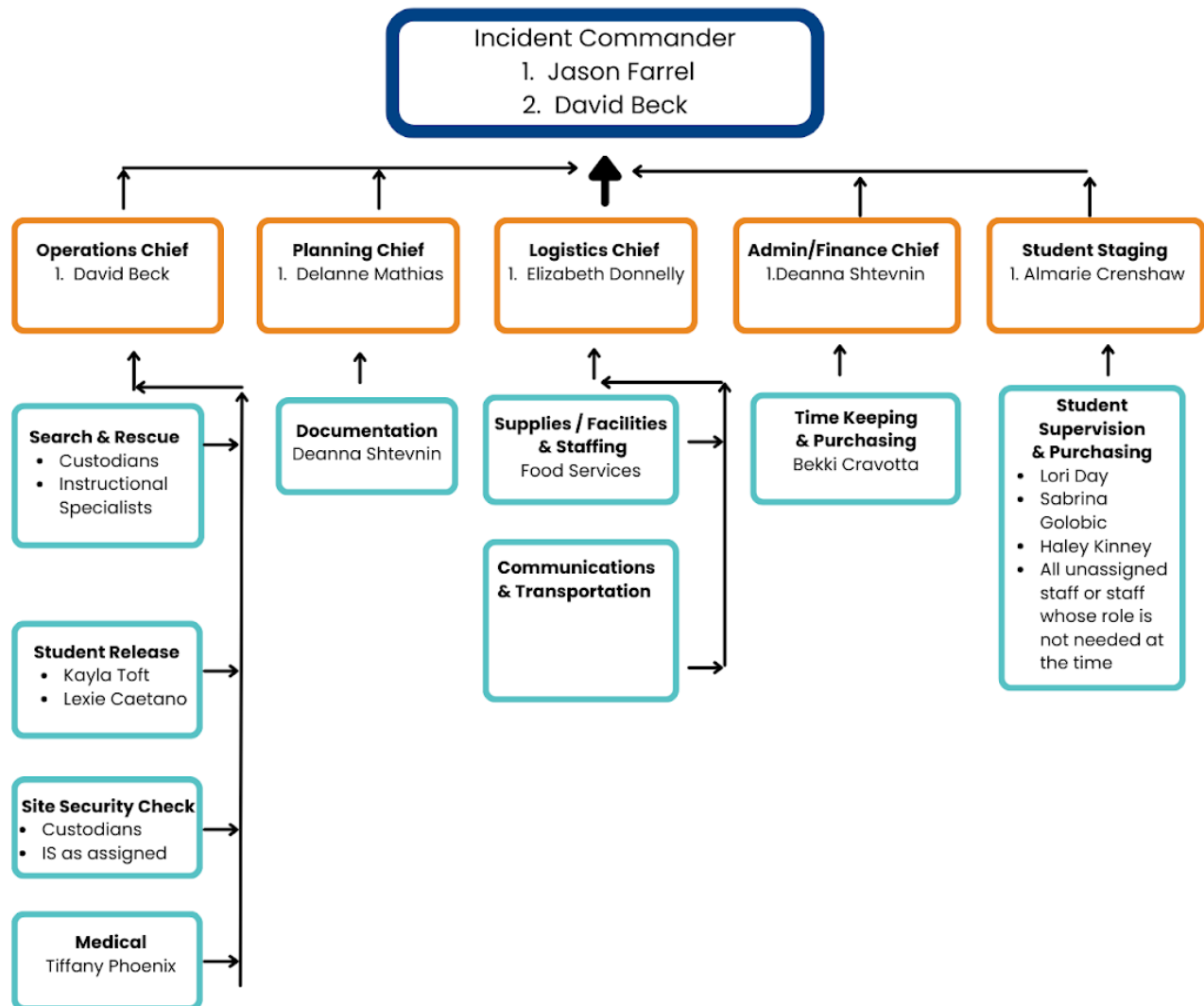
PART I - CRISIS MANAGEMENT

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.



Rex Fortune Elementary School Incident Command System



Incident Command Position 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	Multi-purpose Room
Primary: Office	Primary: Playground Shade Structure	
Secondary: E4	Secondary: MPR Shade Structure	Staging Areas
Parent/Guardian Reunification Area		Emergency Services Staging: Fire Lane around perimeter of campus
East Field Gate on Monarch Grove St.		Bus Staging: Bus Loop
Off-Site Evacuation Location		Media Staging: Front of school sidewalk along Upland, or city park next to campus (when completed)
Other:		

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 staff 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 law enforcement 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, including, but not limited to the following:

- 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 if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: **"CODE RED LOCKDOWN"**, which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if **CODE RED** signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.

- Await further instructions.

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 the 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find a safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate (Catapult or verbal notification).
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.

- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 a pre-designated location away from the building.
- Necessary first aid should be performed.

Students

- In homeroom or currently assigned class
 - Leave all personal items in the classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 / lunch
 - Follow directions of staff.
 - Students should go to the assembly area of their regular teacher.

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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board busses or to walk to off-site evacuation 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 below.) Have the individual circle their name, add date and time, and sign on the form.

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

North Country Elementary School

Page 1




2018-2019

Emergency Student Listing

2/28/2019

Teacher: Anderson, Jeanne

Room: O-3

STUID	Student Name	Gndr	Grd	Birthdate	Address / City	
						
Parent/Guardian		Telephone		Primary Contact 1:		Primary Contact 2:
						
Parent/Guardian		Telephone		Primary Contact 1:		Primary Contact 2:
Emergency Contact Name		Telephone	Work Phone	extn	Cell Phone	Pager
						
Parent/Guardian		Telephone		Primary Contact 1:		Primary Contact 2:
Emergency Contact Name		Telephone	Work Phone	extn	Cell Phone	Pager

Unaccounted Students Form

Teacher:	Room #:	Date:
School Site:		
Student Name:	Gade:	Notes:

Section 6 - School Partnerships

List off-site partnerships here:

Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		

Section 7- Resources

First Aid Kits: Available in all classrooms, office, and noon duty aides.

Emergency Kits: Available in all classrooms and office

Fire Extinguishers: Located in all rooms on campus.

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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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

Rex Fortune Elementary School: (916) 735-7001

Wilson C. Riles Middle School: (916) 787-8100

Center High School: (916) 338-6420

McClellan High School: (916) 338-6445

Section 10 - Letters Home



REX FORTUNE
ELEMENTARY SCHOOL

Learning Without Limitations

4601 Upland Drive
Roseville, CA 95747
916-735-7001
Principal: Jason Farrel

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 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:

- Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
- 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.



REX FORTUNE
ELEMENTARY SCHOOL
Learning Without Limitations

4601 Upland Drive
Roseville, CA 95747
916-735-7001
Principal: Jason Farrel

- 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.
- 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.
- 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



REX FORTUNE
ELEMENTARY SCHOOL
Learning Without Limitations

4601 Upland Drive
Roseville, CA 95747
916-735-7001
Principal: Jason Farrel

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 a 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 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

**While the above letter is available, the site provides for snacks and water to be included in each classroom's emergency kit.*

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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a “Code Yellow” on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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.
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2 - Violent, Dangerous, or Unlawful Activities

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Teacher in Charge (TIC) or Admin Designee.
 - Admin Designee: **David Beck**
 - Alternate Teacher in Charge / Admin Designee: **Delanne Mathias**
- Admin, Designee, or TIC will proceed to the emergency and assess the situation.
- Initial admin on site is in command until relieved by emergency services or the principal.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.
 - Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.

The site Principal will review the reports and follow-up as determined necessary.

Section 3 - 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 4 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they say they want money, or represent some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.

- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

INSTRUCTIONS:

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

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

Recognize Voice? Yes / No**Who:** _____**Caller's Voice (circle):**

Male	Female	Calm	Nervous
Young	Middle-aged	Old	Rough
Refined	Disguised	Nasal	Angry
Broken	Stutter	Slow	Sincere
Lisp	Rapid	Giggling	Deep
Crying	Squeaky	Excited	Stressed
Accent	Loud	Slurred	Normal

Other: _____

Accent? Yes / No**Describe:** _____**Exact time of call:** _____**Speech Impediment?** Yes / No**Describe:** _____**Exact words used by caller:** _____**Unusual Phrases:** _____

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 5 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 6 - 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 "shelter-in-place 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 7 - 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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 8 - 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 9 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

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

Section 10 - Flood

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 11 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 12 - 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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 911 and then either call the office at 916-735-7001 or the administrator at xxx-xxx-xxxx.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort

Intruder Appears on Campus During Recess

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. Suggested procedures include:

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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

Section 13 - 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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 14 - 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 law enforcement (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 office staff on how to respond to phone calls regarding the incident.

Section 15 - 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 predetermined 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 them.
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 a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
 - b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
 - c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - a. Always immobilize
 - b. Elevate joint
 - c. Apply cold packs during first half hour
 - d. Treat the same as closed fractures
 - e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.

4. First Aid for chemical burns
 - a. Wash chemicals away with water.
5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
 - c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.
2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - a. No stimulants or fluids
 - b. Don't raise his feet; keep the victim FLAT
 - c. Observe carefully for stopped breathing or blocked airway
 - d. Get medical help immediately
 - e. When transported, gently lay flat
 - f. Position head to side so secretions may drool from corner of mouth
 - g. Loosen clothing at neck

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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 (AED) 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, 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.

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 the nose until a doctor is present.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the



recovery position. Place the person on their left side with their right leg and arm crossed their body.

Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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 16 - 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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.

15. Double check circumstances. Could the child have ridden the wrong bus or walked home?
Did someone pick-up the child? Is the child at another activity?
16. Assist law enforcement's department with investigation.
17. 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 17 - 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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 18 - 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.

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.

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.

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.

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.

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.

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.

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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 19 - 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 20 - Shooting / Stabbing

Assess the situation

- Is the suspect in the school?
- Has a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 21 - Campus Visitor Procedures

We are proud of the educational program at Rex Fortune Elementary School. It is our pleasure to have any parent who wishes to visit the classroom do so.

1. This is a closed campus. All persons, upon arrival, must report to the office to sign in and obtain a visitor's badge.
2. All visitors are required to make an appointment with the teacher prior to their arrival on campus to protect classroom instructional minutes.
3. Visitors must return to the office and sign out before leaving campus or sign out on their cell phone.
4. To respect the learning environment of all students, no siblings are allowed on campus or field trips.

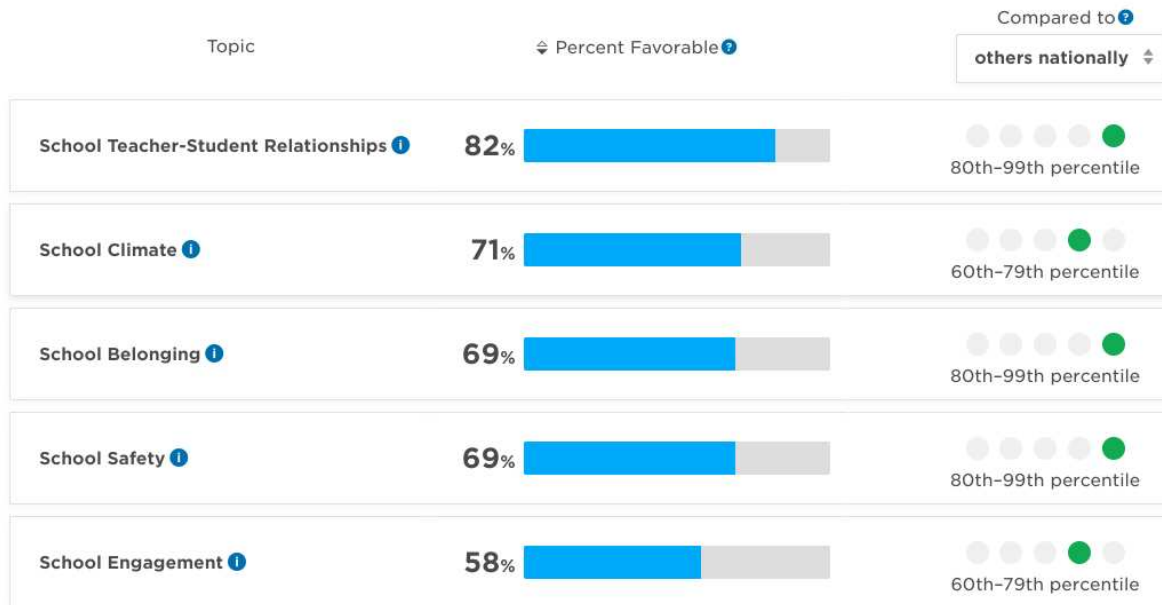
Volunteers are especially welcome (See [Volunteer Information](#)). We encourage you to become part of our distinguished group of parents who do a variety of things around the school for the betterment of our students and our school.

Section 22 - Panorama Survey Information

Grades 3-5

63 responses | [show breakdown](#)

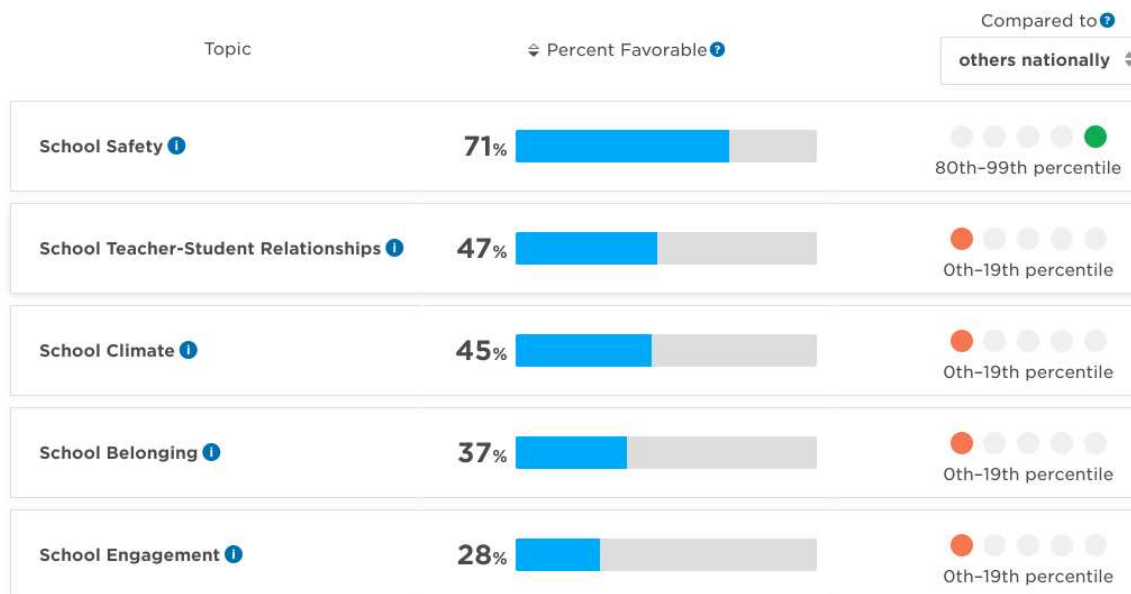
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Grades 6-12

17 responses | [show breakdown](#)

 Sa



Section 23 - School Rules

 REX FORTUNE ELEMENTARY SCHOOL	Learning Spaces	Walkways	Cafeteria	Restrooms	Playground
 FOSTER POSITIVITY	<ul style="list-style-type: none"> • be kind to others • cooperate with others • be open to others' ideas • listen when others are speaking • eyes on the speaker 	<ul style="list-style-type: none"> • remain in line and keep your space • respect space of others • be mindful of learning in nearby classrooms 	<ul style="list-style-type: none"> • use kind words • use good manners • say please and thank you • wait your turn • Voice level 2 	<ul style="list-style-type: none"> • wait your turn • respect privacy of others • keep hands and feet to yourself 	<ul style="list-style-type: none"> • follow adult guidance • treat people how you want to be treated • take turns • allow everyone to play
 LEAD RESPONSIBLY	<ul style="list-style-type: none"> • participate and do your best • complete your work • enter the room quietly • push in your chair • use materials appropriately • keep your body to yourself 	<ul style="list-style-type: none"> • walk to and from your destination • walk in a straight line with a voice level 0 • walk on the right side of the hallway • keep your body to yourself 	<ul style="list-style-type: none"> • remain in your seat • leave no trace • walk in line • report any spills 	<ul style="list-style-type: none"> • flush the toilet • wash and dry your hands • leave no trace • keep water in the sink • keep your body to yourself 	<ul style="list-style-type: none"> • use equipment properly • return all equipment • report unsafe situations to an adult on the playground • freeze when the bell rings
 YEARN FOR GROWTH	<ul style="list-style-type: none"> • follow directions • raise your hand • use appropriate tone and language 	<ul style="list-style-type: none"> • walk to and from your destination 	<ul style="list-style-type: none"> • focus on eating • raise your hand for help 	<ul style="list-style-type: none"> • take care of business • promptly return back to class 	<ul style="list-style-type: none"> • line up when prompted by adult

Section 24 - Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or Behavior Intervention Plan (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If both Principal and Vice Principal are off-site, office staff will contact Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC not available.) An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: David Beck
 - b. Alternate 1: Delanne Mathias
2. Administrator or TIC will proceed to the emergency.
3. If safe, the class will evacuate to an alternative class or location.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been Pro-Act trained. There need be at least 3 adults who are Pro-Act trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer.

PART III - 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.

Rex Fortune Elementary School

Mission Statement:

Our mission is to inspire and empower our students to become curious, critical thinkers and problem solvers who are equipped with the skills and knowledge needed to excel in the fields of science, technology, engineering, the arts and mathematics (STEAM). We strive to create a diverse, inclusive, and dynamic learning community that fosters creativity, collaboration, and innovation.

Vision Statement:

Our vision is to be a leading elementary STEAM school that produces confident, capable, and compassionate leaders who are prepared to tackle the challenges of the 21st century. We envision a future where our students have the tools and opportunities to make a positive impact on the world through the application of STEAM principles and practices.

Section 2 - People and Programs

In our first year, Rex Fortune Elementary is focused on establishing a strong foundation for our school climate by forging relationships with staff, students, families, and community. Our robust online presence allows us to keep the community informed and connected to school events and activities. Parent and community engagement is paramount to our positive school culture. We have successfully established a Parent Teacher Organization, School Site Council , and English Learner Advisory Committee to help provide guidance and support.

Student recognition, in the form of monthly awards celebrations, helps us recognize and celebrate students who embody the spirit of our school with a focus on teamwork, excellence in science, and outstanding achievement. Monthly school spirit days help build a sense of community and identity. With research indicating a correlation between student belonging and positive behaviors.

Section 3 - School Climate Goals

The School Climate

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

Objective #1: School Engagement

- Students in 3rd-6th grade indicate that they rarely talk about ideas from class when they are not at school.
 - Results indicate that there may be a lack of interest or excitement related to lessons or instructional practices.
 - Explore School Engagement strategies in Panorama
 - Staff discussion on ways teachers can help build more interest or excitement in lesson planning.

Objective #2: Professional Learning

- 63% of staff responded favorably to, "How often do your professional development opportunities help you explore new ideas?"
 - Survey results indicate that classified employees need more relevant training
 - Connect with CSEA to identify professional development opportunities for classified professionals.
 - Interest survey for classified professionals to identify professional learning interests.

Objective #3: School Safety-Bullying Prevention

- 63% of families responded favorably to, "if a student is bullied at your child's school, how difficult is it for him/her to get help from an adult."
 - More than 1/3 of the families who responded to the survey express that bullying and getting help for bullying is a concern.
 - Partner with PTO to find anti-bullying assemblies
 - Provide updates to families via Weekly Flyer and social media

Section 4 - Place

Create a physical environment that communicates respect for learning and for individuals.

Rex Fortune Elementary School is the newest school in Center Joint Unified School District opening in August 2023. Our state of the art buildings provide unique learning environments for our students to explore STEAM based learning. A combination of indoor and outdoor learning spaces allow students the space they need to work collaboratively as they explore computer science, robotics, engineering, and science concepts.

We have a closed campus with fencing around the perimeter of the school. Strict practices are in place to ensure the safety of our students and staff. Visitors are required to check in with a valid driver's license and receive a visitor's badge before entering campus. The school is equipped with surveillance cameras, security and fire alarms, and electronic locks on all doors. The electronic locks allow us to lockdown the entire campus in a matter of seconds should the need arise.

School grounds are meticulously maintained to create a welcoming environment for all individuals on our campus.

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 various surveys:

Objective #1: Revisit and refine emergency procedures as enrollment increases including evacuation routes and reporting.


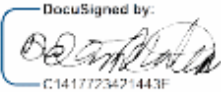

Objective #2: Establish play area limitations (limited field access) to ensure staff can adequately monitor students.

Section 6 - Signature Sheet

Rex Fortune 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/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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 Name	Title	Signature
Jason Farrel	Principal	
Delanne Mathias	Teacher	
Kevin Bodie	SSC Chairperson	

APPENDIX A - Staff List

Name	Role	Email
Jason Farrel	Principal	jfarrel@centerusd.org
Deanna Shtevnin	Secretary	dshtevnin@centerusd.org
Almarie Crenshaw	Office Assistant	acrenshaw@centerusd.org
Lexie Caetano	Transitional Kindergarten	lcaetano@centerusd.org
Elizabeth Donnelly	Kindergarten	edonnelly@centerusd.org
Jessica Martin	Kindergarten	jmartin@centerusd.org
Sabrina Golobic	1st Grade	sgolobic@centerusd.org
Lori Day	2nd Grade	day@centerusd.org
Emma Tarabanovic	2nd Grade	etarabanovic@centerusd.org
Nathan Chesmore	3rd Grade	nchesmore@centerusd.org
Tiffany Phoenix	3rd Grade	tphoenix@centerusd.org
Kayla Toft	4th Grade	ktoft@centerusd.org
Hayley Kinney	5th Grade	hkinney@centerusd.org
Delanne Mathias	6th Grade	dmathias@centerusd.org
David Beck	ELD	dbeck@centerusd.org
Farangis Karimova	ELD Bilingual Aide	karimovafarangis@centerusd.org
Misti Bolton	Lead Custodian	mbolton@centerusd.org
Nadiia Menko	Custodian	nmenko@centerusd.org
Bekki Cravotta	Librarian	bcravotta@centerusd.org
Bianca Ismerio	Cafeteria	bismerio@centerusd.org
Jennifer Halcomb	Lead Cafeteria	jmalcomb@centerusd.org
Zarghoona Zaki	Noon Duty	zaki@centerusd.org
Mimi Soo	Noon Duty	msoo@centerusd.org
Pareenaphun McCarthy	Noon Duty	pmmcarthy@centerusd.org
Sarah Cady-Miller	Noon Duty	sarahcady@centerusd.org
Phally Phay	Instructional Specialist	pphay@centerusd.org
Robin Huebner	SLP	rhuebner@centerusd.org

Chris Riley	RSP	criley@centerusd.org
Marsha Cornwell	RSP	mcornwell@centerusd.org

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

<u>Kindergarten/TK</u>			<u>1st Grade</u>		
Caetano (TK)	B - 1	x203	Golobic	E - 1	x210
Donnelly	C - 1	x202			
Martin	C - 2	x201			
<u>2nd Grade</u>			<u>3rd Grade</u>		
Day	F - 2	x220	Phoenix	E - 8	x217
Tarabanovic	E - 2	x211	Chesmore	F - 3	x221
<u>4th Grade</u>			<u>5th Grade</u>		
Toft	E - 9	x218	Kinney	F - 5	x223
<u>6th Grade</u>			<u>ELD</u>		
Mathias	F - 4	x222	Beck	E - 7	x216
<u>Office</u>			<u>Resources</u>		
Jason Farrel	Principal	x109	Student and Family Services		338-6387
Deanna Shtevnin	Secretary	x112	Transportation		338-6418
Almarie Crenshaw	Office Asst	x111			
	Kitchen	x115	Adventure Club	E - 3	x212
Bekki Cravotta	Library	x100	Right At School	E - 4	x213
	Nurse	x110 x104	STEAM Lab A	F - 1	x219
Robin Huebner	SLP / E-6	x102	STEAM Lab B	F - 6	x224
Chris Riley	RSP / E-5	x101			

APPENDIX C - Shut-Offs

APPENDIX D - Emergency Evacuation Routes

APPENDIX E - Off Campus Evacuation Map

EOC Message 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	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
-----------------------	----------------------

Unable to treat in site. i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	<input type="text"/>
--------------------------	----------------------

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	<input type="text"/>
-----------------------	----------------------

First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

Transmit data as soon as possible. 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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters***.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “commercial film and photographic print processor” means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, “child visitation monitor” means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) “Animal control officer” means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) “Humane society officer” means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “clergy member” means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.

- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
- Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**
Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**
- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” **(P.C. 11166 (a))**

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Website at 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.org****www.safestate.org**

APPENDIX H - Child Abuse Reporting Form



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

Print Form

Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL		
		OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS Street City Zip			TELEPHONE		
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D. INVOLVED PARTIES	VICTIM'S BROTHERS/SIBLINGS					
	1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY			
	2. NAME BIRTHDATE SEX ETHNICITY		4. NAME BIRTHDATE SEX ETHNICITY			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE		
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS Street City Zip				TELEPHONE	
	OTHER RELEVANT INFORMATION					
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)					

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

In Placer County:

If you are a mandated reporter you must call 916-872-6549 or toll free at 866-293-1940 to initiate your report.

Additionally, you must also send a written report within 36 hours of the telephonic report.

Access the State of California's suspected child abuse report form (PDF) (this form may only be printed and manually filled out). Review the instructions (PDF).

Submit the Suspected Child Abuse Report in one of the following ways:

Email to Placer County (Review the following specific directions)

Fax: 916-784-6400

Mail:

Family and Children's Services

1000 Sunset Boulevard

Suite 140

Rocklin, CA 95765

[Child Welfare Services & Foster Care Services | Placer County, CA](#)

Center Joint Unified School District
●8408 Watt Avenue, Antelope, CA 95843 ● 916-338-6320 ● 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

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.

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity. Symbols that are degrading or gang related are not permitted.
- Appropriate shoes must be worn at all times. Shoes worn to school should cover the toes, and be sturdy enough to permit safe play at recess and/or during P.E. class and be secured to your foot. Heelies, flip-flops, slides, slippers and high heels are considered unsafe, and should not be worn to school.
- Hats, caps, hoods, and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments. See-through garments, low cut-tops, and bare abdomens are prohibited. Pajamas are not permitted.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

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 *48900(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

All teachers are notified at the beginning of the year of how to determine or find which students have disciplinary concerns from previous years that they are to be notified of and how to access the disciplinary records.

A Google form is used to notify staff of previous disciplinary actions.

Student Discipline Notification

This form outlines how to identify if a student has previous assertive discipline records and serves as our annual mandate to inform you of student disciplinary records.

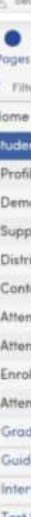
When reviewing a print out of your class roster, look for students with an asterisk next to the Student ID column

North Country Elementary School
2020-2021
Teacher# 0403
Teacher Name: **Brady-Kennedy, Kiara**

02/03/2021
1:23:50 PM
Class List by Teacher
Room: CYP 2
Grade: 4
Page 2

Stu Id	Last Name	First Name	Middle Name	Gender	Grade	Prog
047				Female	4	
047				Male	4	
047				Female	4	
048				Female	4	
047				Female	4	
047				Male	4	
049				Female	4	
048				Female	4	
046				Female	4	
046				Male	4	
046				Male	4	
047				Female	4	
* 047				Male	4	
050				Female	4	
* 048				Female	4	
047				Male	4	
* 051				Female	4	
047				Female	4	
047				Male	4	
* 047				Male	4	
047				Male	4	
* 046				Male	4	
10 Total Males 12 Total 0 Total Other 22 Total Students						

An asterisk (*) indicates that the student has an assertive discipline record in Aeries.





The screenshot shows the Aeries SIS mobile app interface. The top bar displays the Aeries logo and the text 'Student Information System'. Below the top bar is a search bar with the placeholder text 'Search students...'. The main content area is divided into two sections. The left section is a sidebar menu with the following items: 'Pages', 'Reports', 'Favorites', 'Filter Pages...', 'Home', 'Student Data', 'Profile', 'Demographics', 'Supplemental', 'District Supplemental', 'Contacts', 'Attendance', 'Attendance Enrollment', 'Enrollment History', 'Attendance History', 'Grades', 'Guidance', 'Interventions', 'Test Scores', 'Medical', and 'Scheduling'. The 'Student Data' and 'Guidance' items are highlighted in blue. A red arrow points to the 'Student Data' item, and another red arrow points to the 'Guidance' item. The right section of the main content area is currently empty.

To look at discipline records in Aeries, 1: Navigate to Student Data; 2. Select Guidance; 3. Select Assertive Discipline.

In this screen you will see all discipline records for the student while they have been enrolled in our district. Click on the Violation for full details of the entry.

The screenshot shows the Aeries Student Information System interface. The top navigation bar includes the Aeries logo, the school name "North Country Elementary School", and the school year "2020-2021". The left sidebar contains a "Filter Pages" section with icons for Pages, Reports, and Favorites, followed by a list of navigation options: Profile, Demographics, Contacts, Attendance Enrollment, Grades, Discipline (highlighted with a red arrow), Administrative Decision (Disposition) Totals This Year, Interventions, Test Scores, Programs, Other, Multi Student Search, Reports, Teacher Mail, and View All Reports. The main content area is titled "Assessive Discipline" and features a search bar with "LH" entered. Below the search bar, there are fields for Student's Mobile, Student's Email, and Authentication Preference, along with a "Full Connect Link" button. A "SSA Date" field is also present. A "Select a Record to View Details:" dropdown menu is shown, with two options: "11/16/2017 8:45:00pm-12:00:00am Caused, Attempted, or Threatened Physical Injury (S)" and "8/21/2017 8:45:00pm-12:00:00am Disrupted School Activities / Defiance of Authority". Below this, a table displays discipline incidents with columns for Date, Location, Action, Count, Total Days, and Total Hours. The table shows two records: one for 11/16/2017 and another for 8/21/2017. Below the table, there is a section titled "Administrative Decision (Disposition) Totals This Year" with a "Total Counts" table showing "This Year" and "Cumulative" counts for each record.

Check for Red Flags which may indicate previous suspensions and expulsions from a different district. Specific details can be found in the Student Cumulative Folder.



2020-2021 ▾

North Country Elementary School ▾

Profile

This student has previous Assertive Disciplinary Information

General

Contact

Add'l Info

Flags 0

Programs 0

User Codes

Student's Mobile

Student's Email

Notification Preference

Full Contact List

Siblings

Parent/Guardian

Parent Email

Primary Phone

Primary Contact 1

Primary Contact 2

Residence

Mailing

Enter your First and Last Name *

Your answer

*

☐ By checking this box I acknowledge that I have reviewed and understand how to access disciplinary information.

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.

APPENDIX N - 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.

APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is composed of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	✓	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	✓	Original Template from the District was reviewed.
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 	✓	
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and 	✓	

programs that provide/maintain a high level of school safety.		
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	✓	
a. Child Abuse Reporting procedures	✓	
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	✓	
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 	✓	
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	✓	
e. Policies and procedures which lead to suspension and/or expulsion.	✓	
f. Procedures to notify teachers of dangerous pupils.	✓	
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.	✓	
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.	✓	
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	✓	
j. Procedures that create a safe and orderly environment conducive to learning at the school.	✓	
k. Access to the school campus (visitors).	✓	

l. The rules and procedures on school discipline.	✓	
m. Crisis Response Plan.	✓	
n. Hate crime reporting procedures and policies.	✓	
The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	✓	
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	✓	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	✓	
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	✓	
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	✓	

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan

Spinelli Elementary

Home Of The Tigers



Safe School and Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA
Revised January 2024

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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- Abdominal Pain
- Artificial Respiration
- Bleeding
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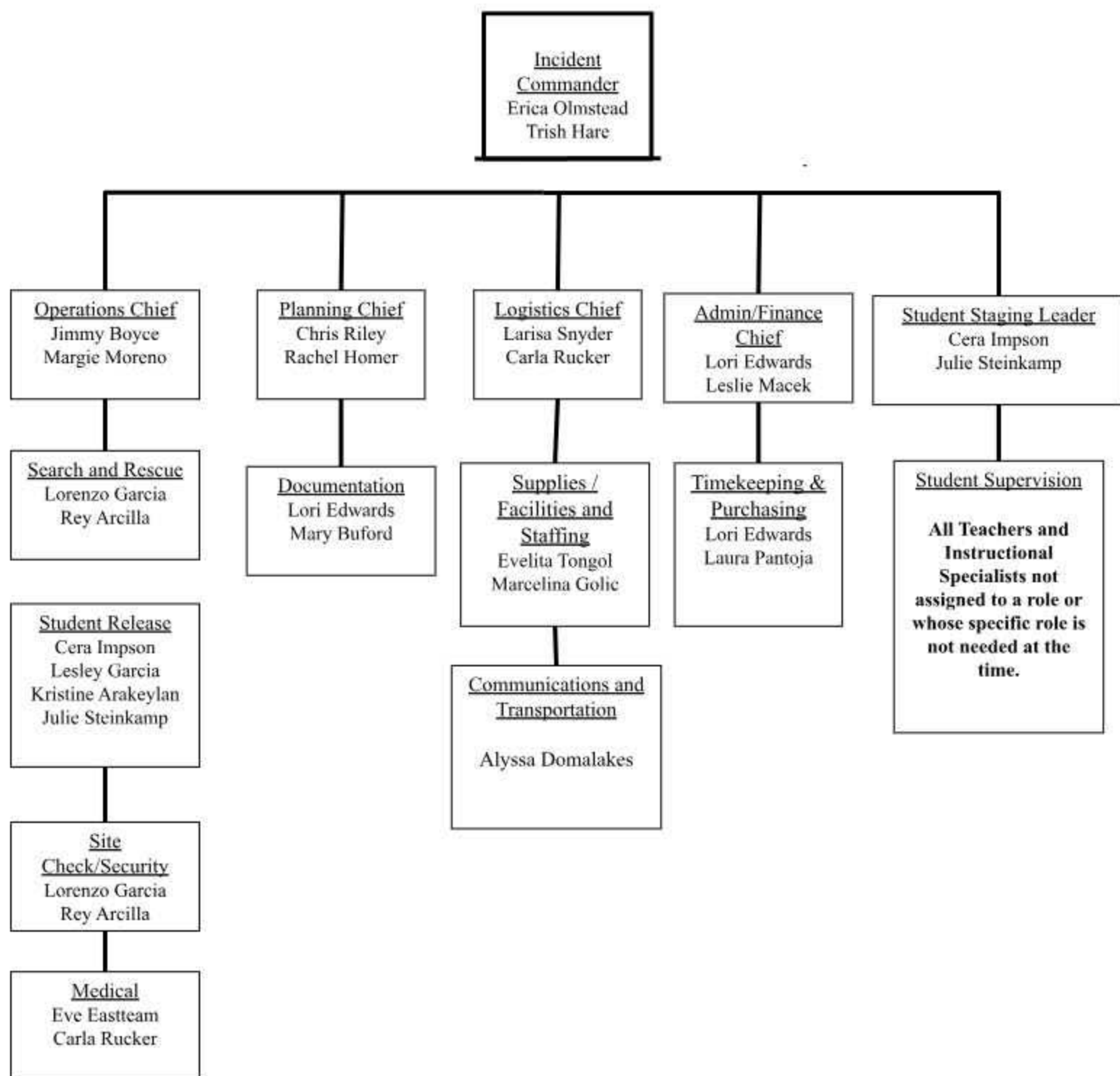
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PART I - CRISIS MANAGEMENT

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.



Incident Command Position 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 the 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 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	Indoor - Room 37
Primary: Main Office	Primary: Outside nurse's office on playground inside gates	Outdoor - Grassy area near rooms 1,2,3
Secondary: Cafeteria/Multipurpose Room	Secondary: Picnic tables behind the cafeteria	Staging Areas
Parent/Guardian Reunification Area		Emergency Services Staging: Front of school/parking lot
		Bus Staging: Field or cafeteria
Off-Site Evacuation Location		Media Staging: Grassy area in front of school
Indoor - North Country Elementary Outdoor - Cherry Blossom Park		
Callout: Cherry Blossom Park: West on Ford and Cherry, follow north, west on Sherb. Drive, south on Wood Drive North Country Elementary: 2900 Little Rock Drive Walk/Parkway south, east on Annapolis Road, south on Back Bay Drive, east on Little Rock Drive to school on the left.		

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 staff 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 law enforcement 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, including, but not limited to the following:

- Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off.
- If students/staff are outside, staff will help direct students in their vicinity to the nearest building and get students and themselves safely inside.
- Call the office immediately if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: **"CODE RED LOCKDOWN"**, which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if **CODE RED** signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.
 - Await further instructions.

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 the 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find a safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate.
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.
- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 a pre-designated location away from the building.
- Necessary first aid should be performed.

Students

- In homeroom or currently assigned class
 - Leave all personal items in the classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 / lunch
 - Follow directions of staff.
 - Students should go to the assembly area of their current classroom.

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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board buses or to walk to off-site evacuation 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/designee approves of their leaving.

Student Release Form	
School Site:	
Student Name:	
Date:	Time:
Teacher:	
Room #:	Grade:
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

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Student Release Form	
School Site:	
Student Name:	
Date:	
Teacher:	
Room #:	
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

Unaccounted Students Form

Teacher:	Room #:	Date:
School Site:		
Student Name:	Grade:	Notes:

Section 6 - School Partnerships

List off-site partnerships here:

Organization Name: North County Elementary School	Contact Name: Teresa Brown, Principal, or her designee	Phone #: (916) 330-6400
Directions: Walt Avenue south, east on Arroyo Road, south of Black Horse, and east on Duke Road Drive to the school on the left.		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name:	Contact Name:	Phone #:
Directions:		

Section 7- Resources

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

There are first aid kits in each classroom as well as the main office, library, and cafeteria.

**The AED is located in the nurse s office adjacent to the main office.
Narcan is located in the nurse's office adjacent to the main 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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by 2 way radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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



Cyril Spinelli Elementary School
3401 Scotland Drive
Antelope, CA 95843
(916) 338-6490 • Fax (916) 338-6386

Erica Olmstead
Principal
Home of the Tigers

Dear Parents/Guardians:

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/guardians to be advised as to what to expect while their student is in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will not be evacuated from the building unless directed by site administration. In the event of an actual fire that requires evacuation, students will be evacuated according to the school's evacuation plans or to the off-site location as determined by your student's school site.
2. If possible, notification will be sent to parents through the emergency messaging system; otherwise, parents/guardians will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents/guardians can be reached, a notice will be left on the front door informing parents/guardians where to find their student. Only parents/guardians 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, schools may use designated off-site evacuation locations.
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 directed by emergency personnel or by site/district administrative discretion.
6. Parents should discuss the above information with their student and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents/guardians.

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 student.
2. Each year make your student's teacher aware of their 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 student is familiar with the people they 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.

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5. Be aware that you may not be able to get to your student 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 student may have them for several hours or even days.

Sincerely,

A handwritten signature in cursive script that reads "Erica Olmstead".

Erica Olmstead, principal



Cyril Spinelli Elementary School
3401 Scotland Drive
Antelope, CA 95843
(916) 338-6490 • Fax (916) 338-6386

Erica Olmstead
Principal
Home of the Tigers

Dear Parents:

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

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

- (1) can of fruit drink (*no pouches or 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 student'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 student will not be permitted to take something from the kit if they 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,

Erica Olmstead, 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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a "Code Yellow" on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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..
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2- Violent, Dangerous, or Unlawful Activities on School Grounds

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Admin Designee.
 - Admin Designee: **Trish Hare or Carla Rucker or Larisa Snyder**
- Admin or Designee will proceed to the emergency location, if possible, and assess the situation.
- Initial admin on site is in command until relieved by principal or emergency services.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.
 - Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.
- The site Principal will review the reports and follow-up as determined necessary.

Section 3 - 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 4 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they say they want money, or represents some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.

- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

INSTRUCTIONS:

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

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

Recognize Voice? Yes / No**Who:** _____**Caller's Voice (circle):**

Male	Female	Calm	Nervous
Young	Middle-aged	Old	Rough
Refined	Disguised	Nasal	Angry
Broken	Stutter	Slow	Sincere
Lisp	Rapid	Giggling	Deep
Crying	Squeaky	Excited	Stressed
Accent	Loud	Slurred	Normal

Other: _____

Accent? Yes / No**Describe:** _____**Exact time of call:** _____**Speech Impediment?** Yes / No**Describe:** _____**Exact words used by caller:** _____**Unusual Phrases:** _____

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 5 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 6 - 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 "shelter-in-place 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 7 - 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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 8 - 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 9 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

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

Section 10 - Flood

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 11 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 12 - 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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 105 or the administrator at 102.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort.
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort.

Intruder Appears on Campus During Recess

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. Suggested procedures include:

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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

Section 13 - 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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 14 - 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 law enforcement (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 office staff on how to respond to phone calls regarding the incident.

Section 15 - 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 predetermined 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 them.
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 a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.

2. Fractures:
 - a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
 - b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
 - c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - a. Always immobilize
 - b. Elevate joint
 - c. Apply cold packs during first half hour
 - d. Treat the same as closed fractures
 - e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

- 1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
- 2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
- 3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.
- 4. First Aid for chemical burns
 - a. Wash chemicals away with water.
- 5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.

- b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
- c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:

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

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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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.

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 (AED) 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, 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.

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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.

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 the nose until a doctor is present.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the recovery position. Place the person on their left side with their right leg and arm crossed their body.



Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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.

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Mild to Moderate Pandemic:

- Caused by a 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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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 16 - 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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.
15. Double check circumstances. Could the child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?

16. Assist law enforcement's department with investigation.

17. 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 17 - 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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 18 - 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.

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.

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.

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.

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.

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.

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.

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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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 19 - 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 20 - Shooting / Stabbing

Assess the situation

- Is the suspect in the school?
- Has a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 21 - Campus Visitor Procedures

Student Pick-Up and Drop-Off Procedures

To ensure the safety of all students, when picking up or dropping off your child, please use the designated areas. The area for safe drop off is along the front of the school on Scotland Drive, near the two sidewalks that lead to the school. Your child needs to use the sidewalks.

- Your child may not walk through the parking lot unescorted. This is very dangerous!
- The school parking lot is designated for buses only.
- Children are to cross in the crosswalks only with adult supervision. Waving your child over is dangerous and will not be permitted.
- Double parking or blocking driveways is not permitted. These are not only school rules, but they are the law. Please teach your child to be a law abiding citizen by modeling that behavior for them.

For the safety of all children, you must wear a visitor's badge while on the school campus during school hours. Please check in at the office and obtain a visitor's badge before entering the campus after 8:05 am.

When school is dismissed, all students will be walked out their assigned gates. Kindergarten near room 6, grades 1-3 near room 3, and grades 4-6 through the front gate. No child will be allowed to exit the campus at the Delaney gate unless they ride the bus. If you are picking up your child, plan to meet them at the front of the school, outside the gates. These rules have been implemented for the safety of all students attending Spinelli.

Spinelli is a closed campus which means a student may leave during the school day only when a designated adult has signed them out through the school office. A "designated adult" means anyone the parent or guardian has listed on the child's emergency card. We will not release any student to an adult who is not designated on the emergency card.

For the safety of all students, if your child has a medical appointment during the school day, he/she must be picked up through the school office. Please check in to the office and we will call the classroom to have your child sent up. Please make every effort to schedule appointments before or after school hours.

Classroom Visitations

We are proud of the educational program being carried out at Spinelli. It is our pleasure to welcome parents who wish to visit the classroom, attend field trips, etc... Volunteers are especially welcome. Please note the following guidelines:

1. We encourage you to become a part of our distinguished group of parents who do a variety of things around the campus.
2. All visitors are required to make an appointment with the teacher prior to their arrival on campus to protect classroom instructional minutes.
3. This is a closed campus. All persons, upon arrival must report to the office to sign in and obtain a visitor's badge.
4. Visitors must return to the office or sign out using the app provided at check in and sign out before leaving campus.
5. To respect the learning environment of students, no siblings are allowed on campus or field trips.

Volunteering is a great way for family members to be an active part of your child's education. If you are interested in volunteering in the classroom, becoming a member of our Parent Teacher Organization (PTO), participating in our School Site Council, or participating in Field Trips, please contact the school office.

Section 22 - Panorama Survey Information

Grades 3-5

102 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2023 Surveys	
School Teacher-Student Relationships	74%	 60th-79th percentile	▲ 2	
School Climate	63%	 40th-59th percentile	▲ 3	
School Belonging	60%	 60th-79th percentile	0	
School Safety	58%	 40th-59th percentile	▲ 2	
School Engagement	55%	 60th-79th percentile	▲ 6 Greatest increase	

Grades 6-12

32 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2023 Surveys	
School Teacher-Student Relationships	64%	 40th-59th percentile	▲ 6	
School Climate	63%	 40th-59th percentile	▲ 18 Greatest increase	
School Safety	58%	 40th-59th percentile	▲ 3	
School Belonging	47%	 20th-39th percentile	▲ 8	
School Engagement	39%	 20th-39th percentile	0	

Section 23 - School Rules

Behavior Matrix	SPINELLI'S SCHOOL RULES		
	Be safe, Be kind, Be a learner - Be a tiger! Grr		
AREA/SETTING	BE SAFE	BE KIND	BE A LEARNER
All Settings	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself (manage my body in a safe and considerate manner) Stay within boundaries Be aware of your surroundings Use school materials as intended Ensure your words and actions make others feel safe at school 	<ul style="list-style-type: none"> Be kind to yourself and others Use kind words in a friendly tone of voice, be respectful to all (use words and actions that show others you care) Listen to all staff Leave no trace (Choose kindness over being right) Apologize for mistakes. 	<ul style="list-style-type: none"> Be on time Follow directions Believe you can reach your goals Be an honest learner Do your best and never give up Be involved Set goals and strive to reach them Expect to be successful
Classroom (includes library, PE, and Tiger Time classrooms)	<ul style="list-style-type: none"> Walk in the classroom Clean up after yourself Keep your desk area and classroom tidy Tell an adult when you are concerned about an issue. 	<ul style="list-style-type: none"> Raise your hand to speak Support and encourage each other Give feedback in a positive manner Say "Good morning" to the teacher and classmates. Practice active listening with our peers and teachers. Take turns speaking 	<ul style="list-style-type: none"> Be ready to learn Complete work in a timely manner Contribute in a meaningful way Remain quiet during instruction and allow others the opportunity to learn Keep trying and ask for help when needed. Track speaker
Arrival/Dismissal/Hallways	<ul style="list-style-type: none"> Walk patiently to your destination Walk on the blacktop Walk in the hallways. 	<ul style="list-style-type: none"> Use quiet voices Be polite 	<ul style="list-style-type: none"> Know where you are going Strive to keep the environment clean.
Cafeteria	<ul style="list-style-type: none"> Walk at all times Carry your tray with both hands Stay seated Eat your own food Show concern for other students 	<ul style="list-style-type: none"> Use inside voices Use your manners Raise your hand if you need something Welcome your classmates to sit next to you 	<ul style="list-style-type: none"> Try new foods Engage positively in conversations Practice healthy eating habits Show patience while waiting
Bus	<ul style="list-style-type: none"> Sit facing forward in the seat Use hand sanitizer when entering 	<ul style="list-style-type: none"> Use inside voices Be respectful to your peers and the bus driver 	<ul style="list-style-type: none"> Gather all belongings when you get off the bus
Bathrooms	<ul style="list-style-type: none"> Wash your hands Throw all trash away Keep the floors and walls clean and dry Report problems to an adult 	<ul style="list-style-type: none"> Go, flush, wash, leave Clean up after yourself Give others privacy 	<ul style="list-style-type: none"> Go back to class quickly
Recess/Playground/Outside areas	<ul style="list-style-type: none"> Keep hands and feet to yourself Stay in play areas Put away all equipment Use equipment safely and appropriately Eat in designated areas Manage my body when feeling frustrated. 	<ul style="list-style-type: none"> Be kind to others Include others in games/play Use friendly words Take turns Be a good winner and loser Scan the playground to see if anyone needs a friend to play with. Invite them to join you. 	<ul style="list-style-type: none"> Be helpful Ask yard duty or Peacekeepers for help Be aware of classes in session Bring a healthy snack Apologize for your mistakes
When You Have High Intensity Feelings (Big feelings/emotions):	<ul style="list-style-type: none"> -Take deep breaths or count to 10 slowly -Name what you're feeling "I feel..." -Ask for a break if you need a moment -Listen to the sounds around you -Talk to someone if you need help -Use kind words to yourself and others 		

Emphasis is placed on positive recognition of students who follow expectations outlined in the Behavior Matrix. When addressing behavioral concerns, classroom teachers will use and implement their own classroom management strategies. (Dojo points, Tiger tickets, phone calls home, etc...)

If the behavior continues, the teacher will send the student to the office to see administration, with a specified office pass.

Administration has a discussion with student using the following restorative questions:

1. What happened and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been the hardest for you?
5. What do you think you need to do to make things right?

After discussing these questions, the student will make their wrongs right by writing an apology letter, owning up to their actions, having a restorative conversation with all parties involved, etc...

Administration will send an email or a phone call to the teacher to inform them of the conflict resolution and next steps. Teachers or administration have the option to contact parents via email, phone, Dojo, or student planner.

Every day is a new day! If a student is sent to the office a 2nd time during the same M-F week, administration and student will discuss questions 1 through 5 once again, and the student may receive a behavior referral. Administration will document the situation and complete the referral form and send it home. Administration may also follow up with a parent phone call or email.

If the student comes up for a 3rd time during the same week, the administration and the student will once again discuss questions 1-5. The student will be put on a behavior contract. Administration and the teacher will work together to create the contract, communicate with parents, and monitor behavior for 30 days. If the student is successful, they will be taken off the contract and start at step 1 once again. If a student is already on a contract, and is sent to the office, the behavior contract restarts for 30 more days.

If the student comes up 8 times in a month, administration will seek advice from a school counselor, schedule a home visit, ask for a student buddy leader from another classroom, or seek other resources.

The administrative action taken will depend on the severity of the action which led to the referral, and the previous disciplinary actions the student has encountered.

Students may be suspended or expelled for first offenses on items 1, 2, and 3. Students may be placed on detention, in-school suspension, or may be suspended out of the school on the first, second, or subsequent offenses for items 4, 5, 6, and 7. When a student is repeatedly suspended for violating the same school rule, the number of days of suspension will increase with each successive violation. Regardless of the administrative action taken on any referrals, each and every student and parent will be ensured of due process under the California Education Code.

Due Process:

All students will be informed of the school playground and classroom standards of behavior. Whenever a student is consistently violating any of the rules which are enforced to assure safety and learning for all

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students, parents will be notified by phone, email or letter soliciting their cooperation in preventing further violations.

Children who are having difficulty fulfilling their responsibilities will receive assistance through the cooperative effort of the classroom teacher.

State law provides that pupils may be detained in school for disciplinary and other reasons for not more than one hour after the close of the school day. Parents will be notified by school personnel if their child is being detained prior to his/her actual detention.

Under California Law there are five violations for which a student may be suspended from school and/or recommended for expulsion on the first offense without prior notification to the student and/or parent. These are described in Education Code 48900 as follows:

- A. Caused, attempted to cause, or threatened to cause physical injury to another person
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission from a certificated school employee, which is concurred by the Principal or the designee of the Principal
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance (As defined in section 11053 of the Health and Safety Code) alcoholic beverage or intoxication of any kind
- D. Unlawfully offered or arranged or negotiated to sell a controlled substance (As defined in section 11053 of the Health and Safety Code)
- E. Committed or attempted robbery or extortion

No pupil shall be suspended or expelled for any acts enumerated unless that act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including but not limited to any of the following:

- A. While on school grounds
- B. While going to or coming from school
- C. During lunch
- D. During or while going to or coming from a school sponsored activity

It is the intent of the legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (Amend. State. 1986 Ch. 1136)

Suspension: Suspension means removal of a student from the ongoing instruction for adjustment purposes. It also means that the student is not to attend or participate in school activities for the duration of the suspension. Parents are required to respond to the school regarding a suspension without delay.

Suspension by Teacher: Education Code 48910: A teacher may suspend any pupil from the teacher's class for any acts enumerated in Education Code, section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the Principal of the school and send the pupil to the Principal or the Principal's designee for appropriate action.

If the action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to confer regarding the suspension. A school administrator shall attend the conference if the teacher or parent/guardian so requests. The pupil shall not be returned to the class from which he/she was suspended, during the suspension, without the concurrence of the teacher of the class and the Principal.

Expulsion: Expulsion means removal of a student from the school. Students may be recommended for expulsion when a student has reached 20 days of suspension in a school year, and other means of correction have repeatedly failed to bring about the proper conduct. Mandatory reasons for recommending expulsion include sale or furnishing of a controlled substance or sale of a substance represented to be a controlled substance. Due to the nature of the violation the administrator of the school may, indeed, recommend that these violations are grounds to move for expulsion.

Section 24 - Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or Behavior Intervention Plan (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If the Principal is off-site, office staff will contact Admin designee. An office staff member will supervise Admin designee's students until he/she returns.
 - a. Admin designee: **Trish Hare**
 - b. Alternate 1: **Carla Rucker**
 - c. Alternate 2: **Larisa Snyder**
2. Administrator or designee will proceed to the emergency.
3. If safe, the class will evacuate to an alternative class or location.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been Pro-Act trained. There need be at least 3 adults who are Pro-Act trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer.

PART III - 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.

Spinelli Elementary Mission Statement

Spinelli's diverse students will become responsible citizens committed to academic excellence.

Spinelli Elementary Vision Statement

To achieve our mission, Spinelli staff will:

- Provide a nurturing and challenging educational environment
- Empower students through broad curriculum utilizing individualized technology
- Foster lifelong learners who are flexible thinkers, problem solvers, and team players
- Have clear expectations for student behaviors and procedures
- Encourage students, families, and community members to actively participate in our programs

Collective Commitments

(what the adults must do at Spinelli Elementary School to help achieve the mission and vision)

- 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 are committed to high expectations for learning, behavior, and citizenship regardless of background, label, or past experiences.
- We are committed to effective communication regarding student progress and to providing parents with resources, strategies, and information to help students succeed.
- We are committed to a safe, trusting and collaborative environment, open to learning from others to achieve our SMART goals.
- We are committed to data driven decision making and we will utilize a variety of instructional strategies to promote success for all students.
- We will honor the whole child, treating them with respect and care and attending to their social and emotional needs.

Section 2 - People and Programs

People and Programs: Create a “caring and connected” school climate.

Spinelli Elementary has always had the reputation of being a caring, nurturing school. We believe in order to educate a child we need to meet their physical, social, and emotional needs. To that end, we make every effort to provide the support each child needs for success.

Spinelli offers a breakfast program so students can get a healthy start to their day with proper nourishment. We have a lunch program offering nutritious hot foods and a salad bar. Located at the district office annex is the Student and Family Support Services. It provides access to a variety of services our families may be in need of such as clothing, housing, food, and mental health services. Being a Title 1 school, we offer additional services to all students who are not meeting grade level standards. Spinelli has a plethora of support services to offer its students and their families.

Once you enter the gates of Spinelli, you begin to feel the close knit family-like environment we offer our students. We believe all students can and will succeed when given the proper support. Policies and procedures have been established, taught, and practiced with the students, so they can be successful. The student discipline policy is clearly stated in our Parent Handbook, which is sent home on the first day of school. Teachers post the school rules in their classrooms. All staff have been trained in techniques using Positive Behavioral Interventions and Supports (PBIS). Students who choose not to follow the expectations receive consequences for their choices. Students who follow the expectations and demonstrate their best effort are rewarded with positive actions, words of praise, gift incentives, and recognition at our Tiger Days.

At Spinelli, we believe open communication with our families will bring the best results for our students. Teachers and administration have open door policies and will work collaboratively for the success of students. We hold SMART goal meetings, Parent/Teacher conferences, meet with parents upon request, and hold SST (Student Success Team) meetings when students are not meeting the grade level expectations after individual interventions have been in place. We are committed to student success.

Section 3 - School Climate Goals

The School Climate

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

Objective #1:

Create a nurturing school environment

As a result of our *Panorama Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to create a nurturing environment at Spinelli:

- We offer a breakfast and lunch program to meet physical needs
- We have a clothes closet on site for students needing clothing
- We have a food pantry located at the district annex for families needing food
- We offer an intervention program to get students performing at grade level
- We offer an intervention program for our LTEL (Long-term English Learners) students not making the expected yearly growth
- We have daily check ins in the classroom to identify students who may be struggling emotionally
- We use PBIS strategies to address positive interactions between students and staff
- We offer a push-in/pull-out academic program to support students throughout the school day
- We have a social worker on site who uses SEI strategies to help students cope with their emotions
- We have groups overseen by the counselor or the social worker to promote positive interactions between students
- We teach/play "Healthy Play" games during recess and PE instruction to develop prosocial behaviors, and eliminate bullying
- We have a PeaceKeeper program to develop leadership skills in our students and help students resolve conflicts using their words
- Students help in other classrooms during their recesses
- We have recess buddies for students who have difficulty making good behavior choices at recess
- We have a Community Service Program designed to promote appropriate social behaviors by engaging students in positive activities during their recess time
- We have special friend groups to develop positive social behaviors
- We have a *Safe School Ambassador Program* which promotes positive behaviors rather than bullying

Objective #2:

Provide clear, consistent, realistic school rules and expectations

As a result of our *Panorama Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure expectations are clear, consistent and realistic at Spinelli:

- Parent Handbooks are sent home on the first day of school stating all rules, expectations and consequences for students attending Spinelli
- Teachers teach and practice appropriate behaviors and expectations during the first two weeks of school, and intermittently throughout the school year
- Back-to-School packets with information about grade level curriculum, the teacher's discipline policy and expectations for a successful school year
- A rules assembly is held at the beginning of the school year by the administration with grades 1-6 to review and discuss expectations for student success

- Rules are enforced at all recesses by supervising staff
- Teachers teach the Second Step Program and/or the Kernels SEL program, hold class meetings to address and resolve student concerns, and utilize the strategies of Healthy Play whenever applicable throughout the school day.

Objective #3:

Open communication among staff, students, and parents

As a result of our *Panorama Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure open communication exists among staff, students and parents at Spinelli:

- Teachers provide Back-to-School packets for parents with a copy of their discipline policy and expectations for a successful school year
- Spinelli maintains a website with a calendar and all pertinent information for parents
- Email addresses are provided for quick and easy communication with staff members
- SMART Goal meetings and SST meetings are held with parents for students needing additional interventions
- Parent/Teacher conferences are held at least twice a year, or at parent or teacher request
- Staff members return phone calls within 24 hours
- All written communication is provided in Spanish and some is provided in Russian/Ukrainian
- Translators are provided upon request
- *Homelink* is provided to parents to check attendance and grades
- Automated phone system to call families with pertinent information
- Positive phone calls home by teachers and the administrator
- Teachers hold class meetings to address student concerns/issues
- School Site Council/English Language Advisory Committee meetings are held several times a year
- Absent students are called daily

Section 4 - Place

Create a physical environment that communicates respect for learning and for individuals.

Spinelli Elementary is located in Antelope at the north end of Sacramento County. The school is surrounded by a neighborhood setting of single family dwellings. The school is the center of the community, with no parks or playgrounds in the vicinity. It is the neighborhood playground for children in the area. As a result, the campus does experience some vandalism during the evening hours and weekends.

The school site encompasses approximately eight acres with five permanent structures, and four banks of portable units. We have upper and lower blacktops with basketball courts, four square courts, hopscotch, a ball wall, and volleyball courts. The blacktop areas are not visible from the street. The office building and multi-purpose room face the parking lot. The school and field are surrounded by chain-link fences and/or metal fencing, with locking gates at all entrances. Beyond the back field, there is a small creek bed and nature wildlife area.

The gates remain locked during the school day. Staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitor's pass to enter the campus.

Spinelli's physical facility is well maintained and generally neat and clean. We had a major renovation to our oldest existing structures during the summer of 2008. The school was newly painted outside and inside of four of our permanent structures. All the buildings have been rewired and upgraded to current standards for fire safety. In the summer of 2013, school doors and trim were repainted. An electronic marquee, relocation of the flagpole, and new front landscaping was completed in 2017. Three murals were updated or replaced in 2023. New phone, bell, intercom and clock systems were installed in 2023. The grounds are maintained by the District grounds department.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system is in effect to deter vandalism and assist in the apprehension of criminals. All school equipment has a metal ID tag or barcode sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Twin Rivers Police Department patrols our school during non-business hours, and investigates all acts of vandalism.

Section 5 - Physical Environment Goals

The Physical Environment

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

The following objectives were developed as the result of feedback from students, staff and parents on our Panorama Survey

Objective #1:

Student/Staff Safety as it relates to Emergency Preparedness

As a result of our *Panorama Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support everyone's preparedness in the event of an emergency at Spinelli:

- Yearly and Every Other Year disaster trainings (SEMS/NIMS/START/Arson Prevention/Mandated Child Abuse Reporting/Code Red Lockdown) of all staff members in the event of an actual emergency
- Yearly disaster drills to include natural disasters, possible intruders, and accidental occurrences causing severe damage to the school site
- Monthly fire safety/evacuation drills
- Earthquake drills 3 times per year, bomb drills twice a year
- Assailant on campus drills practiced 3 times a year
- Spinelli's Safe School Plan is provided to each staff member
- Classrooms supplied with safety backpacks filled with supplies in the event of an emergency or lockdown
- Staff members are provided green safety vests to wear when outside the classroom, making "safe adults" easy to identify
- Every classroom has been equipped with two-way radios, and they are carried by teachers when outside of the classroom
- Students are instructed not to touch dangerous objects, but to report them to an adult ASAP
- Signs are posted at the school entrances stating visitors must check in at the office to obtain a visitor's pass to enter the campus
- All volunteers are screened using the Megan's Law database, hold current negative TB tests, and long term volunteers are fingerprinted
- Twin Rivers Police Officers are available 24/7 to address the school's needs
- WE TIP posters are displayed around the campus for neighbors to anonymously report suspicious activity

Objective #2:

Student/Staff Safety as it relates to Daily School Routines

As a result of our *Panorama Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the daily routines of everyone at Spinelli:

- Teachers teach and practice procedures for every event happening inside and outside the classroom so students clearly understand expectations
- School assemblies are held by the administration to review and discuss school procedures and policies, thus providing students the opportunity to demonstrate appropriate behaviors in the school environment
- School wide procedures are taught periodically through the school year (called Tiger Tango) to ensure students understand the expectations
- Anti-bullying activities are promoted throughout the school year to develop acceptable, healthy behaviors in all students

- A "healthy play" curriculum has been implemented designed to promote pro-social, team player behaviors, and reduce/prevent bullying behaviors
- Students receive instruction in the *Second Step Program* to learn pro-social behaviors and develop coping skills to deal with anger
- PeaceKeepers are on the playground at recesses to help students resolve conflicts
- A *Safe School Ambassador Program*, to promote anti bullying behaviors
- Sexual harassment training is available to students in grades 4-6
- The staff and administration make every effort to recognize positive student behaviors such as, students demonstrating academic success, making good social choices, being positive role models, and tutoring younger students
- Staff trainings throughout the year for safety in all aspects of the daily routines of school

Objective #3:

Student and Staff safety as it relates to Student Health and Well Being

As a result of our *Panorama Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the health and well-being of everyone at Spinelli:

- Students participate in group (Healthy Play) games at recesses
- Students are reminded to bring healthy snacks/lunches to school
- Students and staff are offered healthy breakfasts and lunches by the District's Food Services Department
- Students and staff are encouraged to wash their hands frequently to avoid spreading germs and prevent illness
- A school health assistant is available to address student/staff concerns that affect the school environment
- The District's Student and Family Support Services is located at the district office annex and is open to all families needing assistance for housing, food, clothing, and medical care
- A food closet is located on the district annex for families in need of food

Section 6 - Signature Sheet

Spinelli'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/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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 Name	Title	Signature
Erica Olmstead	Principal	
Trish Hare	Academic Coordinator	
Lori Edwards	Secretary	
Faith Allmond	SSC Parent	

APPENDIX A - Staff List

SPINELLI STAFF LIST				CATALYST	S.C.O.E.
Alden, Amanda	5th grade	Kyle, Stephen	2nd grade	Ayon, Belinda	Alcala, Jeff
Arakelyan, Kristine	RSP Asst.	Lardner, Karla	1st grade	Bateman-McDole, Jennifer	Craven, Kim
Arcilla, Reynaldo	Custodian	Lewis, Gloria	Kinder	Rodriguez, Blanca	Lumbang, Julieann
Boldt, Elisa	BCBA	Li, Su	ISPH		Massa, Omar
Boyce, Jimmy	Kinder	Lory, Brenda	TK IS		McDaniel, Michael
Buford, Mary	4th grade	Macek, Leslie	STEAM		Orellano, Edwin (Maxim)
Carrasco, Elizabeth	ISPH	McInnis, Megan	SLPA		Perucci, May
Carroll, Sarita	Office Asst	Mendoza, Hermi	Noon Duty	Head Start/SETA	Piaweray, Hamid
Chamberlain, Denae	3rd grade	Moreno, Margie	3rd grade		Roth, Lauren
Croley, Chiu	Kitchen	Olmstead, Erica	Principal	Alimillo, Bambi	Rodriguez, Martin
Delgado-Kahn, Tatiana	OT	Pevehouse, Saydee	1st grade	Overton, Rhea	Sazo, Elizabeth
Domalakes, Alyssa	ISPH	Prince, Sarah	IS	Vola, Elizabeth	Shepard, Monique
Eastman, Eve	Speech	Purdy, Michael	IT		Simon-McCaulley, Joie
Edens, Alyssia	TK	Riley, Christian	RSP		Stringfellow, Ernest
Edwards, Lori	Secretary	Robinson, Kim	ISPH		
Erwin, Rita	Noon Duty	Rodriguez, Lesley	EL Asst		
Estioko, Anna	TK-1 Lvl III/II	Rodriguez, Maria	ERMHS		
Garcia, Lorenzo	Lead custod.	Rucker, Carla	Intervention	Maxim/Cross Country ISPH	
Gasca Pantoja, Laura	Library Tech	Snyder, Larisa	TK-1 Lvl III/II	Brown, Donnae	Judge ISPH
Genoar, Hannah	Social Wrkr	Snyder, Carson	IS	Brown, Michael	Judge ISPH
Golik, Marcelina	Kitchen	Steinkamp, Julie	EL	Hansen, Chelsea	Maxim-SPH
Graneros, Jessie	2nd grade	Tongol, Evelita	Lead cafe	Hinjosa, Sandra	Judge ISPH
Gray, Ryan	Psych	Ueltzen, Selena	PE	Nagac, Margielyn	Maxim-SPH
Hare, Trish	Acad Coord	White, Tanya	IA/Noon Duty	Padilla, Erica	Maxim-SPH
Hilderbrand, Cristina	6th grade	Williamson, Michelle	IA/Noon Duty	Vasquez, Vanesha	Maxim ISPH 1-1 JB
Homer, Rachel	Intervention	Yerby, Kelly	OT	Vera, Jacqueline	Judge ISPH
		Singh, Monica (sub)	4th Grade	Wynne, Paris	Judge ISPH 1-1 MK
				Young, Kar'lon	Judge ISPH 1-1 AV

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

OFFICE						RM	EXT	CLASSIFIED STAFF			RM	EXT			
Erica Olmstead, Principal						102	Lori Edwards	SEC		105	Arakelyan, Kristine	IS/RSP	30	227	
Trish Hare, Academic Coord.						103	Cera Carroll	OA		116	Carrasco, Liz	ISPH	7	203	
TEACHERS		GR	RM	EXT	SUPPORT STAFF						Domalakes, Alyssa	ISPH	7	203	
Alden, Amanda					5	29	226	Boldt, Elisa	BEHAV	11B	208	Li, Su	ISPH	4	201
Boyce, Jimmy					K	8	204	Delgado-Kahn, Tatiana	OT	14	212	Lory, Brenda	TK IS	6	202
Buford, Mary					4	26	223	Genoar, Hannah	Sci Wrkr	15	213	Rodriguez, Lesley	BI TECH	17	215
Chamberlain, Denae					3	23	220	Gray, Ryan	PSY	38B	115	Prince, Sarah	IS	10/32	206/229
Edens, Alyssia					TK	6	202	Hare, Trish	Title 1	3	200	Robinson, Kim	ISPH	4	201
Estioko, Anna					TK-1	4	201	Homer, Rachel	Intervention	3	200	Snyder, Carson	IS	T1	
Graneros, Jessie					2	24	221	Macek, Leslie	STEAM	2	131				
Hildebrand, Cristy					6	28	225	Riley, Christian	RSP	30	227				
Kyle, Stephen					2	20	217	Rodriguez, Maria	ERMHS	9	108				
Lardner, Karla					1	21	218	Rucker, Carla	Intervention	19	216				
Lewis, Gloria					K	10	206	Steinkamp, Julie	EL	17	215				
Moreno, Margie					3	22	219	Ueltzen, Selena	PE	16	214	ROOM 5		5	237
Pevehouse, Saydee					1	25	222	Yerby, Kelly	OT	14	212	BACK OFFICE		OFC	301
Singh, Monica					4	27	224					CONF. ROOM		37	234
Snyder, Larisa					TK-1	7	203	SPEECH				COPY ROOM	-----	38A	235
KITCHEN								Eastteam, Eve	SLP	11C	209	HEAD START	-----	12	210
Croley, Chiu						KIT	112	McInnis, Megan	SLPA	11A	207	HEAD START		13	211
Golik, Marcelina						KIT	112	HEALTH ASSISTANT				IEP/SST ROOM		38C	236
Tongol, Evelita					MGR	KIT	112		HA	OFC	111	CURRICULUM ROOM		33	230
LIBRARY								TECH							
Gasca Pantoja, Laura					LIB	1	121	Michael Purdy	IT	31	228	S.C.O.E.			
CUSTODIANS								NOON DUTIES				Alcala, Jeff	BMT	35	232
Arcilla, Reynaldo					CUS			Erwin, Rita	Noon Duty			Craven, Kim K-4	TEACHER	34	231
Garcia, Lorenzo					LEAD			Mendoza, Hermi	Noon Duty			Massa, Omar 5-6	TEACHER	36	233
COPY CENTER							339-4615	White, Tanya	Noon Duty/IS			SPINELLI FAX			338-6386
CATALYST KIDS							348-7415	Williamson, Michelle	Noon Duty/IS						
								Open	Noon Duty			UPDATED 12/5/23			

APPENDIX C - Shut-Offs

—

APPENDIX D - Emergency Evacuation Routes

EVACUATION MAP B

APPENDIX E - Off Campus Evacuation Map

APPENDIX F - Emergency Operations Center (EOC) Form

EOC Message 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".

FATALITIES	NUMBER
<input type="text"/>	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
Unable to treat in site. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	<input type="text"/>

Names:

MODERATE INJURIES	<input type="text"/>
Burns, major multiple fractures, back injuries with or without spinal cord damage	<input type="text"/>

Names:

MINOR INJURIES	<input type="text"/>
First Aid attention only	<input type="text"/>

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 as soon as possible. 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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, **except for volunteer firefighters**.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include

a "mutual affray" between minors. It

also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment."

(P.C. 11165.6)

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect"

includes both acts or omissions harming or threatening to harm the child's health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." **(P.C. 11166 (a))**

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"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))**

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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



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip
	REPORTER'S TELEPHONE (DAYTIME)			SIGNATURE		TODAY'S DATE
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT		<input type="checkbox"/> COUNTY PROBATION		AGENCY	
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS			Street	City	Zip
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED?		DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)	
	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO			
	IN FOSTER CARE?		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:		TYPE OF ABUSE (CHECK ONE OR MORE)	
	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL	
			<input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
					<input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH?	
D. INVOLVED PARTIES	NAME		BIRTHDATE		SEX	ETHNICITY
	1. _____		3. _____			
	2. _____		4. _____			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip
	HOME PHONE		BUSINESS PHONE			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip
	HOME PHONE		BUSINESS PHONE			
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
ADDRESS			Street	City	Zip	
TELEPHONE						
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)					

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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Center Joint Unified School District
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

APPENDIX J - Dress Code

Students are expected to attend school in clean, neat clothing. It is the mission of the school district not only to provide an academic education, but also to provide education in morals, manners, dress and grooming, because these are all elements of good citizenship. Research has shown student dress and appearance affect academic achievement and behavior. These guidelines are intended to define appropriate attire and personal grooming. The purpose is to prevent disruption of the classroom atmosphere and eliminate disturbances among students that may interfere with the educational process. It is also intended to help protect the health and welfare of the student.

All students shall abide by the following:

1. Commercial lettering or printing will be allowed on shirts and sweatshirts as long as it is acceptable for school attire. Crude or vulgar printing, negative comments, pictures or graphics inferring or depicting drugs or alcoholic beverages, gang related apparel, or those that are sexually suggestive are not acceptable. Symbols that are degrading 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. Several types of garments must not be worn alone. Bare midriffs, tights, visible bra straps, low-cut or revealing tops, spaghetti straps, tank tops and see-through or fishnet type shirts, shirts with large arm holes, low necklines, etc... are not considered appropriate school dress unless covered by another article of clothing over or under these items.
3. Shorts and skirts are permitted as long as they are at least mid-thigh length (below the student's fingertips), the appropriate size, and should not be frayed or cut exposing bare legs above the mid thigh. Pants should not be frayed or cut exposing bare legs above the mid thigh.
4. Shoes worn to school should completely **cover the toes**, and be sturdy enough to permit safe play at recess and/or during P.E. class. Heelys, flip-flops, sandals, slides, slippers, and high heels are considered unsafe, and must not be worn to school.
5. Hats are to be worn outside only and with the bill facing toward the front. All hoods must be removed while indoors.
6. Sagging pants are not permitted. Loose pants should be secured with belts.
7. Writing on oneself or others is not permitted.
8. Students who repeatedly violate the dress code will be required to have a meeting with the Principal and their parent/guardian.

If your child does not comply with the above requirements, he/she will be sent to the office and parents will be called to bring a change of clothing.

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 *48900(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)**

Image title

To look at discipline records in Aeries, 1: Navigate to Student Data; 2: Select Guidance; 3. Select Assertive Discipline.

In this screen you will see all discipline records for the student while they have been enrolled in our district. Click on the Violation for full details of the entry.

Date	Violation	Action
10/16/2017	91-1400000-1) Caused, Attempted, or Threatened Physical Injury (C)	500
6/12/2018	11-1400000) Disrupted School Activities / Disobedience of Authority	500, 11

Administrative Decision (Disposition) Totals This Year			
Action	Count	Total Days	Total Hours
Total Demerits			
This Year	2		
Cumulative	0		

Additionally, students may have a flag that indicates previous suspensions or expulsions from previous years or previous districts.

General Contact Add'l Info **Flags 2** **Programs 1** User Codes ^

Enter your First and Last Name *

Short answer text

Question *

☐ By checking this box I acknowledge that I have reviewed and understand how to access disciplinary infor...

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.

APPENDIX N - 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.

APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.		
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.		
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 		
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 		

The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.		
a. Child Abuse Reporting procedures		
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.		
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 		
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.		
e. Policies and procedures which lead to suspension and/or expulsion.		
f. Procedures to notify teachers of dangerous pupils.		
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.		
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.		
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.		
j. Procedures that create a safe and orderly environment conducive to learning at the school.		
k. Access to the school campus (visitors).		
l. The rules and procedures on school discipline.		
m. Crisis Response Plan.		
n. Hate crime reporting procedures and policies.		

The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.		
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.		
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.		
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.		
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.		

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan

WILSON C. RILES

Middle 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.

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Wilson C. Riles

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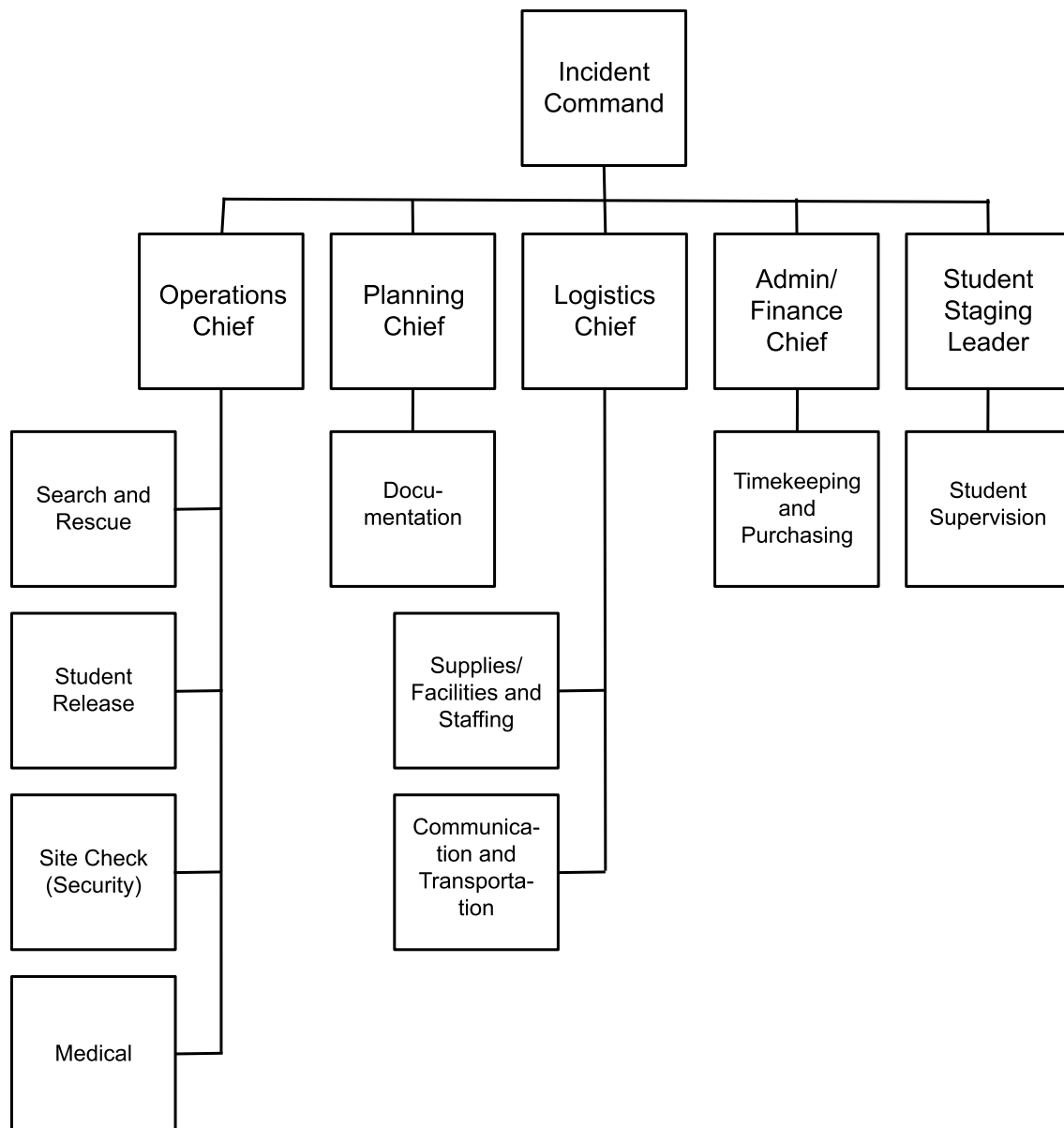
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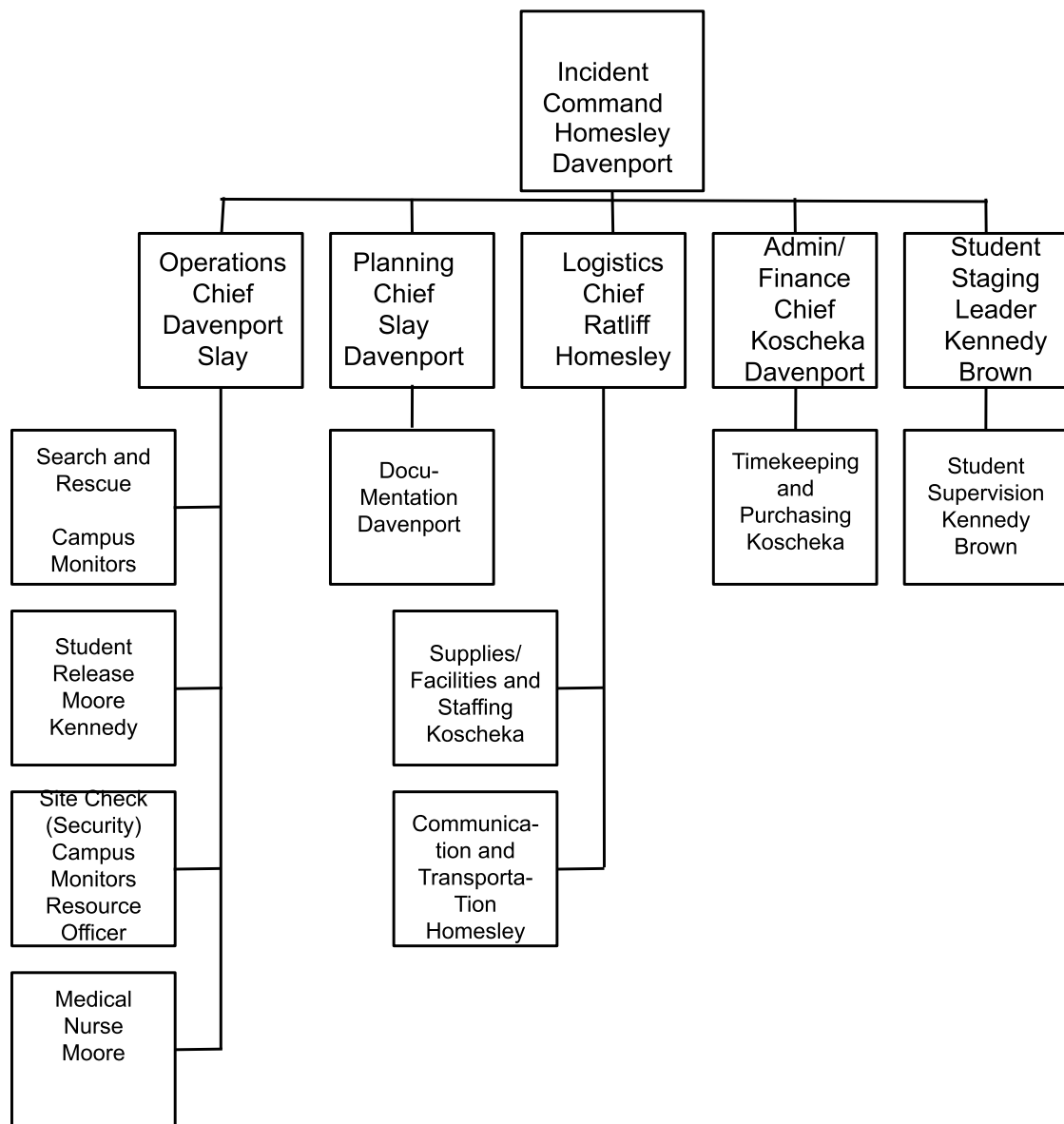
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PART I - CRISIS MANAGEMENT

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.





Incident Command Position 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

Incident Command Post		Triage Area
Indoor Command Post	Outdoor Command Post	Quad
Primary: 1. Conference Room (#107) in the Main Office Secondary: 2. Nurse's Office (#114) in Main Office	Primary: 1. Overhang Area outside Husky Arena facing basketball courts, South east corner Secondary: 2. West Parking Area in front of 500 building	Staging Areas Emergency Services Staging: 1) Front Parking lot on PFE road in front of the administration building.
Parent/Guardian Reunification Area		Bus Staging: 1) East parking lot bus lane
Basketball courts Upper Field		
Off-Site Evacuation Location		Media Staging: 1) East parking lot in front of basketball courts
<div> <div></div> <div></div> </div>		



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 staff 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 law enforcement 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, including, but not limited to the following:

- 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 if knowledgeable of further information..
- In the event that a staff member and students are clear outside and away from buildings, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See Section 2 for Off-Site Evacuation Location). Upon arrival, call the school office with names of students in your care.

Immediate notification of intruder should be made to 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 alarm may sound, or the following announcement will be given: **"CODE RED LOCKDOWN"**, which will identify a real event.

- Classes in progress (not during lunch)
 - Ignore any fire alarms.
 - Assume duck and cover position or shelter in the classroom.
 - Build barrier if **CODE RED** signal is given.
 - Await further instructions
- Classes not in progress, enroute to other facility, or outside
 - Direct class to the nearest building.
 - Ignore any fire alarms.
 - Secure location and build barriers if possible.
 - Await further instructions.
- Lunch is in session
 - Staff and students should find the nearest secure facility and shelter in place.
 - Students in the cafeteria will follow the instructions of the faculty in the cafeteria.
 - All doors should be locked or barricaded as best as possible.
 - Students outside or on the playground follow procedures to get inside.
 - Await further instructions.

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 the 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 receives a lockdown notification, the following steps, available via Catapult EMS, should be taken:

- If outside, immediately leave campus for the offsite staging area OR find safe facility to enter.
- Lock the door if possible.
- Barricade doors, turn off lights and cover windows.
- Get down and behind an interior barricade, away from the door.
- Stay quiet; use anxiety reducing activities (deep breathing, simple games).
- Do not respond to fire alarms.
- Call 9-1-1 if you know the identity, location or description of the suspect.
- Do Not Leave until released by law enforcement.
- Do not take roll until the CODE RED is reduced to YELLOW.

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 law enforcement if officers have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to law enforcement.

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

Once a lockdown has been started, wait for law enforcement to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist law enforcement 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 to a designated location. If evacuation off of the site is deemed necessary, students and staff will be sent to the off site evacuation location, to another location, or home. Students evacuated off of the school site should be evacuated by walking or on school buses. If the school has been evacuated, the response personnel will determine 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 buses are available, students will board the bus to the designated 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 or evacuation location as informed by administration.
- Do not evacuate when alarms are sounded unless you have been informed to evacuate or have firsthand knowledge of the reason to evacuate.
- Immediately upon hearing or receiving instructions to evacuate, students, staff, 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 students with special needs.
- Exit the building through the assigned exit or nearest unblocked exit.
- Lead the class out of the building to a pre-designated area at least 500 feet from the 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 a pre-designated location away from the building.
- Necessary first aid should be performed.

Students

- In homeroom or currently assigned class
 - Leave all personal items in the classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom or current assigned class
 - Leave all personal items in the 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 / lunch
 - Follow directions of staff.
 - Students should go to the assembly area of their current class. If during passing periods or lunch, students will return to their previous class assembly area.

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 signals or runners. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If a building is unsafe to re-enter, evacuate the school site, using a predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedures.
 - Students will exit school grounds to a designated location either to board busses or to walk to off-site evacuation 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/designee approves of their leaving.

Student Release Form	
School Site:	
Student Name:	
Date:	Time:
Teacher:	
Room #:	Grade:
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

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Student Release Form	
School Site:	
Student Name:	
Date:	
Teacher:	
Room #:	
Person Checking Out Student	
Name:	
Address:	
Phone #:	
Signature:	
Notes	

Unaccounted Students Form

Teacher:	Room #:	Date:
School Site:		
Student Name:	Gade:	Notes:

Section 6 - School Partnerships

List off-site partnerships here:

Organization Name:	Contact Name:	Phone #:
Directions:		
Organization Name: _	Contact Name:	Phone #:
Directions: _____		
Organization Name:	Contact Name:	Phone #:

Section 7- Resources

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 predetermined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

The nurses office is the location of the site AED or Automated External Defibrillator machine.

The nurses office is the location of the site NarCan supply.

*Nurses office is located in building **A** or the site administration building.

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 Catapult EMS from the office to all staff.

Communication between the custodial staff, campus monitors, noon duty, and other staff on campus and the office will be by radio.

Telephone Communication

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.

Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent by the principal, designee, or other designated staff.

Section 9 - Crisis Phone Directory

Law Enforcement//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):

Richard Putnam, Director of Facilities: (916) 338-6337

Kevin Koons, Maintenance and Operations Supervisor: (916) 338-6313

Angela Espinoza, Administrative Secretary: (916) 338-6337

Rosanna Maffei-Field, 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

WILSON C. RILES MIDDLE SCHOOL

Home of the Huskies

Dear Parents/Guardians:

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/guardians to be advised as to what to expect while their student is in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will not be evacuated from the building unless directed by site administration. In the event of an actual fire that requires evacuation, students will be evacuated according to the school's evacuation plans or to the off-site location as determined by your student's school site.
2. If possible, notification will be sent to parents through the emergency messaging system; otherwise, parents/guardians will be informed by school officials during or after the evacuation.
3. If an emergency evacuation occurs before parents/guardians can be reached, a notice will be left on the front door informing parents/guardians where to find their student. Only parents/guardians 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, schools may use designated off-site evacuation locations.
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 directed by emergency personnel or by site/district administrative discretion.
6. Parents should discuss the above information with their student and assure them that school personnel will care for them just as they do each day, until they can be reunited with parents/guardians.

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 student.
2. Each year make your student's teacher aware of their 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 student is familiar with the people they 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 student 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 student may have them for several hours or even days.

Sincerely,

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WILSON C. RILES MIDDLE SCHOOL

Home of the Huskies

Dear Parents:

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

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

- (1) *can* of fruit drink (*no pouches or 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 student'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 student will not be permitted to take something from the kit if they 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 for elementary schools and twice yearly for secondary schools. Intruder alert and earthquake drills shall be conducted three times yearly to ensure that all students, staff, 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:

- The California Healthy Schools Act of 2000: Basic Integrated Pest Management for Classroom and Offices
- Bloodborne Pathogens for School Employees - Full/Refresher (Cal/OSHA)
- Suicide Prevention and Response
- California Department of Education's Online Bullying Training Module
- Sexual-Harassment Prevention in California - Module 1
- Sexual-Harassment Prevention in California - Module 2
- Child Abuse Reporting - California
- Arson Prevention (odd years)
- Code Red Lockdown
- NIMS/ICS (show every other year, discuss yearly)
- Triage Training (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 II - 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.

- Initiate a “Code Yellow” on the Catapult EMS and signal to the school to go into a shelter in place. Staff will be directed to follow the guidelines below;
 - Get inside; close and lock doors and windows.
 - Continue normal activities inside.
 - Do not leave until released by principal, principal's designee, or Incident Commander
- 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 law enforcement or fire department.
- Bring classes being conducted in trailers or outside into the school or available facilities..
- 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 members of the Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. 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.
- An informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2- Violent, Dangerous, or Unlawful Activities on School Grounds

In the event there is a concern that violent, dangerous, or unlawful activities may be occurring or soon to occur on or near school grounds, including on a school bus, take the following steps.

- The individual present, reporting, or who receives the report will call the office for administrative assistance. If administration is off-site or unavailable, office staff will contact the Teacher in Charge (TIC) or Admin Designee.
 - Admin Designee: Jennifer Slay
 - Alternate Teacher in Charge / Admin Designee: Pete Brown
- Admin, Designee, or TIC will proceed to the emergency and assess the situation.
- Initial admin on site is in command until relieved by emergency services or the principal.
- If the situation is deemed to be a violent/dangerous or potentially violent/dangerous situation, admin in command will:
 - Ensure the safety of any other persons present, possibly evacuating the area.
 - Ensure that there is proper support such as additional admin/staff, pro-act trained staff, campus monitor, etc.
 - Notify the district office.
 - Seek to de-escalate the situation.
 - Contact 9-1-1 if necessary.
- If the situation is deemed to be an unlawful activity:
 - Admin in command will ensure the safety of staff and students.
 - Call 9-1-1.
 - Observe as much as can be observed without being placed in danger.
 - Take shelter if necessary.
 - Notify the district office.
- After the situation has been resolved, all adults will be asked to write a witness report and submit those to the site Principal.
- The site Principal will review the reports and follow-up as determined necessary.

Section 3 - 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 4 - 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 they 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, but it must be investigated.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, they will probably lie, but it will keep the caller talking and give you more time to identify them.)
 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 they says they want money, or represents some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to them 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 emergency services (911) and ask for law enforcement to be dispatched to the school.

II. Administration

- a. 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:
 - i. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
 - ii. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
 - iii. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - iv. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.

- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for a while, so take your time with these tasks and make sure students follow directions.
- d. When you hear the all clear signal (announcement over the intercom, bullhorn, or other communication) 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. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- b. Assist Administration as needed.

BOMB THREAT FORM

INSTRUCTIONS:

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

Exact time of call: _____

Exact words used by caller: _____

Caller's Voice (circle):

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

Other: _____

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

INSTRUCTIONS:

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

Questions to ask:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to detonate?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

Recognize Voice? Yes / No**Who:** _____**Caller's Voice (circle):**

Male	Female	Calm	Nervous
Young	Middle-aged	Old	Rough
Refined	Disguised	Nasal	Angry
Broken	Stutter	Slow	Sincere
Lisp	Rapid	Giggling	Deep
Crying	Squeaky	Excited	Stressed
Accent	Loud	Slurred	Normal

Other: _____

Accent? Yes / No**Describe:** _____**Exact time of call:** _____**Speech Impediment?** Yes / No**Describe:** _____**Exact words used by caller:** _____**Unusual Phrases:** __________

THREATENING PHONE CALL FORM

Time Call Received:		Time Caller Hung Up:	
Try to get another person on the line and record the conversation.			
Questions to ask if caller does not disclose:		Exact words used by caller during conversation	
<p>What is your name?</p> <p>What are you going to do?</p> <p>What will prevent you from doing that?</p> <p>Why are you doing this?</p> <p>When are you doing this?</p> <p>Where is the device?</p> <p>What kind of device or material is it?</p> <p>What does it look like?</p>			
Person Receiving the Call		Person Monitoring the Call	
<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p> <p>Date:</p>		<p>Department:</p> <p>Dept. Phone Number:</p> <p>Home Address:</p>	

Section 5 - Bus Accident

The definition of a bus accident is any of the following:

1. 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.
2. A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.
3. Injury of a pupil inside a vehicle described in paragraph (1) as a result of acceleration, deceleration, or other movement of the vehicle.

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 transportation 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.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is on 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 6 - 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 "shelter-in-place 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 7 - 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 the 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:
 - a. Confidentiality issues
 - b. Providing factual information
 - c. Available resources
6. Send home written information to parents on facts of the incident and any follow-up services available.
7. Consult with a 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 8 - 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.
 - a. If you are outdoors, stay outdoors and away from tall objects. Look for open space and stay low
 - b. 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 their desk and cover their 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. Do not stand in a doorway unless the door is shut.

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:
 - a. Open all windows and doors.
 - b. Turn off the main gas valve at the meter.
 - c. Leave the building immediately.
 - d. Notify the gas company, police, and fire departments.
 - e. Do not reenter 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 reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

Section 9 - Fire / Explosion

Fire

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.

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.

The person locating the fire will sound the school alarm.

If the alarms sound, classes do not evacuate unless instructed to do so by the administration or if the staff member directing the class to evacuate has firsthand knowledge of the situation. When evacuating, the following should occur:

1. Follow the "Building Evacuation" instructions.
2. Staff will take emergency binder and class roster with them.
3. The principal will notify the superintendent's office.
4. The office staff will notify the utility companies of a break or a suspected break in utilities.
5. Keep the access road open for emergency vehicles.
6. All staff will be responsible to check with the classrooms on either side and make sure they were informed of the fire.
7. 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

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 the proper locations.
- 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. No one is to evacuate when the signal is sounded.
2. Staff and students are to wait for a message from administration to evacuate.
3. All staff will proceed to the designated evacuation assembly area with their classes.
4. Staff not assigned a regular class will report to the same area to render any needed assistance to teachers.
5. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
6. Once each month, a test of fire alarms will be conducted.
7. Supervising staff will take roll. The whereabouts of all students should be known.

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 and site custodians 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 the district maintenance department.
2. Check the seal for breakage.
3. Check the hose for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

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

Section 10 - Flood

If there is a flood at the school site, administration will do the following:

- Confer with the Superintendent to determine if an evacuation is necessary.
- Notify parents.
- 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. Follow the procedures of the reentry instructions (after "Building Evacuation") only if the building has been 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 buildings to use.

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 or designee will decide where to go). Classes will continue. The principal or designee will notify the Superintendent and they will jointly decide what to do next.

Section 11 - Gas Odor

If odors are detected outside of a building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). The district office will also be notified.

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 12 - 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 by any way possible.
2. If the teacher cannot get to the communication system, they should attempt to send a note out the door with a student or other individual. Do not take a chance if there is any possibility that the person will be seen exiting. If an individual is able to leave, they should crawl past any windows so as not to be seen.
3. Any teacher or staff 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 916 787-8100 or the administrator at xxx-xxx-xxxx.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defense as a last resort
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. The office will immediately dial 911 and contact the Superintendent.
9. No one will evacuate the building unless instructed to do so by the principal, designee, or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding themselves 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, they are to knock and loudly announce themselves.

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 defense as a last resort

Intruder Appears on Campus During Recess

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. Suggested procedures include:

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 or staff and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should 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.

Section 13 - 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 their 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 a staff member or 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 or Catapult 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/guardian or community member with a restraining order planning to take their student, allow them 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, they are to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

Section 14 - 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 law enforcement (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 office staff on how to respond to phone calls regarding the incident.

Section 15 - 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 predetermined 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 them.
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 a normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents/guardians for their information and action. If parents/guardians 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/guardians 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

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:
 - a. Clear airway
 - b. Tilt head back (unless possible neck injury - use jaw thrust)
 - c. Pinch nostrils
 - d. Seal mouth and blow
 - e. Watch for chest to rise
 - f. Listen for air to escape from mouth
 - g. Watch for chest to fall
 - h. Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - a. Tilt the head
 - b. Jut the jaw forward
3. If facial injuries make it impossible to use the mouth to mouth method then use the manual method.
 - a. Use mouth to nose if airtight seal is impossible over victim's mouth.
 - b. Small child - cover both mouth and nose.
4. Continue artificial respiration until the victim begins to breathe for themselves 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 (i.e. fingers, thumb, shoulder): Keep the part quiet. Immobilize shoulder with arm sling.

2. Fractures:
 - a. Signs of a closed fracture:
 - i. Swelling
 - ii. Tenderness to touch
 - iii. Deformity
 - iv. Discoloration
 - b. Treatment (closed fracture - no bleeding or broken skin at wound)
 - i. Keep broken bone ends from moving
 - ii. Keep adjacent joints from moving
 - iii. Treat for shock
 - c. Treatment (open fracture - broken bone and broken skin)
 - i. Do not move protruding bone end
 - ii. If bleeding, control bleeding by direct pressure on wound
 - iii. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - a. Always immobilize
 - b. Elevate joint
 - c. Apply cold packs during first half hour
 - d. Treat the same as closed fractures
 - e. 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 the pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - a. Skin red (1st degree)
 - b. Blisters develop (2nd degree). Never break open blisters.
 - c. Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - a. Submerge in cold water
 - b. Apply a cold pack
 - c. Cover with a thick dressing or plastic. (Do not use plastic on the face.)
 - d. After using cold water or an ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - a. Apply a thick, dry sterile dressing and bandage to keep out air.
 - b. If the area is large, wrap with a clean sheet or towel.
 - c. Keep burned hands and feet elevated and get medical help immediately.
 - d. Treat the same as a shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
 - a. Wash chemicals away with water.
5. Acid burn to the eye (also alkali burns)
 - a. Wash the eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.

- b. If the victim is lying down, turn head to side. Hold the lid open and pour from the inner corner outward. Make sure the chemical isn't washed out onto the skin.
- c. Have the victim close the eye, place the eye pad over the 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, they are getting some air. But if the passage is completely blocked, they 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
 - a. Jerking movements
 - b. Muscular rigidity
 - c. Blue about the lips
 - d. May drool
 - e. High fever

These seizures are seldom dangerous, but they are frightening.

1. Causes
 - a. Head injuries
 - b. Severe infections
 - c. Epilepsy
2. Treatment
 - a. Prevent patient from hurting themselves
 - b. Loosen tight clothing
 - c. Do not restrain
 - d. If breathing stops, apply mouth to mouth resuscitation
 - e. Do not give liquids nor put patient in warm water
 - f. 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.

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.

2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or if there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing begin CPR.

Red Cross CPR Steps

1. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
2. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.
 - a. Note: If the chest does not rise with the initial rescue breath, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.
3. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

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 the animal control center. Give description of the animal and name and address of the victim.
4. Complete the Student Accident Form.
5. Notify the 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 a 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 parents/guardians.
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/guardian is unable to take the 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 parents/guardians.
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 a parent/guardian 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
 - a. May or may not be unconscious
 - b. Unconsciousness may be delayed one-half hour or more
 - c. Bleeding from mouth, nose or ear
 - d. Paralysis of one or more extremities
 - e. Difference in size of pupils of the eyes
2. First Aid for Head Injuries:

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

Heart Attack

Diseases and Conditions

Symptoms:

- 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.

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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.

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 (AED) 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, 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.

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 the nose until a doctor is present.

Opioid Overdose

Check for signs of an opioid overdose. Ask the person if they are okay (i.e. shout their name, shake their shoulder, or firmly rub the middle of their chest with your knuckles). Signs of an overdose include:

- Will not respond or wake to your voice or touch
- Breathing is slow, irregular, or has stopped
- Pale skin, purple lips and fingernails
- Very small pupils
- Faint heartbeat
- Limp arms and legs
- Inability to speak
- Vomiting

Call 9-1-1. Administer naloxone (brand name NarCan), located in the nurse's office, to anyone who shows signs of an opioid overdose. If the person does not respond after being given a dose of naloxone, another dose may be given every 2 - 3 minutes, if needed, until the person responds or emergency medical help is received.

If the person is breathing on their own or you have to leave someone alone at any time (such as to call for help or get naloxone), make sure that the person is in the recovery position. Place the person on their left side with their right leg and arm crossed their body.



Continue to monitor the person until emergency medical help arrives because opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR (directions on page 54).

Pandemic Flu/Virus 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.

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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:

- In a severe pandemic, refer to the district playbook outlining protocols and guidelines.
- 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/virus:

Some viruses are highly contagious and persistent. Sometimes there are no vaccines to prevent them, but there are some things you can do to lower the risk of transmission.

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Wear a mask as required by district, county, and state guidelines.
- Wash your hands using 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.
- Use disinfectant after cleaning and often on frequently touched surfaces.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended if available.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until recommended guidelines for return are met.
- Put off travel plans until you're fully recovered.

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 6 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run a continuous fan on HVAC system while the 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.

Poisoning

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

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

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

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

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/guardians.

Seizure

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 their 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/guardians 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

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:

1. Pale, cold, moist skin
2. Weak and/or rapid pulse
3. Rapid breathing
4. Altered consciousness

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/guardians.

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 16 - 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

- All students must 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:

1. Confirmed the child attended school that day.
2. Convene crisis management team.
3. Begin recording events.
4. Assign a member of the Incident Command Team to organize a search of the school.
5. Assign staff members to begin checking the last known location of the child.
6. Call Twin Rivers Police and/or local law enforcement.
7. Alert the Superintendent and Center Joint Unified District Office.
8. Record the name and contact number of the person reporting the child missing.
9. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain a photo, if available.
 - c. Home address, phone number, parents' contact numbers.
 - d. Class schedule, special activities.
 - e. Bus or walking route information
10. If the case involves abduction, begin gathering witness information for law enforcement.
11. Contact custodial parents/guardians.
12. If an 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.
13. Obtain information on possible witnesses, friends, and the last person to see the student.
14. If an incident occurred while a student was on the way home, contact the bus driver, safety patrol, crossing guard.
15. Double check circumstances. Could the child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?

16. Assist law enforcement's department with investigation.
17. 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 17 - 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, and how many.
- Contact the Center Joint Unified District Office. The District Office should contact law enforcement and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Superintendent's Office 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 the media or join in demonstrations.
- Assign Crisis Management Team 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 18 - 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.

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.

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.

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.

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.

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.

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.

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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.

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.

Reimbursement:

The Red Cross will reimburse the Owner for the following:

1. *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.
2. *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.
3. *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 19 - 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 20 - Shooting / Stabbing

Assess the situation

- Is the suspect in the school?
- Has a weapon been found and/or secured?
- Has a suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in an announcement about the 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 Superintendent and/or 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 their location and begin planning for evacuation once police arrive.
 - If the suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command posts for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statements 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 the crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the District Office.
- Prepare letters for students to take home in cooperation with law enforcement and the Superintendent's Office.
- 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 the next few days to squelch rumors.

Section 21 - Campus Visitor Procedures

Parents and guardians and other interested members of the community are encouraged to visit the school and observe the educational program. Visits during school hours should be arranged in advance with the teacher or an administrator (please give 24 hours notice). All visitors are required to go directly to the school office to check in. Each visitor must have a valid form of identification as a background check is required utilizing the Verkada background check system. Each visitor will be issued a pass before entering the campus. Visitor passes must be visible.

Section 22 - Panorama Survey Information



Wilson Riles Middle

"Fall 2023 Surveys Staff Culture & Climate Survey, Staff Survey"



Summary

Topic Description	Results	Comparison
Educating All Students Faculty perceptions of their readiness to fully support all learners.	54% ▼ 15 since last survey	73% Center Joint Unified School District
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	39% ▲ 4 since last survey	56% Center Joint Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	32% ▲ 12 since last survey	57% Center Joint Unified School District
School Leadership Perceptions of the school leadership's effectiveness.	51% ▲ 13 since last survey	70% Center Joint Unified School District



Summary

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	32% ▲ 3 since last survey	31% Center Joint Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	41% ▲ 6 since last survey	43% Center Joint Unified School District
School Engagement How attentive and invested students are in school.	27% ▲ 6 since last survey	27% Center Joint Unified School District
School Safety Perceptions of student physical and psychological safety at school.	48% ▲ 8 since last survey	51% Center Joint Unified School District
School Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the school.	40% ▲ 4 since last survey	42% Center Joint Unified School District



Summary

Topic Description	Results	Comparison
School Climate Perceptions of the overall social and learning climate of the school.	51% ▲ 11 since last survey	68% Center Joint Unified School District
School Safety Perceptions of student physical and psychological safety at school.	38% ▼ 2 since last survey	63% Center Joint Unified School District

Section 23 - School Rules

The “Husky Code” at Wilson C. Riles Middle School

Every student and adult at Wilson C. Riles Middle School follows four basic behavior expectations:

1. **Be Safe**
2. **Be Responsible**
3. **Be Respectful**
4. **Be Kind**

Positive Behavior Plan

Climate for Learning

The school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate and take pride in their school. As a school, we encourage attitudes and behaviors that promote mutual respect.

School-Wide Positive Behavior Support Plan

Safety, Responsibility, Respect and Kindness are the four guiding expectations at Riles Middle School. At the beginning of the year, all students are explicitly taught what it means to be safe, responsible, respectful and kind on all areas of the campus. (See the Husky Code). Students are rewarded for exhibiting safe, responsible, respectful and kind behaviors.

The goal of the school-wide positive behavior support plan is to encourage students to demonstrate a high level of responsibility and citizenship. All students begin each school year with 100 merits. All students will have the opportunity to maintain 100 merits by adhering to the behavior standards set by the school and district. Students who maintain 100 merits are rewarded throughout the year.

Students' incentives for maintaining 100 merits may include:

- Ticket drawings
- Gift certificates
- Special treats
- Special celebrations, assemblies, and activities

Students must maintain a minimum of 90 merits to be eligible to participate in student activities. These include school sports programs, 8th grade Celebration, 7th grade Fun Day, dances, assemblies, attendance at athletic events, end of year activities, and other events/activities that may be offered throughout the school year.

How does a student lose merits?

A student can lose merits if a school rule has been violated. Range of merit loss is from 1-15, depending on the severity of the infraction. Students assigned detention and are late arrivals or “no shows” will receive further disciplinary consequences including loss of merits.

How do students earn merits back to be eligible for school activities and recognition?

To earn back merits, students must pick up a Merit Recovery form in the main office and follow the procedures noted. Students are encouraged to recover their merits in a timely manner. Students may check their current merit count in the front office before or after school. The last day to earn back merits lost for the year is May 19, 2020. Students who have lost 2 merits for after school detention may earn 1 merit for arriving to detention on time, on the assigned date and following the Husky Code for the duration of the detention.

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND
General/ Schoolwide	<ul style="list-style-type: none"> • Walk at all times • Keep your hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Follow the directions of all staff • Keep gum at home • Personal electronic devices and earbuds are to be turned off and stored unless otherwise directed by an adult 	<ul style="list-style-type: none"> • Use school appropriate language • Use the words for success • Use appropriate words and tone with peers and staff • Recognize and respond to all adult directions 	<ul style="list-style-type: none"> • T.H.I.N.K. • Be accepting of others and their differences
Classroom	<ul style="list-style-type: none"> • Enter and exit room with permission • Use all materials as intended • Be aware of your surroundings and conscious of others 	<ul style="list-style-type: none"> • Have class materials ready • Stay on task and work to the best of your ability • Own your decisions and choices • Communicate with your teacher if you need help 	<ul style="list-style-type: none"> • Value and allow time for the input of others • Allow others to learn • Respond to the teacher's attention signal • Wait to be recognized 	<ul style="list-style-type: none"> • Offer encouragement and support to others • Try to understand others' perspectives • Be willing to apologize and accept apologies
Technology	<ul style="list-style-type: none"> • Use chairs and desks appropriately • Inform staff of vandalized, broken, or altered equipment • Use technology as directed 	<ul style="list-style-type: none"> • Finish food and drink outside of computer lab • Use your technology equipment appropriately • Put equipment back where you found it 	<ul style="list-style-type: none"> • Be gentle with technology equipment • Leave computer lab clean for the next class 	<ul style="list-style-type: none"> • Use headphones to stay focused • Offer help to peers in need • T.H.I.N.K.

Lunch Areas	<ul style="list-style-type: none"> • Walk to the lunch area • Go directly to a seat or the back of the lunch line • Remain seated until dismissed by an adult 	<ul style="list-style-type: none"> • Have your I.D. number and cash ready for the cashier • Check out and return equipment with a noon-duty aide 	<ul style="list-style-type: none"> • Throw your trash in the trash can • Encourage peers to keep their area clean • Take only what is yours 	<ul style="list-style-type: none"> • Thank cafeteria staff members • Pick up trash even if it is not yours • Welcome all peers to sit at your table
Passing Areas	<ul style="list-style-type: none"> • Walk at all times • Keep your hands, feet, and objects to yourself • Stay to the right side of hallways 	<ul style="list-style-type: none"> • Go directly to your next class • Turn off personal electronic devices and store them in your bag • Throw away trash 	<ul style="list-style-type: none"> • Walk on paved area • Use appropriate voice volume 	<ul style="list-style-type: none"> • Greet staff members as you walk around campus • Use positive language
Pick-up Zone (To and From School):	<ul style="list-style-type: none"> • Look both ways for cars before walking into the pick-up lanes • Stay on the sidewalk unless entering your car • Only cross the parking lot near the buses if you are with an adult 	<ul style="list-style-type: none"> • Actively look for your ride • Communicate with your ride if you are going to be late • Predetermine a pick-up location 	<ul style="list-style-type: none"> • Use school appropriate language while in the front of the school • Speak respectfully to all staff and community members • Follow the directions of all staff members 	<ul style="list-style-type: none"> • Keep gates clean • Greet the person who is picking you up from school
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND

<p>Back of School</p> <p>(To and From School)</p>	<ul style="list-style-type: none"> • Walk your wheels on campus • Have wheels? Wear a helmet! • Be aware of your surroundings • Follow the rules of the road 	<ul style="list-style-type: none"> • Lock your wheels at the bike rack or in a teacher's room (with permission) • Communicate with home if you are going to be late 	<ul style="list-style-type: none"> • Use school appropriate language in neighborhoods • Walk on sidewalks and use crosswalks • Keep moving toward your destination • Be courteous of the property of others 	<ul style="list-style-type: none"> • Encourage peers to respect neighbors and their property • Greet staff members as you enter and exit campus • Pick up and throw away any trash you see
Assemblies	<ul style="list-style-type: none"> • Enter and exit in an orderly fashion, when directed • Remain seated unless otherwise directed 	<ul style="list-style-type: none"> • Listen to the presenter • Look at staff members for directions 	<ul style="list-style-type: none"> • Keep eyes on the speaker • Sit attentivelyRespond appropriately 	<ul style="list-style-type: none"> • Clean up after yourself • Applaud at appropriate times • Encourage all participants
Husky Help	<ul style="list-style-type: none"> • Use all resources as intended and return if needed • When you leave Husky Help, exit campus 	<ul style="list-style-type: none"> • Have a clear purpose and work on school work • Bring all materials you need with you • Leave your space clean and put all trash in the trash canBe where you belong 	<ul style="list-style-type: none"> • Raise your hand when you need help • Return any materials used back to where it belongs 	<ul style="list-style-type: none"> • Wait patiently and quietly for teacher's helpHelp others when possibleThank the staff
After School Activities	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Remain in the area the activity is happening • Walk at all times (except when participating in sports) 	<ul style="list-style-type: none"> • Have your ID card with you • Finish food and drink before entering the gym • Put all trash in the trash can • Communicate end time with ride before event 	<ul style="list-style-type: none"> • Wear clothing that is dress code appropriate • Allow everyone to focus on the activity without distractions • Use school appropriate language 	<ul style="list-style-type: none"> • Patiently wait your turn in line • Cheer positively for the Huskies and opponents • Be inclusive • T.H.I.N.K.

Detention (Lunch and After School)	<ul style="list-style-type: none"> • Remain in your seat, facing forward • Leave campus immediately after released from after school detention 	<ul style="list-style-type: none"> • Use the restroom and get water before arriving • Arrive on time • Bring detention slip • Be productive and work silently on assignments 	<ul style="list-style-type: none"> • Recognize and respond to the detention supervisor • Reflect on why you received detention • Create a plan to avoid future detentions 	<ul style="list-style-type: none"> • Create a plan to repair damage caused by your behavior
Restrooms	<ul style="list-style-type: none"> • Walk at all times • Use restrooms for their intended purposes • Turn water off after washing your hands 	<ul style="list-style-type: none"> • Flush toilet after use • Throw trash in the trash cans • Leave personal items in backpack/ classroom 	<ul style="list-style-type: none"> • Honor the privacy of others • Properly treat bathroom property • Use indoor voices 	<ul style="list-style-type: none"> • Wait for peers outside if there is an accident or problem, seek help from an adult
Office	<ul style="list-style-type: none"> • Keep hallways clear and walk on the right • Stay in designated areas or seats • Promptly sign-in and sign-out 	<ul style="list-style-type: none"> • Have a clear purpose for being in the office • Be accountable for your actions and words • Only enter the office during class time if you have a pass 	<ul style="list-style-type: none"> • Use indoor voices • Be mindful of others' right to privacy • Communicate clearly, calmly, and honestly 	<ul style="list-style-type: none"> • Use Words for Success • Thank the office staff for helping you • Be helpful to office
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND
Library	<ul style="list-style-type: none"> • Keep your hands, feet, and objects to yourself • Walk at all times 	<ul style="list-style-type: none"> • Have your books, ID card, and agenda for each visit • Treat books and displays appropriately and carefully • Keep the library free of litter 	<ul style="list-style-type: none"> • Respond appropriately to everyone • Use library appropriate volume • Put books back where they belong 	<ul style="list-style-type: none"> • Use the Words for Success • Wait your turn

Buses	<ul style="list-style-type: none"> Stay behind the yellow line until asked to board the bus Keep all parts of the body inside the bus at all times Remain facing forward and seated while the bus is in motion Enter and exit the bus through the entrance door, except for emergencies 	<ul style="list-style-type: none"> Have your ID with bus rider sticker with you at all times Arrive at the bus stop 5 minutes before the bus is scheduled to arrive 	<ul style="list-style-type: none"> Be courteous to the driver and fellow passengers Remain on the sidewalk and off of private property while waiting at the bus stop Keep the bus and the bus areas clean and pick up trash 	<ul style="list-style-type: none"> Greet the bus driver upon entering the bus and thank the bus driver when exiting Welcome any students to sit next to you on the bus
Science Labs	<ul style="list-style-type: none"> Actively participate by following the lab safety contract guidelines Report spills and broken materials to the teacher immediately Wear eyewear, when directed 	<ul style="list-style-type: none"> Follow lab directions and do assigned lab work Use lab materials as directed and keep them in appropriate locations Ask questions, if you are unsure of what to do 	<ul style="list-style-type: none"> Actively listen to others in the classroom Raise your hand when you have a question Clean the lab station at the end of each period 	<ul style="list-style-type: none"> Let all group members participate Politely ask group members and classmates for help
Locker Rooms	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself Walk at all times, unless otherwise directed Notify P.E. teachers if there is a problem or injury Inform staff of vandalism or broken equipment 	<ul style="list-style-type: none"> Only use your assigned locker Always securely lock up your valuables Change only in appropriate locations Place trash in trash receptacles 	<ul style="list-style-type: none"> Speak respectfully to everyone and use words for success Help others when help is needed Follow the directions of all staff members 	<ul style="list-style-type: none"> Encourage others appropriately Respond appropriately to everyone Respect the space and property of others
Stairs	<ul style="list-style-type: none"> Refrain from throwing any items from stairs or balcony Keep hands and feet to yourself on the stairs 	<ul style="list-style-type: none"> Walk on the right side of the stairs No loitering at the base, on the stairs or at the top. Only use the stairs if you have a class upstairs 	<ul style="list-style-type: none"> Use appropriate language and volume of voice. Recognize and respond to all adult directions 	<ul style="list-style-type: none"> Walk at all times If there is an issue on the stairs seek out an adult

Section 24 - Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or Behavior Intervention Plan (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If both Principal and Vice Principal are off-site, office staff will contact Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC not available.) An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: **Jennifer Slay**
 - b. Alternate 1: **Caryn Kennedy**
 - c. Alternate 2: **Pete Brown**
2. Administrator or TIC will proceed to the emergency.
3. If safe, the class will evacuate to an alternative class or location.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been Pro-Act trained. There need be at least 3 adults who are Pro-Act trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer.

PART III - 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.

The mission of Wilson C. Riles Middle School is to develop our students' academic, emotional and social skills for success today and in the future.

Section 2 - People and Programs

DESCRIPTION OF SCHOOL CLIMATE

Wilson C. Riles Middle School is a place where all students and staff are valued. Staff and students are encouraged daily to be safe, responsible, respectful and kind, and to choose a positive attitude. Our school has high expectations for academics and behavior and adults model this for our pupils.

Leadership at Riles is a collaborative process, using our site teams and Department chairs to establish policies and procedures. Through these bodies, all are encouraged to give their input, with the expectation that “concerns come with possible solutions.”

The principal and administrative team guide these representative groups and set a positive tone for the school. Administrators determine school direction and present that to the staff for refinement, and also support and enforce the rules and expectations developed by the staff.

Our staff members are valued as part of a professional learning community, working together to insure high academic and behavioral standards and success for all students. All staff contribute to developing and implementing programs that foster successful learning of essential curriculum and to defining and enforcing consistent, fair school rules and consequences.

Our students are all valued and expected to succeed academically, behaviorally, and socially. Students are treated with respect by all staff, and are expected and encouraged to be safe, responsible, respectful and kind in all circumstances on campus. These standards are taught and reinforced by all staff through our Positive Behavior Interventions and Supports (PBIS) program.

Our parents and community neighbors are also respected. Staff members are expected to return communication within 24 hours. Parents are given access to students' grades, multiple means are used to communicate with and involve parents and community members in our school.

Section 3 - School Climate Goals

The School Climate

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

Objective #1: As a result of the Panorama Survey Results, Wilson C. Riles will utilize the PBIS action plan to increase positive school climate response from a fall 2023 favorable rating of 41% to the 2021 favorable rating of 58%.

Objective #2: As a result of a variety social emotional programs and supports implementing evidence-based interventions (PBIS, Check in Check out, Trauma informed practices, Second Step, Safe School Ambassadors, Community circles) Wilson C. Riles will decrease suspension and expulsion rates from 11.6% to 7% based on the California Dashboard.

Objective #3: 50% of staff will rate Wilson C. Riles has sufficient resources to create a safe campus. This will be evaluated based on the Panorama Survey Results.

Section 4 - Place

Create a physical environment that communicates respect for learning and for individuals.

Wilson C. Riles is located in Roseville at the south end of Placer County. The immediate area around the school includes single family dwellings, duplexes, and apartments, as well as a significant amount of undeveloped property. The campus experiences mild vandalism during evening hours however, the frequency of occurrences has lessened with the past two years.

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 various surveys:

Objective #1: The physical environment of Wilson C. Riles will be free of hazards.

Related Activities:

To ensure a safe physical environment, the custodial staff, campus monitor, and administrators will walk through the plant each day and report any concerns observed immediately to the principal, school secretary, or lead custodian. The school secretary or lead custodian 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:

- All staff and students will take place in monthly safety drills.
- Staff training will occur during staff meetings.
- The parent reunification process will be included in at least one drill.
- Staff will have the opportunity to practice triage methods during drills.

Objective #3: The campus will be evaluated for security concerns.



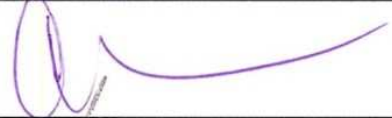

Administration will conduct a vulnerability assessment and will work to remediate areas where safety and security can be improved.

Section 6 - Signature Sheet

Wilson C. Rile'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/guardian and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents/guardians from contact with a student 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 Name	Title	Signature
Brett Homesley	Principal	
Larry Davenport	Assistant Principal	
Caryn Kennedy	Teacher	
LaToya Jenkins	SSC Parent	

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APPENDIX A - Staff List

Abdelfattah	Enssaf
Andrews	Julie
Anwar	Shahnaz
Beaber	James
Brown	Pete
Brown	Senovia
Chernitskey	Lyubov
Cline	Sherry
Coulter	Morgan
Davenport	Larry
Donner	Jennifer
Ellberg	Sally
Evans	Jeannie
Farr	Anne-Marie
Gallagher	Geneva
Garcia	Robert
Gebauer	Tanya
Gomez	Melissa
Hackworth	Courtney
Hamilton	Grant
Homesley	Brett
Hu	Jenny
Huebner	Robin
Husein	Safa
Johnson	Michael
Jones	Adriana
Karakas	Tori
Kennedy	Caryn
King	Sarah
Koscheka	Michele
Lal	Kris
Lord	Falesha
Lunsford	Theresa
Matsuno	Deanna
Mayo	Rebecca
Mejdrich	Stephani

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Mena	Kendall
Michaelis	Tiffany
Misajon	Joanna
Moore Purdy	Kylie
Nazari	Basir
Pali-Kugel	Connie
Perrault	Traci
Plummer	Tamara
Prasad	Arvind
Price	Karen
Ratliff	Mike
Roberts	Jess
Shadman	Lynda
Silva	Renee
Slay	Jennifer
Smith	Abe
Sosa	Erika
Stiles	Jessica
Stretz	Jesse
Swift	Windigo
Tolok	Liliya
Torres-Skerett	Betty
Vasilevich	Tatyana
Verhagen	Annelies
Walters	Erica
Weisberg	Nathan
Welch	Kyle
Wright	Stormii
Zakharchuk	Petr

APPENDIX B - Staff Classroom Telephone Numbers / Extensions

Job Title	Phone	Classification	Rm. #	Phone Ext.	Email
Instructional Specialist	916 787-8100	Classified	453	221	enssaf70@centerusd.org
Teacher	917 787-8100	Certificated	403	212	jandrews@centerusd.org
Teacher	918 787-8100	Certificated	605	240	shahnaz145@centerusd.org
Custodian	919 787-8100	Classified	615	124	jbeaber@centerusd.org
Teacher	920 787-8100	Certificated	400	209	pbrown@centerusd.org
Cafeteria Worker	921 787-8100	Classified	cafeteria	112	senovia@centerusd.org
Cafeteria Worker	922 787-8100	Classified	cafeteria	112	lyubovcherne@centerusd.org
Teacher	923 787-8100	Certificated	509	228	scline@centerusd.org
Teacher	924 787-8100	Certificated	324	208	mcolter@centerusd.org
Assistant Principal	925 787-8100	Certificated	office	103	ldavenport@centerusd.org
Teacher	926 787-8100	Certificated	514	230	jenedonner@centerusd.org
Teacher	927 787-8100	Certificated	402	211	sellberg@centerusd.org
P/T Campus Monitor	928 787-8100	Classified	614	246	jevans90@centerusd.org
School Psychologist	929 787-8100	Certificated	444	257	afarr@centerusd.org
Noon Duty Aide	930 787-8100	Classified	n/a	n/a	ggallagher@centerusd.org
SCOE Teacher	931 787-8100	SCOE-CARE	522	238	rgarcia@centerusd.org
Teacher	932 787-8100	Certificated	516	232	tgebauer@centerusd.org
Teacher	933 787-8100	Certificated	510	229	mgomez@centerusd.org
SCOE Teacher	934 787-8100	SCOE-CARE	518	234	chackworth@centerusd.org
Teacher	935 787-8100	Certificated	422	218	ghamilton@centerusd.org
Principal	936 787-8100	Certificated	office	102	bhomes@centerusd.org
Noon Duty Aide	937 787-8100	Classified	n/a	n/a	jennyhu@centerusd.org
SLP	938 787-8100	Certificated	507	226	rhuebner@centerusd.org
Noon Duty Aide	939 787-8100	Classified	n/a	n/a	safahusnabde@centerusd.org
Teacher	940 787-8100	Certificated	216	201	mjohnson@centerusd.org
SCOE Teacher	941 787-8100	SCOE-SpEd	612	244	adriana.jones@centerusd.org
Cafeteria Lead	942 787-8100	Classified	cafeteria	112	tkarakas@centerusd.org
Teacher	943 787-8100	Certificated	517	233	ckennedy@centerusd.org
Teacher	944 787-8100	Certificated	322	207	sking@centerusd.org
School Secretary	945 787-8100	Classified	office	105	mkoscheka@centerusd.org
SCOE Paraeducator	946 787-8100	SCOE-SpEd	612	244	klal@scoe.net
Teacher	947 787-8100	Certificated	608	243	flord@centerusd.org
Teacher	948 787-8100	Certificated	505	225	tlunsford@centerusd.org
Instructional Specialist PH	949 787-8100	Classified	603	239	dmatsumo@centerusd.org

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SCOE Paraeducator	950 787-8100	SCOE-SpEd	612	244	rmayo@scoe.net
Campus Monitor	951 787-8100	Classified	614	246	slmeydrich@centerusd.org
Teacher	952 787-8100	Certificated	504/PE		kmena@centerusd.org
Teacher	953 787-8100	Certificated	606	241	tmichaelis@centerusd.org
Instructional Specialist	954 787-8100	Classified	605	240	jmisajon@centerusd.org
Attendance Secretary	955 787-8100	Classified	office	106	kmoorep@centerusd.org
Technology Specialist	956 787-8100	Classified	317	113	bnazari@centerusd.org
Lead Custodian	957 787-8100	Classified	615	124	maliumaui808@centerusd.org
Library Tech	958 787-8100	Classified	library	216	tperrault@centerusd.org
Office Assistant	959 787-8100	Classified	office	116	tplummer@centerusd.org
Custodian	960 787-8100	Classified	615	124	aprasad@centerusd.org
Teacher	961 787-8100	Certificated	603	239	kprice@centerusd.org
Teacher	962 787-8100	Certificated	304	203	mratliff@centerusd.org
Counselor	963 787-8100	Certificated	447	258	jroberts@centerusd.org
Teacher	964 787-8100	Certificated	311	205	lynda@centerusd.org
Teacher	965 787-8100	Certificated	308	204	rsilva@centerusd.org
Academic Coordinator	966 787-8100	Certificated	443	256	jslay@centerusd.org
Teacher	967 787-8100	Certificated	607	242	asmith@centerusd.org
Teacher	968 787-8100	Certificated	521	237	esosa@centerusd.org
Teacher	969 787-8100	Certificated	453	221	jstiles@centerusd.org
Teacher	970 787-8100	Certificated	401	210	jstretz@centerusd.org
Teacher	971 787-8100	Certificated	420	217	wswift@centerusd.org
Cafeteria Worker	972 787-8100	Classified	n/a	n/a	liliyantolok@centerusd.org
Noon Duty Aide	973 787-8100	Classified	n/a	n/a	btorres@centerusd.org
Instructional Tech/Bilingual	974 787-8100	Classified	607	242	tvasilevich@centerusd.org
Teacher	975 787-8100	Certificated	311	205	verhagen@centerusd.org
Teacher	976 787-8100	Certificated	519	235	ewalters@centerusd.org
Teacher	977 787-8100	Certificated	404	213	neweisberg@centerusd.org
Teacher	978 787-8100	Certificated	452	220	kylewelch@centerusd.org
Teacher	979 787-8100	Certificated	423	128	swright@centerusd.org
Custodian		Classified	615	124	petrz@centerusd.org

APPENDIX C - Shut-Offs

APPENDIX D - Emergency Evacuation Routes



APPENDIX E - Off Campus Evacuation Map

EOC Message 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	<input type="text"/>

Names:

MAJOR INJURIES	<input type="text"/>
-----------------------	----------------------

Unable to treat in site. i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	<input type="text"/>
--------------------------	----------------------

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	<input type="text"/>
-----------------------	----------------------

First Aid attention only

PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

Transmit data as soon as possible. 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.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters***.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “commercial film and photographic print processor” means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, “child visitation monitor” means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) “Animal control officer” means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) “Humane society officer” means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, “clergy member” means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff’s department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include

a “mutual affray” between minors. It

also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.”

(P.C. 11165.6)

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect”

includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.”

(P.C. 11166 (a))

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“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.
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))**

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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.org****www.safestate.org**

APPENDIX H - Child Abuse Reporting Form



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip				TELEPHONE				
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)				
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS								
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____					3. _____			
	2. _____					4. _____			
	VICTIM'S PARENTS/GUARDIANS								
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
	SUSPECT								
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS Street City Zip				TELEPHONE					
OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)								

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Available online at:

chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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APPENDIX I - Williams Uniform Complaint Procedure

Center Joint Unified School District
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329
Williams Complaint 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>.

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, or teacher vacancy or misassignment. 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.)

☐ Deficiency related to instructional materials

☐ Condition of facilities

☐ Facilities not cleaned

☐ Facilities not safe

☐ Teacher vacancy

☐ Teacher misassignment

APPENDIX J - Dress Code

Dressing for Success

The CJUSD Board of Trustees and Riles staff believes proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future.

If a teacher or staff member deems the student's clothing inappropriate, the student will be sent to the office to correct the issue. This may include changing into clothes to remedy the situation (loaner clothes are available). Students will return to class at the discretion of administration. While there is a certain amount of subjectivity in applying any dress code, it should be noted that the **decisions of the administration at WCR shall be final in dress code matters**. Students will receive the following consequences each quarter for dress code violations:

Dress Code

- Skirts and shorts must be at or below the fingertips when arms are placed at the side. (Holes, openings, or slits in these garments must not reveal skin above the fingertips).
- Sagging pants are not allowed.
- Appearance of undergarments is prohibited.
- Several types of clothing may not be worn alone. Examples of clothing that may not be worn alone at school are tights; strapless tops, spaghetti straps, or halter tops; short shorts, shirts with large arm holes or low necklines, bare midriff or bareback tops, crop tops and half-shirts; or other clothing that exposes body parts or undergarments.
- Pajamas are not to be worn to school.
- The following clothing items, accessories, and backpacks are considered inappropriate and cannot be worn or displayed at school: clothing that bears profanity or weapons or that advertises sex, drugs, alcohol, tobacco, gangs or violence or that implies bullying.
- Students are prohibited from wearing any gang affiliated clothing or items. Gang attire is any clothing, accessory or manner of grooming which may be an indicator of gang involvement.
- Shoes must be worn at all times. Slippers, flip-flops, slides and other strapless shoes as well as high and platform heels are considered unsafe and are not to be worn at school.
- No head coverings are permitted indoors. Red or blue bandanas are not allowed at school.
- Writing on oneself or others is not allowed.
- Piercings that are deemed unsafe will not be allowed.
- P.E. clothing is to be worn only during the regular P.E. classes or athletic electives.

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 *48900(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

All teachers are notified at the beginning of the year of how to determine or find which students have disciplinary concerns from previous years that they are to be notified of and how to access the disciplinary records.

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.

APPENDIX N - 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.

APPENDIX O - Self-Monitoring Tool for Compliance

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.		
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.		
<p>During yearly review, the SSC reviews the plan to ensure that appropriate adaptations for students with disabilities are included and reviewed. The SSC may delegate this responsibility to the School Safety Team</p> <p>Specific protocol are in place to ensure that the following are monitored and revised as necessary:</p> <ol style="list-style-type: none"> Path of travel from all facilities to designated evacuation locations Evacuation maps and other visuals are clearly displayed and easy to see/read Procedures are in place to properly train all students on essential elements of the safety plan 		
<p>The Comprehensive School Safety Plan includes, but is not limited to:</p> <ol style="list-style-type: none"> An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: <ol style="list-style-type: none"> Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data Climate Survey data School Improvement Plan Property Damage data An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 		

The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.		
a. Child Abuse Reporting procedures		
b. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.		
c. Earthquake emergency procedures that include <ul style="list-style-type: none"> i. A school building disaster plan ii. A drop procedure iii. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools iv. Protective measures to be taken before, during, and after an earthquake v. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 		
d. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.		
e. Policies and procedures which lead to suspension and/or expulsion.		
f. Procedures to notify teachers of dangerous pupils.		
g. Policy prohibiting discrimination, harassment, intimidation, and bullying.		
h. Provisions of any school site dress code, including prohibition of "gang-related" apparel.		
i. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.		
j. Procedures that create a safe and orderly environment conducive to learning at the school.		
k. Access to the school campus (visitors).		
l. The rules and procedures on school discipline.		
m. Crisis Response Plan.		
n. Hate crime reporting procedures and policies.		

The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.		
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.		
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.		
The plan should include documentation that the school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.		
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.		

Adapted from California Department of Education's Compliance Tool for Comprehensive School Safety Plan

Agenda Item: XIII-12



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan

Initials:

Director of C&I and SpEd

MDJ

SUBJECT: MOU with the Placer County SELPA Jumpstart Program

☒ **Action Item**

☐ **Information Item**

Attached Pages 6

BACKGROUND:

The CJUSD Special Education Department is entering into an MOU with the Placer County SELPA for temporary (one-month) early intensive behavioral intervention services for a child enrolled in their Jumpstart program now residing in CJUSD boundaries. This month long term will allow the student to continue with services while the CJUSD assesses the student and holds an IEP to determine the best placement.

RECOMMENDED BOARD ACTION:

Ratify the MOU with the Placer County SELPA.

**Memorandum of Understanding
Between
Center Joint Unified School District
and
Placer County SELPA**

This Memorandum of Understanding (MOU) is entered into between the Center Joint Unified School District (CJUSD) and the Placer County SELPA JumpStart Program for the term of January 29, 2024 through February 16, 2024 for center-based early intensive behavior intervention services for DU, a student who is currently being assessed for special education services.

Background:

The Center Joint Unified School District, as the provider of preschool special education services to Center Joint Unified students is in need of temporary center-based early intensive behavior intervention services. The Placer County SELPA JumpStart is a center-based program that provides the needed service.

Scope of Work: Placer County SELPA JumpStart

The Jumpstart Placer County Office of Education Interagency Assessment Center (PCOE-IAC) is designed to provide a center-based, early intensive behavioral intervention for children referred by Alta California Regional Center (ACRC) who are at risk for an Autism Spectrum Disorder. The program serves a small group of 8-10 children per day, five days per week. The instructional setting provides a high adult-to-child ratio, with access to a motor room and playground. This intensive program focuses on both individual and small-group instruction. It ensures both one-on-one structured group activities and playtime activities facilitating language development, motor development and social-emotional and behavioral growth and generalization of skills.

The identified student will access the playgroup five days a week for 180 minutes per day for a total of 14 sessions with two family consultations. The program is closed on 2/12 and 2/19-2/23. The CJUSD will reimburse the PCOE at the current Alta Regional Center designated rates. The rate for each daily session will be \$380 for a total of 14 sessions. The rate for family consultation is \$150/session for 2 sessions. Placer County SELPA will submit weekly invoices to request reimbursement. The total amount of this agreement for services will not exceed \$5,620.

JANUARY					FEBRUARY				
M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2
8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	19	20	21	22	23
29	30	31			26	27	28	29	
Total Program Days				3	Total Program Days				11

Termination of Agreement

Should this Agreement need to be terminated by either Party, prior to the end of the agreement, a written ten (10) day notice will be provided. This placement does not constitute stay put; thus, as a condition of this Agreement, and of Student's services, the Student's IFSP shall specify, and it shall be agreed upon by the Student's Parents, that services from the Placer County Infant Program are not stay put.

Both Parties agree to collaboratively work through any matters that are not explicitly specified in this Agreement.

Responsibilities of the Service Provider (Placer County SELPA)

1. Continue to provide instruction and services as outlined in the Student's previously implemented IFSP.
2. Progress reports will be provided as indicated in the student's previously implemented IFSP. Placer County SELPA will keep CJUSD apprised if the student is not progressing during the reporting period.
3. PCOE will notify CJUSD if the Student is absent more than three (3) consecutive sessions and again if a Student is absent ten (10) days or more within the agreement period.
4. Invoice CJUSD by March 15, 2024 for delivered services.

Responsibilities of Center Unified School District

1. CJUSD shall manage all transition related assessment services and complete the Initial assessment as required by IDEA.

2. CJUSD will convene and administrate over IEP meetings.
3. CJUSD is the payor of last resort for student's transportation to and from the program.
4. CJUSD will fund the placement for the Student outlined in this Agreement. As noted in the program cost analysis, the rate of service for the intensive center-based program includes Occupational Therapist, Speech and Language Pathologist, Pyschologist and Behavioral Support. The rate of service for intensive services is inclusive of the daily classroom rate.

Mutual Indemnification, Defense, Hold Harmless and Limitation of Damages:

1. *Placer County SELPA Indemnification, Defense, and Hold Harmless.* Placer County SELPA shall defend, indemnify, and hold free and harmless CJUSD, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage, or injury of any kind, in law or equity ("Claim"), to property or persons, including personal injury and/or death, to the extent that any of the above arise out of, pertain to, or relate to the negligence, recklessness, errors or omissions, or willful misconduct of PCOE, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the services provided pursuant to this Agreement, including without limitation the payment of all consequential damages.
2. *DSEA Indemnification, Defense, and Hold Harmless.* To the furthest extent permitted by California law, CJUSD shall defend, indemnify, and hold free and harmless the Placer County SELPA, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage, or injury of any kind, in law or equity ("Claim"), to property or persons, including personal injury and/or death, to the extent that any of the above arise out of, pertain to, or relate to the negligence, recklessness, errors or omissions, or willful misconduct of CJUSD, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, or resulting from the services provided pursuant to this Agreement, including without limitation the payment of all consequential damages.
3. Notwithstanding anything to the contrary contained herein, to the maximum extent permitted by law, in no event will either Party be responsible for any incidental, consequential, indirect, special, punitive, or exemplary damages of any kind, including damages for lost goodwill, lost profits, lost business, or other indirect economic damages, whether such claim is based on contract, negligence, tort (including strict liability), or other legal theory, as a result of a breach of any warranty or any other term of this Agreement, and regardless of whether a Party was advised or had reason to know of the possibility of such damages in advance.

Special Education Due Process and Litigation Indemnification

1. CJUSD agrees to indemnify and hold harmless PCOE, its officers, employees, and agents against any and all claims, demands, causes of action, damages, costs, and liabilities arising from any special education law, regulation, or due process complaint, and/or any appeals related to such special education due process claims, which may directly or indirectly, result from Placer County SELPA provision of related services to the Student. CJUSD shall, at its sole risk and expense, defend any and all such due process hearings, suits, actions, or any other legal proceedings and appeals which may be brought or instituted against Placer County SELPA, its officers, employees, and agents on any such claims, demands, causes of action, damages, costs, and liabilities.
2. Should Placer County SELPA be named in any special education due process or special education litigation related to its services under this Agreement, CJUSD will seek to have Placer County SELPA dismissed from such action and will fully support Placer County SELPA's attempt to obtain dismissal. Should Placer County SELPA nonetheless fail to obtain dismissal and be required to participate as a party in such any such action, Placer County SELPA has the sole right to designate its own choice of legal counsel for such proceedings and related defense and CJUSD shall bear the reasonable attorney fees and costs associated with such representation and defense through the final disposition of the action.

Michael D. Jordan

Mike Jordan, Director

Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
Phone: (916) 338-6400

Date: 1/29/24

TROY TICKLE

Assistant Superintendent: Troy Tickle

Placer County SELPA
360 Nevada Street
Auburn, CA 95603
Phone: (530) 886-5870

Date: 

Play Group Cost Diagram

Staff	Daily Rate Total Cost	Hourly Prorated to 90 Minutes
Deaf and Hard of Hearing Specialist	\$444.11	\$95.17
Speech-Language Pathologist	\$512.96	\$109.92
Total Cost		\$205.09

Potentially 35 weeks of Playgroup at one session per week = \$7,178

Individual Services

Staff	Current Vendor Rate from Alta RC
Deaf and Hard of Hearing Specialist	\$97.18/hour

Potentially 35 weeks DHH Itinerant Services at one session per week = \$3,401

Signature: *Troy Tickle*

Email: ttickle@placercoe.org

MOU 2 JumpStart Services - Center

Final Audit Report

2024-01-31

Created:	2024-01-29
By:	Mike Jordan (mikejordan@centerusd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAMI50yM2xvmPGqJ-0oRz99eKBEpb434uC

"MOU 2 JumpStart Services - Center" History

-  Document created by Mike Jordan (mikejordan@centerusd.org)
2024-01-29 - 9:17:18 PM GMT- IP address: 206.15.252.30
-  Document emailed to Troy Tickle (ttickle@placercoe.org) for signature
2024-01-29 - 9:18:05 PM GMT
-  Email viewed by Troy Tickle (ttickle@placercoe.org)
2024-01-29 - 9:39:06 PM GMT- IP address: 104.47.74.126
-  Document e-signed by Troy Tickle (ttickle@placercoe.org)
Signature Date: 2024-01-31 - 1:05:26 AM GMT - Time Source: server- IP address: 73.12.222.216
-  Agreement completed.
2024-01-31 - 1:05:26 AM GMT



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan - Director of Curriculum, Instruction, and
Special Education

Initials:
MDJ

SUBJECT: Individual Services Agreements

☒ **Action Item**

☐ **Information Item**

Attached Pages 0

BACKGROUND:

Please approve the following ISAs for CJUSD students to receive services with a Non Public Agency/School for the 23/24 fiscal year

Access Language - ISA 167

Aldar Academy - ISA 177

Capitol Academy - ISA 1, 2, 3

Easter Seals - ISA 24, 55, 62, 67, 85, 143, 160, 169, 170, 171, 172, 190

Jabbergy - ISAs 16-23, 25-54, 56-61, 63-66, 68-84, 86-142, 144-159, 161-166, 168, 173, 176, 177, 178

Meladee McCarty - ISA 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 191, 192

Northern CA Preparatory - ISA 4

Odyssey Learning Center - ISA 15

Placer Learning Center - ISA 5, 6, 7, 8, 9, 10, 11

Point Quest Depot Park - ISA 176

Sierra Foothills Academy - ISA 12, 13, 14

Sierra School - ISA 174-175

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the Individual Services Agreements

Agenda Item: XIII-14



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tracey Seivert Principal North Country Elementary

Initials:

TS

SUBJECT: Revising North Country's School Plan for Student Achievement (SPSA)

☒ **Action Item**

☐ **Information Item**

Attached Pages 72

BACKGROUND:

North Country Elementary has added a strategy (#12) to Goal 2 of the 2023 School Plan for Student Achievement. We would like to provide access in all classrooms to more technology and flexible seating/furniture to allow for more collaborative learning amongst students. These tools will help us continue to educate students while creating a safe and supportive school & classroom climate. This strategy will allow us to spend up to \$200,000 if needed. Our School Site Council agreed to this expenditure on Tuesday, February 13th at our 5:30 p.m. meeting.

RECOMMENDED BOARD ACTION:

It is recommended that the CJUSD Board of Trustees approve the addition of Strategy 12, under Goal 2, to our School Plan for Student Achievement.

Agenda Item: XIII-14



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Country Elementary School	34-73973-6032924	October 13, 2023	November 15, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the Local Control and Accountability Plan goals of the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Results from our End of Year Parent Survey identified two key areas of need:

- *The need for improved communication from school to home regarding meeting times, purpose, and how the content impacts students and families.
- *Identify ways to bolster parent involvement in the classroom and at school.

The Panorama student survey was administered to students in grades 3-6 in the
Results for 3rd-5th grades Percent Favorable (compared to Spring 2022 Results):

- *School Teacher-Student Relationships 75% (up 5%)
- *School Safety 55% (No Change)
- *School Climate 61% (up 5%)
- *School Belonging 63% (up 8%)
- *School Engagement 56% (up 8%)

Results for 6th grade Percent Favorable (compared to Spring 2022 Results):

- *School Safety 60% (up 4%)
- *School Teacher-Student Relationships 64% (up 8%)
- *School Climate 54% (up 4%)
- *School Belonging 48% (up 15%)
- *School Engagement 36% (up 9%)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration conducts annual, formal observations for each certificated teacher who is scheduled for an evaluation during the school year, and informal observations throughout the year for all teachers. Results indicate that teachers need and value continued support. Opportunities are provided to teachers to observe their peers deliver specific, direct instruction, classroom management, curriculum alignment, intervention strategies and assess student engagement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers participate in Professional Learning Communities where they analyze local assessment data to differentiate instruction to meet student needs. Teachers and support staff also access assessment data from ELPAC, CAASPP (when available), I-Ready results for ELA and Math, Oral Reading Fluency scores, as well as trimester grades to review student performance and provide necessary interventions and extension. All assessment data is taken into consideration when developing schoolwide improvement goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We are committed to improving and adjusting our RTI model through a cycle of data analysis. Consistent progress monitoring determines student movement within our Multi-Tiered System of Supports. We assess all students using universal screeners (I-Ready assessments) to identify students who may benefit from early intervention. Differentiated instruction and targeted intervention is delivered to small groups and individual students for 45 minutes per day, four days per week. Grade level Professional Learning Communities analyze data from formative and summative assessments throughout the year and use the information to adjust instructional groups to best support student needs. Intervention teachers, and Instructional aides and specialists are used to provide academic support by pushing into the classroom and through more intensive, targeted pull-out groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Majority of the teachers at North Country Elementary meet the credential requirements in accordance with the state and federal guidelines. We have a couple interns teachers that are enrolled and taking steps to complete internship programs. Intern Teachers are provided mentors and have intern eligible credentials with CTC. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. We work closely with CJUSD personnel to ensure teachers hired have the appropriate credentials to certify them as highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are opportunities for teachers to assist in developing district goals and guidelines through participation on district committees. All teachers participate in PLC time on Mondays as well as monthly 1 1/2-hour collaboration meetings to become familiar with curriculum and instructional materials, analyze student performance data, explore instructional strategies and strategically plan for instruction. Teachers are encouraged to participate in professional development opportunities which are aligned with our school goals and initiatives.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development focuses on strengthening Tier 1 instructional practice, use of assessment tools, and data analysis protocols. Professional development for para-educators includes a series of specific topics presented by district personnel. Collaborative groups are focusing on refining collaborative conversations specifically related to student progress, intervention and achievement. The school Leadership Team addresses schoolwide practices, including improving school culture and student engagement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All year 1 and year 2 teachers participate in a teacher induction program. Monthly STEAM collaboration meetings focus on exploring new instructional practices and will emphasize data analysis and teacher created formative assessments. Instructional walk-throughs and formal observations help identify strengths and improvement opportunities in order to have clear, constructive collaborations on teaching and learning. Our intervention team consisting of two intervention teachers, two full time instructional specialists, and one part-time instructional specialist provide support in ELA and Math to teachers and students by reducing the adult to student ratio during our grade level intervention blocks. Two instructional specialists provide additional support to grades K-2, and one instructional specialist supports TK as part of the Expanded Learning Opportunities Grant.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate on early out Mondays and approximately once per month for a 1 1/2 hour block. During the monthly blocks, specialists will have the ability to participate in collaborative conversations to help support student learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use state/district adopted curriculum in ELA, Math, Social Studies and Science. Site level professional development has covered pacing guides, formative assessments, writing and units of study. Intervention schedules are designed to protect instruction in core curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Adherence to recommended instructional minutes in ELA and math has been established for core instructional time. Students receive additional intervention and extension support during the school day for ELA and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers use the CJUSD Curriculum map to plan lessons and assessments. Lesson pacing guides and practices are discussed at the beginning of the school year. Our master schedule provides for 45-minute grade level RTI blocks to allow for differentiated instruction. Students needing additional Tier II and Tier III supports may receive additional push-in or pull-out service outside of the RTI block. Every effort is made to ensure that students are in attendance for core instruction. These groups remain flexible as progress is continually monitored and discussed during collaboration.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials. Students access these materials in core instruction as well as through Tier II and Tier III supports. Title I services are integrated into our (RTI) block. They provide support and instruction for reading and math groups using district adopted curriculum and supplemental materials. ELD and Special Education students who are targeted for Tier II or Tier III intervention receive support through our school based program; classroom differentiated instruction included. Designated ELD Wonders Curriculum is also closely tied into our RTI model. In addition to working with newcomers, the ELD instructional assistant teaches vocabulary development and language acquisition.

Tutoring is offered through Title X; Education of Homeless Youth. The District liaison works with us to coordinate services with classroom teachers. Additionally, The County Office of Education coordinates with the school to offer supplemental tutoring to foster youth. Both program goals support student learning so that students can attain proficiency in reading and math.

GATE funds are used to offer students a weekly after school extended learning program.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All textbook adoptions are aligned with California Common Core standards. Students have standards based materials in all core areas. Other textbooks are used according to the standards and all instructional materials are appropriate for each grade level from TK-6th grade. All students have access to district adopted materials in addition to intervention materials including on-line software.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Student Interventions to insure equal access include:

- *Title 1 Aides
- *Intervention teachers and aides
- *Adjustments within leveled groups for Tier I, II, or III support
- *Teachers help students modify and adjust their personal and academic goals
- *RTI 45 minute block for small group differentiated instruction
- *Provide UDL for Tier I instruction
- *Second Step and Studies Weekly curriculum to address the social emotional learning needs of students
- *Access to school counselor (s)
- *Administrators and the classroom teacher work together to develop and monitor Student Success Plans which target specific student needs with related SMART goals
- *Screening and diagnostic assessments through I-Ready, Wonders Phonics Survey, reading fluency assessments
- *CJUSD Student and Family Services offers much needed support at home by providing assistance through counseling, mental health and family health needs.
- *Comprehensive Student Study Teams are trained professionals who work together with families to develop an action plan to meet the academic and/or behavioral needs of the student.
- *Students with IEPs have goals which are monitored by both a classroom teacher and a resource teacher. Curriculum is modified and differentiated based on students' progress and goals.

Evidence-based educational practices to raise student achievement

We will continue developing and implementing:

- *Development of Professional Learning Communities focused on common assessments, guaranteed and viable curriculum as it relates to student achievement.
- *Direct Instruction- integrate prior knowledge with visuals, scaffolding and clarity
- *Feedback
- *Cooperative and Collaborative learning
- *Collective teacher efficacy
- *Formative Assessments, self and peer assessments-students take responsibility for goals and their progress as they work toward these goals
- *Response to Intervention-RTI schedule with Tier II and III supports in place including ELD instruction as appropriate
- *UDL Practice
- *Positive Behavior Supports designed to establish and maintain a safe and nurturing school environment

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are available through the school and the district to assist under-achieving students. PTO meetings are held monthly inviting all teachers, parents, and stakeholders to support school events and initiatives, thus providing financial support and other resources to assist all students on campus. ELAC meets three times a year in addition to District DELAC meetings. ELAC provides a platform for parents to express their concerns and ideas to both the school and the district, and to give input into the decisions of the School Site Council. The CJUSD Student and Family Resources supports mental health and welfare needs of all students in our district. Superintendent's Advisory Council consists of parent representatives from all sites which meets monthly.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through School Site Council and the English Language Advisory Committee, parents, teachers and staff participate in planning, implementing and evaluating school programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support the intervention programs on our campus. These funds, and the guidelines as outlined in the goals of The School Plan for Student Achievement, facilitate the implementation of school-wide reform strategies and the analysis of data. Title I support is an integral part of our MTSS model, providing targeted group instruction primarily through a push in model, outside of core instruction times. Students are provided support in both ELA and math. The Title I model was developed to meet the needs of a population that depends primarily on teacher intervention as opposed to relying on additional help outside of school. The 45 minute systematic intervention enables the teacher to routinely assess students' progress and move them to an appropriately leveled group as necessary. At the Kindergarten level, teachers utilize Wonders and a variety of supplemental curriculum that incorporates all learning modalities. Instructional specialists also provide academic support to Kindergarten to help with assessments, letter/number recognition, and phonemic awareness.

Fiscal support (EPC)

Budget expenditures are aligned with goals outlined in the SPSA and are monitored and discussed in School Site Council.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school administrators and School Site Council reviewed survey data and provided input and feedback to help outline our SPSA budget and goals. As part of our School Site Council monthly meetings, the SPSA was reviewed to ensure understanding and agreement on goals and budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.52%	0.35%	2	3	2
African American	5.4%	6.11%	7.69%	31	35	44
Asian	6.1%	7.50%	9.27%	35	43	53
Filipino	1.6%	1.75%	1.75%	9	10	10
Hispanic/Latino	34.8%	34.03%	36.19%	201	195	207
Pacific Islander	2.4%	2.62%	1.57%	14	15	9
White	39.0%	37.70%	34.79%	225	216	199
Multiple/No Response	10.4%	9.77%	8.39%	60	56	48
Total Enrollment				577	573	572

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	84	87
Grade 1	74	71	70
Grade 2	71	77	82
Grade3	96	79	77
Grade 4	73	93	83
Grade 5	83	82	101
Grade 6	88	87	72
Total Enrollment	577	573	572

Conclusions based on this data:

1. White and Hispanic/Latino student groups make up the largest portion of our enrollment.
2. Student enrollment only differed by 5 students over the course of three years.
3. We had a large group of 5th grade students in the 22-23 school year as compared to the two years prior.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	85	86	90	14.70%	15.0%	15.7%
Fluent English Proficient (FEP)	68	62	60	11.80%	10.8%	10.5%
Reclassified Fluent English Proficient (RFEP)	8			9.4%		

Conclusions based on this data:

1. An average of 10-11% of English Learners are classified as Fluent English Proficient (FEP) over the past 3 years.
2. The number of English Learners has increased each year over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	80	80	0	78	76	0	78	76	0.0	97.5	95.0
Grade 4	74	92	82	0	92	77	0	92	77	0.0	100.0	93.9
Grade 5	80	77	101	0	76	97	0	76	97	0.0	98.7	96.0
Grade 6	86	82	75	0	78	69	0	78	69	0.0	95.1	92.0
All Grades	334	331	338	0	324	319	0	324	319	0.0	97.9	94.4

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2377.	2376.		10.26	13.16		24.36	13.16		15.38	26.32		50.00	47.37
Grade 4		2466.	2434.		22.83	11.69		22.83	24.68		26.09	29.87		28.26	33.77
Grade 5		2497.	2484.		18.42	16.49		31.58	28.87		25.00	25.77		25.00	28.87
Grade 6		2505.	2501.		7.69	8.70		28.21	28.99		39.74	30.43		24.36	31.88
All Grades	N/A	N/A	N/A		15.12	12.85		26.54	24.14		26.54	27.90		31.79	35.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67	5.26		48.72	61.84		34.62	32.89
Grade 4		25.27	10.39		57.14	68.83		17.58	20.78
Grade 5		18.42	14.43		68.42	64.95		13.16	20.62
Grade 6		11.54	10.14		66.67	60.87		21.79	28.99
All Grades		18.27	10.34		60.06	64.26		21.67	25.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.97	10.53		44.87	43.42		46.15	46.05
Grade 4		13.04	6.49		65.22	54.55		21.74	38.96
Grade 5		13.16	12.37		59.21	55.67		27.63	31.96
Grade 6		11.54	8.70		52.56	50.72		35.90	40.58
All Grades		11.73	9.72		55.86	51.41		32.41	38.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.41	9.21		66.67	71.05		26.92	19.74
Grade 4		6.59	3.90		76.92	80.52		16.48	15.58
Grade 5		14.47	6.25		76.32	75.00		9.21	18.75
Grade 6		15.38	23.19		70.51	63.77		14.10	13.04
All Grades		10.53	10.06		72.76	72.96		16.72	16.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.10	7.89		50.00	59.21		35.90	32.89
Grade 4		13.04	11.69		73.91	57.14		13.04	31.17
Grade 5		18.42	15.46		65.79	68.04		15.79	16.49
Grade 6		8.97	15.94		76.92	73.91		14.10	10.14
All Grades		13.58	12.85		66.98	64.58		19.44	22.57

Conclusions based on this data:

1. The overall percentage of students that completed testing (97.9%) is great!
2. The large percentage of students "At or Near Standard" in Reading, Writing, and Listening gives us a lot of potential to move students and make academic gains. Emphasis on professional development, the Wonders program , and vocabulary development will be needed for a positive impact on these scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	79	80	0	76	80	0	76	80	0.0	96.2	100.0
Grade 4	74	92	82	0	92	79	0	92	79	0.0	100.0	96.3
Grade 5	80	77	101	0	77	99	0	77	99	0.0	100.0	98.0
Grade 6	86	82	75	0	81	72	0	81	72	0.0	98.8	96.0
All Grades	334	330	338	0	326	330	0	326	330	0.0	98.8	97.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2379.	2380.		9.21	3.75		18.42	16.25		25.00	30.00		47.37	50.00
Grade 4		2451.	2433.		9.78	5.06		28.26	20.25		30.43	35.44		31.52	39.24
Grade 5		2470.	2459.		9.09	6.06		20.78	17.17		24.68	30.30		45.45	46.46
Grade 6		2505.	2502.		11.11	16.67		18.52	13.89		30.86	33.33		39.51	36.11
All Grades	N/A	N/A	N/A		9.82	7.58		21.78	16.97		27.91	32.12		40.49	43.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.84	6.25		36.84	53.75		51.32	40.00
Grade 4		13.04	5.06		55.43	49.37		31.52	45.57
Grade 5		14.29	9.09		41.56	44.44		44.16	46.46
Grade 6		14.81	15.28		49.38	51.39		35.80	33.33
All Grades		13.50	8.79		46.32	49.39		40.18	41.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.11	10.00		36.84	45.00		46.05	45.00
Grade 4		10.87	8.86		59.78	54.43		29.35	36.71
Grade 5		10.39	5.05		46.75	56.57		42.86	38.38
Grade 6		7.41	11.11		46.91	56.94		45.68	31.94
All Grades		11.35	8.48		48.16	53.33		40.49	38.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.53	5.00		53.95	57.50		35.53	37.50
Grade 4		15.22	6.33		53.26	58.23		31.52	35.44
Grade 5		9.09	6.06		59.74	60.61		31.17	33.33
Grade 6		12.35	11.11		62.96	63.89		24.69	25.00
All Grades		11.96	6.97		57.36	60.00		30.67	33.03

Conclusions based on this data:

1. The overall percentage of students that completed testing (98.8%) is great!
2. The large percentage of students "At or Near Standard" in the different math domains gives us a lot of potential to move students and make academic gains. Emphasis on professional development, the Wonders program , and vocabulary development will be needed for a positive impact on these scores.
3. 67% of our students are scoring below standard in mathematics. We will continue to make math a focal point this school year and work to increase math intervention. We will work as Professional Learning Communities (PLCs) to begin looking closely at student progress in mathematics and tracking data/growth throughout the year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.2	1433.9	1420.4	1404.7	1425.1	1407.7	1426.3	1454.2	1449.8	12	18	20
1	1427.5	*	*	1436.6	*	*	1417.8	*	*	13	10	10
2	*	1453.1	*	*	1454.5	*	*	1451.3	*	10	15	10
3	1484.1	*	1415.6	1477.2	*	1418.2	1490.4	*	1412.7	17	9	18
4	1487.1	1507.8	1483.1	1479.6	1504.2	1484.9	1494.1	1510.8	1481.1	14	16	14
5	*	*	1480.6	*	*	1478.2	*	*	1482.5	6	9	17
6	*	*	*	*	*	*	*	*	*	8	7	10
All Grades										80	84	99

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	33.33	25.00	16.67	11.11	20.00	50.00	38.89	20.00	16.67	16.67	35.00	12	18	20
1	7.69	*	*	38.46	*	*	30.77	*	*	23.08	*	*	13	*	*
2	*	0.00	*	*	46.67	*	*	33.33	*	*	20.00	*	*	15	*
3	5.88	*	11.11	41.18	*	22.22	35.29	*	22.22	17.65	*	44.44	17	*	18
4	21.43	18.75	21.43	42.86	43.75	14.29	21.43	12.50	21.43	14.29	25.00	42.86	14	16	14
5	*	*	11.76	*	*	35.29	*	*	29.41	*	*	23.53	*	*	17
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.75	19.05	16.16	36.25	30.95	22.22	32.50	30.95	26.26	17.50	19.05	35.35	80	84	99

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	27.78	15.00	33.33	22.22	25.00	33.33	33.33	25.00	25.00	16.67	35.00	12	18	20
1	30.77	*	*	23.08	*	*	30.77	*	*	15.38	*	*	13	*	*
2	*	13.33	*	*	33.33	*	*	33.33	*	*	20.00	*	*	15	*
3	23.53	*	16.67	47.06	*	33.33	5.88	*	11.11	23.53	*	38.89	17	*	18
4	42.86	31.25	28.57	42.86	31.25	14.29	0.00	12.50	21.43	14.29	25.00	35.71	14	16	14
5	*	*	23.53	*	*	35.29	*	*	17.65	*	*	23.53	*	*	17
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	29.76	19.19	35.00	27.38	28.28	16.25	22.62	20.20	18.75	20.24	32.32	80	84	99

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	27.78	25.00	25.00	11.11	25.00	41.67	27.78	35.00	8.33	33.33	15.00	12	18	20
1	7.69	*	*	15.38	*	*	61.54	*	*	15.38	*	*	13	*	*
2	*	0.00	*	*	33.33	*	*	46.67	*	*	20.00	*	*	15	*
3	0.00	*	11.11	17.65	*	22.22	70.59	*	27.78	11.76	*	38.89	17	*	18
4	14.29	6.25	7.14	21.43	43.75	21.43	50.00	31.25	28.57	14.29	18.75	42.86	14	16	14
5	*	*	5.88	*	*	17.65	*	*	47.06	*	*	29.41	*	*	17
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.75	9.52	12.12	22.50	29.76	21.21	52.50	36.90	31.31	16.25	23.81	35.35	80	84	99

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	27.78	25.00	75.00	66.67	45.00	8.33	5.56	30.00	12	18	20
1	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*
2	*	13.33	*	*	80.00	*	*	6.67	*	*	15	*
3	29.41	*	5.56	52.94	*	61.11	17.65	*	33.33	17	*	18
4	35.71	43.75	21.43	50.00	37.50	50.00	14.29	18.75	28.57	14	16	14
5	*	*	29.41	*	*	41.18	*	*	29.41	*	*	17
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	28.57	23.23	53.75	60.71	48.48	16.25	10.71	28.28	80	84	99

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	27.78	10.00	50.00	50.00	50.00	41.67	22.22	40.00	12	18	20
1	15.38	*	*	53.85	*	*	30.77	*	*	13	*	*
2	*	13.33	*	*	60.00	*	*	26.67	*	*	15	*
3	35.29	*	27.78	47.06	*	27.78	17.65	*	44.44	17	*	18
4	50.00	31.25	35.71	35.71	31.25	28.57	14.29	37.50	35.71	14	16	14
5	*	*	52.94	*	*	23.53	*	*	23.53	*	*	17
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.25	34.52	27.27	41.25	36.90	35.35	22.50	28.57	37.37	80	84	99

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	27.78	25.00	75.00	50.00	55.00	8.33	22.22	20.00	12	18	20
1	15.38	*	*	46.15	*	*	38.46	*	*	13	*	*
2	*	13.33	*	*	66.67	*	*	20.00	*	*	15	*
3	0.00	*	11.11	64.71	*	27.78	35.29	*	61.11	17	*	18
4	21.43	6.25	7.14	64.29	62.50	35.71	14.29	31.25	57.14	14	16	14
5	*	*	5.88	*	*	58.82	*	*	35.29	*	*	17
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.25	15.48	10.10	58.75	55.95	45.45	30.00	28.57	44.44	80	84	99

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	33.33	45.00	16.67	22.22	25.00	33.33	44.44	30.00	12	18	20
1	7.69	*	*	69.23	*	*	23.08	*	*	13	*	*
2	*	0.00	*	*	73.33	*	*	26.67	*	*	15	*
3	0.00	*	44.44	88.24	*	22.22	11.76	*	33.33	17	*	18
4	7.14	25.00	21.43	78.57	68.75	42.86	14.29	6.25	35.71	14	16	14
5	*	*	17.65	*	*	58.82	*	*	23.53	*	*	17
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	20.24	30.30	66.25	58.33	36.36	21.25	21.43	33.33	80	84	99

Conclusions based on this data:

1. 50% of students in all grades are at a level 3 or 4 in Overall Language.
2. Written Language presents the biggest challenge to our English Learner students. Only 39% of students scored at a level 3 or 4. There will be an emphasis on writing during designated English Language Development (ELD) time.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	68.5	15.7	0.5
Total Number of Students enrolled in North Country Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	15.7
Foster Youth	3	0.5
Homeless	50	8.7
Socioeconomically Disadvantaged	392	68.5
Students with Disabilities	67	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	7.7
American Indian	2	0.3
Asian	53	9.3
Filipino	10	1.7
Hispanic	207	36.2
Two or More Races	48	8.4
Pacific Islander	9	1.6
White	199	34.8

Conclusions based on this data:

- Hispanic and White students are the largest student groups.

2. English Learners make up 15% of our student population.
3. Socioeconomically Disadvantaged students make up 75% of our student population.

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. Chronic Absenteeism is a primary category of concern. It will be addressed through focusing on offering short-term independent study contracts, promoting & encouraging regular attendance, and implementing the house system for the entire year.
2. PLC work will strengthen teaching practices and student performance ELA and Math.

School and Student Performance Data

Academic Performance English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 34 points below standard Decreased -14.5 points 307 Students	 Orange 64.8 points below standard Decreased Significantly -26.1 points 63 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
37 points below standard Increased +4.1 points 27 Students	 Orange 43.8 points below standard Decreased Significantly -20.3 points 204 Students	 Orange 66.8 points below standard Maintained +0.3 points 43 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
37.3 points below standard Decreased -7.4 points 24 Students	Less than 11 Students 1 Student	23.1 points below standard Decreased Significantly - 46.2 points 27 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.7 points below standard Decreased -8 points 106 Students	 Yellow 22.8 points below standard Increased +5.4 points 31 Students	Less than 11 Students 7 Students	 Orange 40.7 points below standard Decreased Significantly - 27.1 points 104 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.1 points below standard Decreased -14.9 points 40 Students	8.7 points below standard Decreased -10.3 points 23 Students	29.2 points below standard Decreased -13.9 points 218 Students

Conclusions based on this data:

1. Students with Disabilities are 63.3 points below standard, so they have the opportunity to make the largest academic gains in ELA.
2. Homeless and EL students are low achieving in ELA, so they have the opportunity to make large academic gains in ELA.
3. Hispanic students and Two or more race students have low performance on the ELA test.

School and Student Performance Data

Academic Performance Mathematics

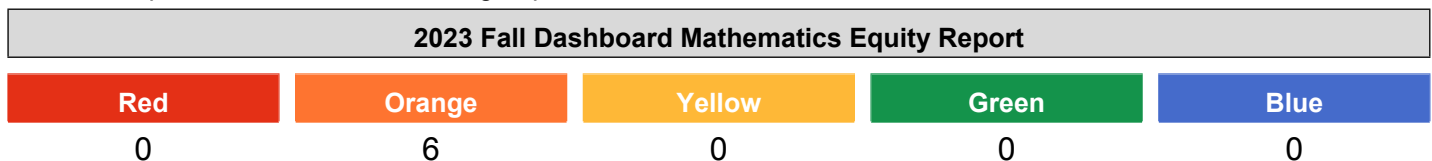
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 51.5 points below standard Decreased -7.3 points 306 Students	English Learners Orange 67.1 points below standard Decreased -11.1 points 63 Students	Foster Youth Less than 11 Students 1 Student
Homeless 90 points below standard Decreased Significantly -26.9 points 27 Students	Socioeconomically Disadvantaged Orange 61 points below standard Decreased -13 points 204 Students	Students with Disabilities Orange 94.1 points below standard Decreased -12.2 points 44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
43 points below standard Increased Significantly +19.7 points 24 Students	Less than 11 Students 1 Student	37.7 points below standard Decreased -10.2 points 27 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.9 points below standard Decreased -3.4 points 105 Students	 Orange 60.2 points below standard Decreased -13.1 points 31 Students	Less than 11 Students 7 Students	 Orange 53.7 points below standard Decreased Significantly -16.6 points 104 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.6 points below standard Increased +7.9 points 40 Students	14.3 points below standard Maintained -2.6 points 23 Students	51.8 points below standard Decreased -8.7 points 218 Students

Conclusions based on this data:

1. Students with Disabilities are 76.9 points below standard, so they have the opportunity to make large academic gains in Mathematics.
2. Hispanic, Two or More Races, and White students are all 37 or more points below standard, so they have the opportunity to make academic gains in Math.
3. EL students are 195.4 points below standard, so they have the opportunity to make large academic gains in Mathematics.

School and Student Performance Data

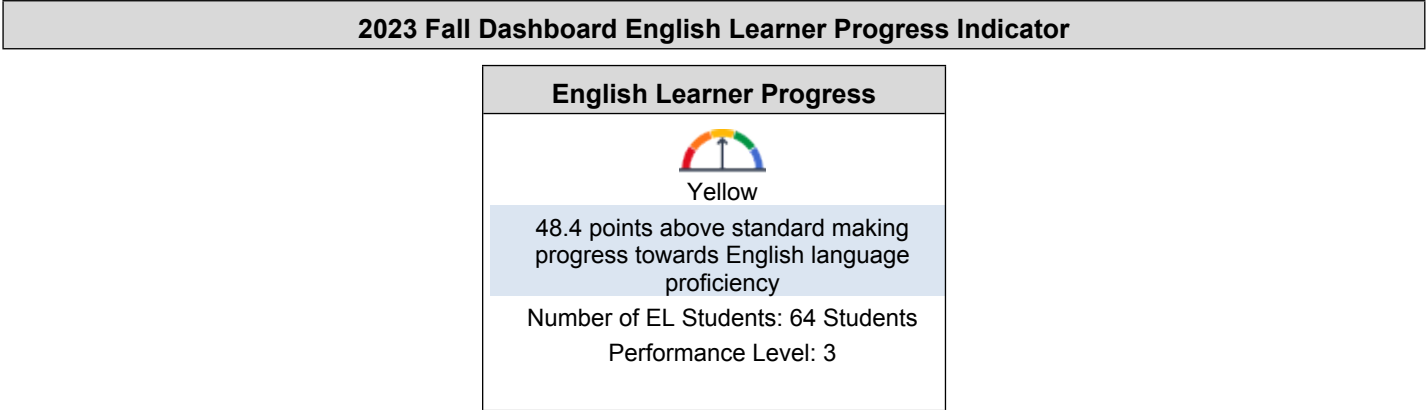
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	23	0	31

Conclusions based on this data:

1. 35% of English Learners maintained their Language Acquisition Skills.
2. 50% of English Learners progressed at least 1 English Language Proficiency level.

School and Student Performance Data

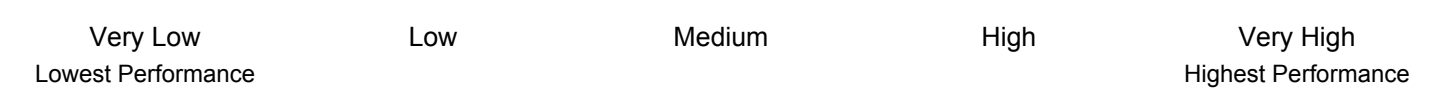
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

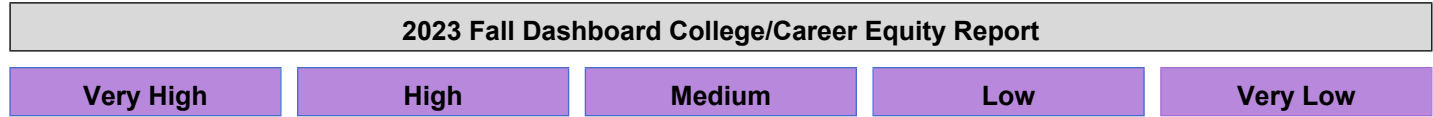
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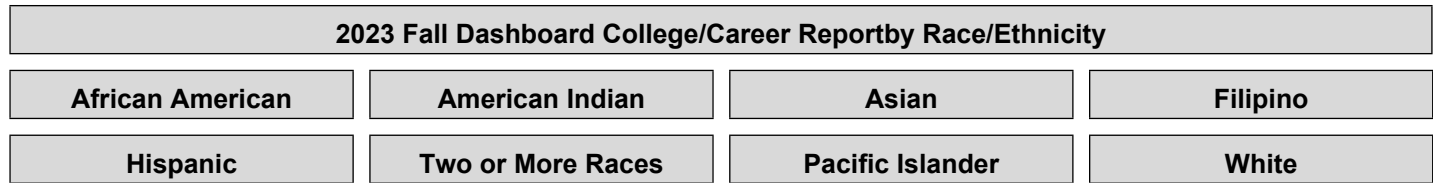
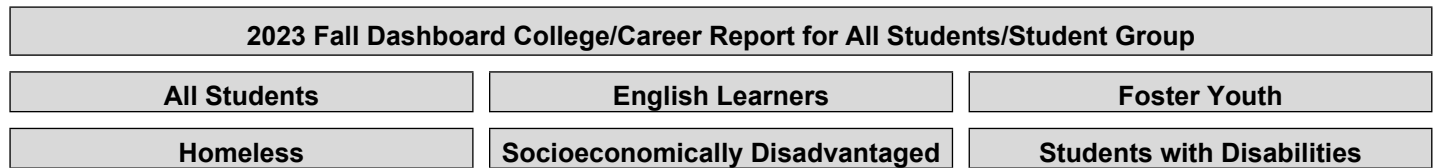
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

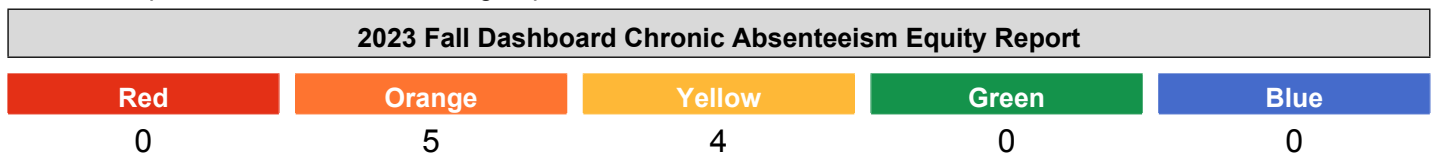
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>28.3% Chronically Absent</p> <p>Declined Significantly -19.7</p> <p>622 Students</p>	English Learners  <p>Orange</p> <p>22.9% Chronically Absent</p> <p>Declined -23.3</p> <p>118 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>4 Students</p>
Homeless  <p>Orange</p> <p>37% Chronically Absent</p> <p>Declined -28.9</p> <p>54 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>30.7% Chronically Absent</p> <p>Declined Significantly -21.9</p> <p>433 Students</p>	Students with Disabilities  <p>Orange</p> <p>41.2% Chronically Absent</p> <p>Declined -17.4</p> <p>97 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 23.4% Chronically Absent Declined -7.5 47 Students	American Indian Less than 11 Students 2 Students	Asian  Yellow 18.6% Chronically Absent Declined -30.2 59 Students	Filipino Less than 11 Students 10 Students
Hispanic  Yellow 37.7% Chronically Absent Declined Significantly -18.1 223 Students	Two or More Races  Orange 26.9% Chronically Absent Declined -12.7 52 Students	Pacific Islander Less than 11 Students 10 Students	White  Yellow 23.3% Chronically Absent Declined Significantly -23.4 219 Students

Conclusions based on this data:

1. Chronic absenteeism is a concern for the school as a whole.
2. 5 out of 8 subgroups are very high in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

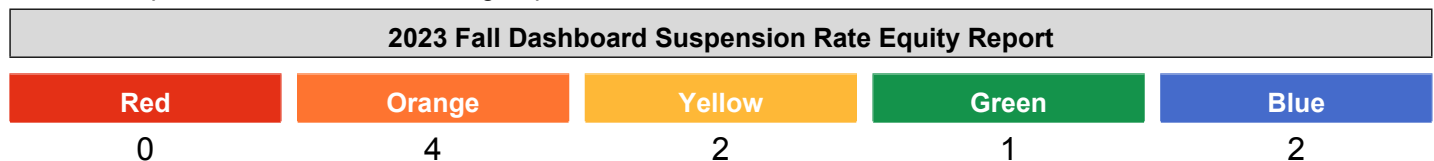
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.9% suspended at least one day Declined -0.4 644 Students	English Learners Blue 0% suspended at least one day Maintained 0 127 Students	Foster Youth Less than 11 Students 4 Students
Homeless Orange 1.8% suspended at least one day Increased 1.8 56 Students	Socioeconomically Disadvantaged Yellow 2% suspended at least one day Maintained 0.1 445 Students	Students with Disabilities Orange 2% suspended at least one day Increased 0.7 99 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 4.1% suspended at least one day Declined -0.6 49 Students	American Indian Less than 11 Students 2 Students	Asian  Orange 1.6% suspended at least one day Increased 1.6 61 Students	Filipino Less than 11 Students 10 Students
Hispanic  Green 2.2% suspended at least one day Declined -0.6 229 Students	Two or More Races  Orange 3.8% suspended at least one day Increased 2.1 53 Students	Pacific Islander 0% suspended at least one day Maintained 0 11 Students	White  Blue 0.9% suspended at least one day Declined Significantly -1.3 229 Students

Conclusions based on this data:

1. We need to continue to focus on alternatives to suspension and addressing discipline in a different manner.
2. African American students have the highest suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 1

Increase student performance indicators as measured through I-Ready in ELA and Math.

Identified Need

More than half of our 600 students are performing below grade level in Math (58%) & Reading (51%) as measured by I-Ready benchmark assessments. I-Ready data indicates achievement gaps in Math & ELA for all students, so we will put strategies in place to help all students make progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready benchmark assessments	51% of students, or 275 students, are performing one grade level below or more in Reading.	Reduce 51% to 40% of students performing one grade level below or more by the end of the school year.
I-Ready benchmark assessments	76% of EL students are performing one grade level below or more in Reading.	Reduce 76% to 60% of students performing one grade level below or more by the end of the school year.
I-Ready benchmark assessments	58% of students, or 318 students are performing one grade level below or more in Math.	Reduce 58% to 45% of students performing one grade level below or more by the end of the school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Offering and/or attending professional development focused on classroom instruction & intervention (Tier 1) lesson planning will help teachers strengthen their skill set in delivering better instruction to students. We will also focus on using the Universal Design for learning (UDL) approach to build

lesson plans that support all students in Reading & Mathematics. These professional development opportunities should contribute to higher scores on student's I-ready tests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, but also targeting English Learners

Strategy/Activity

Maintain our Response to Intervention (RTI) block for 45 minutes per grade level supporting learners in both reading & math. We will utilize two intervention teachers, two full time instructional specialists, and two part time instructional specialists during RTI time. This will allow us to target the 76% of English Learners performing below grade level in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25500

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who have an identified need as part of the Student Success Plan and are scoring one grade level below on the I-Ready benchmark assessments because they need the targeted support to help address their math & ELA gaps.

Strategy/Activity

The work hours for the intervention staff have been established to allow them to provide for a 45 minute after school intervention club, 4 days per week, to work with students. The team rotates grade level students every 4 weeks to meet the math & reading needs of all students below grade level on I-ready. In addition to the after school club, Teachers have release time aligned with STEAM collaboration days, to allow additional time for data analysis, lesson planning, communication, and team building related to I-Ready scores and ways to improve instructional strategies. These strategies will help address the achievement gaps for students on success plans so we see growth in their academic scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Using I-ready scores, we will create school wide, classroom, and individual student goals in English Language Arts and Mathematics. Providing rewards and incentives as celebration for accomplishments will help motivate students to meet the goals they created.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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1,200	Title I
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase materials, supplies, and programs including, but not limited to: Lexia, Reading Plus, ESGI, TPT, etc to help support student growth in ELA & mathematics. These programs allow teachers and administrators to monitor student growth, as well as identify areas of need for individual students, and provide small group instruction to meet students where they are academically.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

30000	Title I
26000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Offer and/or attend Professional development opportunities to collaborate with other professionals that include, but are not be limited to conferences, sub costs, coaching and training, and classroom peer observations to better prepare teachers and administrators to implement UDL practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Long Term English Learners and all students

Strategy/Activity

Writing skills will be targeted for Long Term English Learners and all students on campus by having the ELD teacher share strategies through ELlevation. These strategies will help the staff develop and scaffold their writing skills in order to help close the achievement gap in ELA. The ELD teacher will also focus on using the writing process during designated ELD time to help students strengthen their vocabulary in order to help reduce the percentage of ELs performing below grade level in Reading on the I-ready assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create a Head Teacher Stipend that will oversee I-ready & CAASPP testing, and monitor student growth and progress throughout the year alongside teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our original Reading goal to start 2022-2023 was to reduce 76% of our students performing one grade level below or more to 46%. We were 5% away from meeting this goal! We went from 76% to 51%, which is great progress!

For English Learners in Reading, our goal was to reduce 85% to 60% of students performing one grade level below or more by the end of the school year. We did not meet this goal and have room for growth because our English Learners went from 85% to 77%.

In Math our goals was to go from 87% to 52% of students performing one grade level below or more by the end of the school year. We were 7% away from meeting this goal! We went from 87% to 59%, which is great progress!

Strategies that worked well for our school this year and contributed to student growth were continuing to use Universal Design for Learning Strategies when planning lessons. This will continue next year in our STEAM rotations. We also increased our intervention time from 30 minutes to 45 minutes, so students were seen more consistently and working in small groups daily in their classrooms. This year the after school club focused on specific grade levels for 4 weeks at a time per grade level. Creating school wide, classroom, and individual goals for English Language Arts and Mathematics worked well for our school and kept teachers, students, and staff focused on academic goals. We will continue to use Lexia, Reading Plus, and other online tools to track, monitor, and support student growth as this contributed to our student's growth this year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

*The increase of intervention time was great, but due to sub shortages, two of the staff members that support student learning and small group interventions were pulled on a regular basis. Staffing challenges prevented our site from implementing actions as intended and outlined in the SPSA. These dilemmas made it difficult to implement interventions appropriately.

*We started our after school program in grade levels groups, and quickly realized that our groups should be based on strands or standards groupings rather than grade level groups. This support will have changes made for next year.

*There were not as many professional development opportunities offered around UDL, so this is something that we will continue to work on next year.

*English Learners didn't receive as intensive support in writing as we had hoped. Since their support wasn't as intense this year, we will focus on this again next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2023-2024 school year we will enhance our strategies used in 2022-2023 to continue to make academic gains in reading and mathematics.

We will create a head teacher stipend position, to closely monitor student progress and academic goals.

We will use Star phonics to help support our learners and grow academically in reading.

Next school year, the after school club will focus on supporting standards across grade levels rather than only inviting one specific grade level at a time to the after school club. This will allow for longer lengths of support, rather than just 4 weeks.

Writing skills will be targeted for Long Term English Learners next year. The ELD teacher will continue to share strategies through ELlevation with the staff, focus on the writing process during ELD time, and help continue to strengthen vocabulary.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.

Goal 2

Create a safe, welcoming, and positive school culture that focuses on engagement, community and connections for all partners.

Identified Need

The Panorama student survey results indicate that focus on engagement, school climate, and belonging is a need in grades 3-6.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey: School Engagement	42.5% of 3rd-6th grade students responded favorably when asked about student engagement.	Increase school engagement average in 3rd-6th grade of students responding favorably from 42.5% to 55%
Panorama Student Survey: School Climate	51.5% of 3rd-6th grade students responded favorably when asked about school climate.	Increase school climate average in 3rd-6th grade of students responding favorably from 51.5% to 60%
Panorama Student Survey: School Belonging	49% of 3rd-6th grade students responded favorably when asked about school belonging.	Increase school belonging average in 3rd-6th grade of students responding favorably from 49% to 60%
Number of school clubs per session (3 times per year)	6 clubs per trimester with an average attendance of 76.9%	Maintain Six clubs per trimester with an average attendance rate of 85%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize the school counselor to deliver in class SEL lessons and create calm corners kits for classrooms. The school counselor will also focus on diversity, equity, and inclusion across the

campus by planning monthly recognition and themes with a culminating Spring multi culture event for our families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and administrators will attend professional development opportunities along with participating in collaboration to learn about and plan for high quality school engagement and trauma informed practices that will be used in classrooms to better support the needs of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In STEAM Rotation for grades TK-6, all students will be exposed to cutting-edge ideas and materials to further propel their learning of science, technology, engineering art, and mathematics. Students will work together in a safe & positive environment exploring steam ideas, inspiring creativity and innovation to further their engagement at school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers & staff will continue to Implement the House System to support PBIS and to help all students feel safe and part of a smaller community on campus. Student house shirts, promotional items, attendance incentives, awards, field trips, teacher release time, and a tiered reward system for each house per trimester will encourage and promote a sense of community and belonging on campus. Students will want to participate and be motivated to be a good leader or member of our campus community daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

On Campus Field trips/Assemblies will build partnerships with local organizations while promoting a positive school culture and climate. Students love learning, so we will be providing multiple opportunities for growth and development in a safe environment on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create a Student & House Council for the year. Students will support their house and school community by attending the before school retreat, increasing student leadership skills, and beginning to run house rallies and meetings this school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Offer extra-curricular clubs and activities in three separate sessions throughout the school year. These clubs will encourage academics, social skills, and building relationships and friendships. Teachers, parents, students, and family members are all encouraged to lead a club.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but also targeting African American, Asian American, and McKinney Vento students.

Strategy/Activity

We will offer attendance incentives for students and families to promote coming to school on time daily. We will provide extra PE & VAPA time weekly for the classes with the highest attendance rates. We will pull attendance records for these specific student groups to monitor and put incentives in place as needed. This includes monitoring African American suspension rates to ensure all students groups have access to a safe and positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Access in all classrooms to Social Emotional Curriculum and practices including, but not limited to, community circles, restorative practices, Second Step & Classroom Champions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7500

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Two extra hours a day of pay for a Noon Duty to Support our PBIS system, promote school incentives, the behavior matrix, and house points.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,500

Source(s)

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Science for Everyone Kits will be provided for all classrooms to further expose students to the Next Generation Science Standards. These kits come prepackaged and will be provided for all classrooms to promote engagement and encourage a love for science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access in all classrooms to more technology and flexible seating/furniture to allow for more collaborative learning amongst students. These tools will help us continue to educate students while creating a safe and supportive school & classroom climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2022-2023 school year our goal was to increase our school engagement average in 3rd-6th grade of students responding favorably from 45% to 55%. Our School engagement for 3rd-6th graders was 42.5% at the end of the year, so we did not meet this goal. Our school climate in Grades 3-5 started at 71% and 64% in Grade 6. The School Climate for 2nd-6th graders was 51.5% at the end of the year. We did not meet this goal. Lastly, we focused on offering Six clubs per trimester, and we successfully met this goal!

Our site fell short on executing the outlined actions for increasing school climate and culture this school year in the areas of school engagement and school climate. We started the House System in February, which has contributed to a more positive climate and culture the last 3.5 months of school. We also implemented House Dojo points for the last 6 weeks of school where the Milos house earned a Paint Party for the most points in the 6 week span. In classrooms, teachers used the calm corners and kits, but suggestions were made at the end of this year to strengthen the supplies provided in the kits. A monthly library display celebrating different cultures was promoted this year, but will be moved to a new location so that more families and students have access to the resources. This year we focused on Tier 1 PBIS efforts and training through Placer County Office of Education. Our STEAM rotations will continue to focus on building Social Emotional Language, lessons, and UDL strategies as we lesson plan for next school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Administrative staffing changes possibly contributed to school climate & engagement numbers reducing.

We did not have much professional development opportunities for our whole staff or PBIS this year, outside of the 5 staff members that were trained at PCOE. We need more PBIS training as an entire staff for whole staff buy in.

We piloted the SEL Classroom Champions program for 3.5 months, and discovered it's not appropriate for younger grades, but was beneficial for 2nd-6th graders. TK-1st should continue to use second step lessons, and then 2nd-6th should use Classroom Champions. Boosting our House System needs and starting from the beginning of the school year will be exciting to see, and hopefully boost school climate, for the 2023-2024 school year!

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2023-2024 school year we'd like to make the following changes:

- Create a Student House Council Team
- Continue after school clubs
- Increase student engagement in house meeting/rallies
- Increase school engagement average in 3rd-6th grade from 43% to 55% on the panorama survey. Do this by focusing on 6th grade
- Increase school engagement average in 3rd-6th grade from 43% to 55% on the panorama survey. Do this by focusing on 6th grade
- Follow up survey or community circle with 5th graders, What's going to make you feel more engaged with school? How can we help you? Show 6th grade data to the 6th grade teachers. How do we address these items?
- Classroom Champions lessons (how can I measure this on the Classroom Champions dashboard?)
- Can measure dinner w/a loved one events. TK-2nd had 160 people attend, 3rd-6th had 124 people attend.
- Community circles in the classroom and at the administrative level
- Extra Noon Duty support for 2 hours a day to interact with students that earn extra recess, handing out rewards & incentives, promote PBIS and a positive school culture
- Create a Heritage Night as a family event to attend
- More Calm Kit supplies for the 2023-2024 school year

- A full year implementation of Classroom Champions SEL curriculum
- Uphold having at least 18 clubs offered per year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will benefit from improved partnerships and communication with all educational partners.

Goal 3

Expand student and family engagement opportunities and increase awareness about events.

Identified Need

In the 2021-22 school year, 45% of classes took off-campus field trips to expose students to learning opportunities beyond the walls of the school. In the 2022-2023 school year, 100% of classes took off-campus field trips to expose students to learning opportunities. We want to see if this percentage can continue for the 2023-2024 school year.

We currently do not offer service learning opportunities on our campus.

Panorama survey results indicate school engagement as an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In House field trip request form	2022-2023: 100% of classes participated in an off-campus field trip.	100% of classes will go off-campus for at least 1 field trip, and we will have 2 field trips/assemblies that come on campus to offer learning experiences this year.
Service Learning Opportunities	There are currently 0 service learning, or community service, opportunities on our campus.	Increase service learning opportunities school-wide, and have at least 2 opportunities this year across campus.
Panorama Student Survey	42.5% of 3rd-6th grade students responded favorably when asked about student engagement.	Increase school engagement average in 3rd-6th grade of students responding favorably from 42.5% to 55%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create Community Service learning opportunities, while strengthening community partnerships. Some current ideas would be writing letters to local elderly homes, partnering with the Department of General Services to raise money for less fortunate children at Christmas, and use the house system to help promote friendly competition and increase participation and awareness campus-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase Lego Education STEM kits to support student engagement in all classrooms. These kits can be used with students independently, in small groups, or whole class to promote engineering, technology, and collaboration while expanding student engagement in the classroom. These kits are highly engaging and will help inspire students with hands-on learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All classes will take one field trip, connected to their grade-level standards, to increase student engagement and expand their learning outside of the four walls of the classroom. This will bridge their classroom learning experiences to the world that is around them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expose students, and staff, to more Visual & Performing Arts through added steam rotation, Assemblies, Guest Speakers, and Performances. This strategy will engage our students and increase learning opportunities while exposing them to the arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Title 1 intervention will send out family newsletters every month to six weeks highlighting instructional focus areas. This helps increase communication and awareness of the learning happening on our campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain and increase communication through online, print, and other media sources. This strategy will help increase communication and awareness of upcoming events, or things happening on our campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Host family night events once a month to include, but not limited to; Back to School Meet and Greet, Title 1 Information Night, Title 1 Family Math Night, Title 1 Family reading Night, Family Skate Night, Title 1 Explorit Family Science Night. All of these events give our students an opportunity to expand their learning and be supported by their family and community members.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

By the end of the 2022-2023 school year, our goal was to have 100% of classes will go off-campus for at least 1 field trip. We successfully met this goal this year! Our students visited the

Sofia Center, The Nicholaus Dairy Farm, The Van Gogh Exhibit, The Antelope Library, and Roller King.

Decrease from 47 % to 27% of parents indicate that they are neutral, disagree, or strongly disagree that intervention services have helped their child's academic progress in reading, language, and/or mathematics. We were unable to measure this goal as the Panorama survey we sent out didn't measure this information this year.

Our students loved getting off campus and experiencing their world around them! Our site was able to bring in some guest speakers this year, but would like to bring in more in the future. The Title 1 team sent out a monthly newsletter to families, and will continue to communicate with families this way next year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We didn't have any major differences, other than our Panorama Survey not measuring the parent feedback on our intervention services. We will continue to expand student and family engagement opportunities and increase awareness about events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Continue to Offer more family events
- Continue to expose students to outside connections through field trips.
- Offer community service opportunities at the student and/or family levels

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students receiving special education services will experience individualized support to increase academic achievement, increase attendance, decrease chronic absenteeism and decrease behaviors that lead to suspension.

Goal 4

Decrease chronic absenteeism for special education students, while increasing academic achievements in ELA and Math for special education and English Learning students.

Identified Need

According to the California Dashboard, 58.7% of students with disabilities are chronically absent, which is likely a reason for reduced academic growth. We also need to increase ELA & Math performance for English Learners per the California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	58.7% of students with disabilities are chronically absent Students with disabilities are 63.3 points below standard in ELA Students with disabilities are 76.9 points below standard in Math English Learners are 38.7 points below standard in ELA English Learners are 56.1 points below standard in Math	* Reduce percentage of students with disabilities that are chronically absent from 58.7% to 45% * Reduce the points that students with disabilities are below standard in ELA from 63.3 points to 50 points below standard. * Reduce the points that students with disabilities are below standard in Math from 76.9 points to 60 points below standard. *Reduce the points that English Learners are below standard in ELA from 38.7 points to 28 points below standard. *Reduce the points that English Learners are below standard in Math from 56.1 points to 45 points below standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All ELD students

Strategy/Activity

ELD teacher will utilize supplemental materials to support the adopted ELD curriculum to strengthen ELA skills. By using these materials and strategies, English Learners will increase academic achievements in reading & math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All ELD Students

Strategy/Activity

The ELD teacher will use the Ellevation modules during designated EL groups to strengthen reading & writing skills. By using the ELlevation program and strategies, English Learners will increase academic achievements in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All ELD students, as well as the general population

Strategy/Activity

We will offer and/or support staff development with all of our teachers to focus on using the ELlevation module strategies with a specific emphasis on vocabulary. This will ensure all students are receiving instruction to help their vocabulary growth in both ELA & Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Newcomer EL Students

Strategy/Activity

Our ELD program will provide an additional 25 minutes of daily instruction, using Imagine Learning, to support newcomers in developing their language skills. This will ensure all EL students are receiving extra instruction to help language development and vocabulary growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, and the general population.

Strategy/Activity

We will offer rewards & incentives to support students coming to school daily to reduce chronic absenteeism. Motivating students to come to school will ensure they are here all day and not missing instruction, which should ideally raise their ELA & Math scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, English Learners, and the general population.

Strategy/Activity

Offering and/or attending professional development focused on writing & vocabulary development will help teachers strengthen their skill set in delivering better instruction to students. Professional development and collaboration will include but not be limited to conferences, travel, lodging, sub

costs, coaching and training, and classroom peer observations. These professional development opportunities should contribute to higher scores in ELA & Math on the California Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, English Learners, and the general population.

Strategy/Activity

We will provide & use online tools to support individual education plans and student growth goals. The programs we will focus on using & monitoring are Starfall, Unique, Lexia, and Happy Numbers. These programs will help students make academic progress in ELA & Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13500

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal for the 2022-2023 school year was to reduce the percentage of EL students below grade level in 6th, 2nd, and 1st grades from 100% to 75%. We were successful in 6th grade (71%), and 1st grade (60%). We did not meet our goal in 2nd grade (90%). In 5th grade, our goal was to reduce the percentage of EL students below grade level from 89% to 74%. We were unsuccessful meeting this 5th grade goal (84%). In 4th grade our goal was to reduce the percentage of EL students below grade level from 79% to 49%. We were not successful meeting this 4th grade goal (72%). In Kindergarten, 71% of EL students were below grade level, and we reduced that to 30%. We were successful meeting the Kindergarten goal.

The growth we saw this year in the younger grades were due to Heggerty's phonics training, and professional development with Nancy Fetzner's writing strategies being implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Lack of support with our ELD teacher, and the sub shortage were contributing factors to why we didn't meet some of our goals. We should Focus on 2nd, 4th, and 5th grade English Learners and their vocabulary development.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

On the California Dashboard, our goals for next year are to Increase ELA performance for our EL students, as they are 38.7 points below standard, and 56.1 points below standard in Mathematics. Look and see who is offering vocabulary development workshops, conferences, etc. in the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$445,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$445,500.00

Subtotal of additional federal funds included for this school: \$445,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$445,500.00

School Site Council Membership

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tracey Seivert	Principal
Allysha King	Parent or Community Member
Jessica Sees	Parent or Community Member
Kourtney Hobart	Parent or Community Member
Grace Lewis	Parent or Community Member
Latoya Jenkins	Parent or Community Member
Amber Cain	Classroom Teacher
Samantha Donaghy	Other School Staff
Tanya Heflin	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on August 8, 2023.

Attested:



Principal, Tracey Seivert on October 13, 2023



SSC Chairperson, Allysha King on October 13, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Agenda Item: XIII-15



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Spinelli Elementary School
Erica Olmstead

Initials:
EO

SUBJECT: Approval of Spinelli's updated School Plan for Student Achievement (SPSA)

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

Additional Title 1 funding was allocated to Spinelli Elementary. A strategy was added to Goal 2 to create Math Centers for teacher use. Another task was added to Goal 3, Strategy 2 for technology and flexible seating options for the classroom. The initial approval was November 15, 2023.

RECOMMENDED BOARD ACTION:

Approval of Spinelli Elementary's School Plan for Student Achievement (SPSA) by the board.



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cyril Spinelli Elementary School	34-73973-6032924	September 21, 2023	November 15, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education act (ESEA) require each school to consolidate school plans for programs funded through the Con App.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

22-23 Panorama Spring Survey Grades 3-5

115 Students completed the Panorama Student Survey for grades 3-5.

When asked about School Belonging (How much students feel that they are valued members of the school community), 60% of students responded favorably. 60% of students responded that there was a positive school climate (Perceptions of the overall social and learning climate of the school). 49% of students had a positive response to School Engagement (How attentive and invested students are in school). 52% of students had positive responses to School Safety (Perceptions of student physical and psychological safety at school). 72% of students communicated a positive teacher-student relationship (How strong the social connection is between teachers and students within and beyond the school).

22-23 Panorama Spring Survey Grade 6

33 students completed the Panorama Student Survey for Grade 6

39% School Belonging (How much students feel that they are valued members of the school community). 45% of the students felt they our school had a Positive School Climate. (Perceptions of the overall social and learning climate of the school). 39% responded positively to School Engagement (How attentive and invested students are in school). 55% of the students felt positive about School Safety (Perceptions of student physical and psychological safety at school). 58% of the students felt they had a positive School Teacher-Student Relationship (How strong the social connection is between teachers and students within and beyond the school).

22-23 Panorama Spring Family Survey

31 Families completed the Panorama Family Survey

67% of families reported favorably of their perceptions of the overall social and learning climate of the school. 72% perceived that their student was physically and psychologically safe at school.

22-23 Title 1 Parent Survey March 2023

94 parents answered the survey.

85% felt that school staff invited comments or concerns. 87% said they were given ideas or suggestions by the classroom teacher to support their child's instruction. 35% indicated that they needed more time in their schedule to do so and 37% indicated that they were satisfied with the amount they were involved. 29% of parents answered the specific questions about their student involved in the Title 1 program. When asked if the Title 1 program was beneficial to their student, 93% agreed or strongly agreed. Of the 9 parents who offered comments or suggestions, there was a trend toward offering more after school activities for students..

22-23 ELAC Survey March 2023

27 parents answered the survey.

All parents indicated that their child was making progress learning English. 93% of parents rated the English Learner program at Spinelli as good or excellent. Parents surveyed felt that 93% of students and 93% of staff at Spinelli respect different cultures.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal frequently visits classrooms to view the instructional teaching practices. Checking in with students and asking them "What are you learning?" "How can you use this information?" and "Why is this important?" "How are you today?" "Can I help you with anything?" is a critical part of the walk-through process. Furthermore, informally sharing the findings from the walk-through is a vital piece to improve teaching and learning, along with developing and maintaining coherence within the curriculum. In addition to the principal, the district curriculum director, the Superintendent, and at times, school board members visit the classrooms. Formal observations including a pre- and post conference (with reflection and written feedback) occur prior to the end of December. Formal observations are scheduled annually, every 2 years, or every 3 years depending on the tenure of the teacher. However, the principal may schedule a formal observation sooner if there is a need.

Walk-throughs and observations have had positive findings. The principal and other visitors have continually noticed the quality of instruction being delivered with high student engagement. They have noticed the precise use of the district adopted curriculum along with the supplementary curriculum. The consistent use of technology in the delivery of the lessons and the students use of Chromebooks is noteworthy. The advantage of classroom observations benefits the administration, the teachers and their peers. Opportunities for teachers to visit classrooms and observe their peers are provided and encouraged.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Spinelli, we use a variety of assessments to determine a student's needs. The following assessments may be used: i-Ready Diagnostic, CAASPP, ELPAC, Universal Screeners, Fluency assessments, STAR Phonics, District Writing Prompts, Georgia Numeracy Project screeners: GLoSS/IKAN, Wonders Diagnostic and unit assessments, chapter tests in Reading and Math, and K-2 benchmark skill assessments. The data gleaned from these assessments are used to drive instruction, group students based on ability, and provide small group and whole group instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Spinelli Elementary analyzes the i-Ready diagnostic, Fluency assessments, CAASPP, ELPAC, Wonders, My Math and CPM assessments, STAR Phonics, the district writing assessment, K-2 benchmark assessments, and informal assessments to determine the effectiveness of instruction and make modifications to improve student achievement. We use this data to move students through our Multi-tiered System of Supports.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Spinelli Elementary, certificated staff members have met the requirements for highly qualified staff in accordance with the state and federal guidelines. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. We work closely with CJUSD personnel department to ensure teachers hired have the appropriate credentials to certify them as highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

At Spinelli Elementary all teachers are credentialed and partake in professional development. We have partnered with Sacramento County Office of Education (SCOE) to focus specifically on the delivery of the Wonders ELA curriculum and My Math curriculum. In addition, we spent some of our PLC and collaboration time learning the math framework and aligning our math curriculum to it. This year, our school PLC will once again use data protocol to analyze i-Ready ELA and Math diagnostic results to drive instruction and planning.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District-wide collaboration days, site collaboration days, and staff meetings focus on student achievement as measured by local and state assessments. The Title 1/Intervention Team meets with teachers once per week during their PE/STEAM time to update goals and discuss possible ways to help students be successful in academics and Social Emotional Learning (SEL). Certificated staff analyze their students' performance for each of the content standards in English Language Arts and Mathematics. Groups share instructional strategies to address the content standards in which students showed the least and most success. New teachers are assigned a mentor for the Teacher Induction program through SCOE. These mentors support new teachers their first two years of teaching. In addition, they are guided through the process to clear their preliminary credential. New teachers are supported through a system of mentoring as the foundation of the program as teachers strengthen their professional practice.

The site administrator, the site leadership team, and the district Curriculum Director implement ongoing professional development activities in the areas of English Language Arts and Mathematics, student achievement, instructional practices, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site administrator, the site leadership team, and the district Curriculum Director implement ongoing professional development activities in the areas of ELA, Mathematics, student achievement, instructional practices and technology. The Teacher Induction program is utilized for teachers new to the profession. The Teacher Intern program is utilized for aspiring teachers to the profession. Both ELA and math cadres were developed over the past 5 years. These small groups receive intensive curriculum support and share their learnings with the staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

District-wide and site based collaboration times focus on student achievement as measured by the CAASPP and/or local assessments. In addition, staff analyze data gathered from Unit Assessments and District Benchmarks. The teachers in Kindergarten through sixth grade spend time analyzing the foundational skills from the i-Ready and Star Phonics, and oral reading fluency data needed for students to become better readers. Certificated staff analyze their student's performance for each of the content standards in English Language Arts and Mathematics. Groups share instructional strategies to address the content standards in which students showed the least and greatest success. The importance of coherence across the grade levels has been the focus.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Spinelli Elementary students are provided with state adopted curriculum which is aligned to content standards. Teachers collaborate within and across grade levels to review the state standards and students progress towards the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

A suggested pacing guide for ELA and Math is dispersed to the teaching staff. In addition, a district-wide developed Curriculum Map and Assessment plan for ELA is the tool that teachers use to plan their lessons and assessments.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

ELD, Title 1, RSP, Speech, and Intervention Teachers work together to synchronize their pullout services. Every effort is made to ensure that pull-outs do not take place during core instructional time. In addition, Title 1, Intervention Teachers, ELD and RSP staff assist within some of the classrooms.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

State adopted standards-based instructional materials are available for all Spinelli Elementary students. English learners are provided with additional instruction using Wonders ELD curriculum. English learners also receive access to supplemental materials at their level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Spinelli students are taught with standards-aligned instructional materials. Grades TK-6 use the Wonders ELA program and the Wonders ELD program. Students in grades K-5 use My Math while students in grade six use CPM as their math curriculum. All supplemental materials in ELA and Math are research-based and aligned to the standards. As part of our MTSS process, the district continues to evaluate other intervention programs and curriculum supports.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students have access to small group instruction in the classroom during workshop time. This allows for the teacher to pre-teach or re-teach the information. Every classroom has supplemental materials to support the curriculum. A Title 1 teacher, two Intervention Teachers, an ELD teacher, a RSP teacher, one bilingual tech, and four instructional specialists pull-out and push-in to the classrooms to support the regular education program throughout the school day.

Evidence-based educational practices to raise student achievement

All curriculum and materials used at Spinelli Elementary are standards-based and research-based. This includes the state-adopted Wonders, My Math and CPM curriculum as well as the supplemental materials (Wonderworks and Sonday). Our teachers frequently check for understanding of the students' learning. In addition, teachers regularly administer formative assessments to the students. Teachers use these assessments to give constructive feedback, and adjust and differentiate the teaching as needed.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Spinelli we have a school English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) for our parents whose students are English Language Learners. At the beginning of each school year, we hold meetings with the teachers of our at risk students to get necessary interventions in place ASAP. The Strategic, Measurable, Attainable, Results based, and Time Bound (SMART) goal plans are reviewed and adjusted approximately every six weeks. We have translators to bridge the language barrier between our non-English speaking parents and the school. Student Success Team meetings are held to address students with academic, social and/or emotional needs which impede their learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through the School Site Council, ELAC, and PTO meetings, parents, teachers, and staff participate in planning, implementing, and evaluating school programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

As a result of the pandemic, we are noticing a large percentage of students with significant learning loss. To support these students we use Title 1 funds to support the entire salary of a full time Title 1 Academic Coordinator. In addition, we have two full time Intervention Teachers, a six hour Instructional Specialist, and two part time 3 hour Instructional Specialists with the Expanded Learning Opportunities (ELOP) grant and ESSER funds. To support students mental well being, we have hired one full time Social Worker, one full time PE teacher and one full time STEAM teacher.

The Title 1 Academic Coordinator and Intervention teachers provide intervention programs for students not meeting grade level standards. Our Title 1 Academic Coordinator and Intervention teachers combined with our Instructional Specialists provide a pull-out and/or push-in program during the school day for students who are not working at grade level. They work with the students on the grade level standards in the core curriculum. All classrooms have 1-to-1 Chromebooks for student use throughout the day. Students in grades K-6 are provided internet access for research projects. Classrooms have supplemental materials in the core curriculum for student use. Students have access to the My Math, Wonders Intervention computer programs, Moby Max, Studies Weekly, Amplify Science and Mystery Science, in addition to a variety of academically sound, research-based programs.

At Spinelli, we use LCFF Supplemental and Concentration funding to pay the salaries of the ELL teacher and the bilingual assistant.

Fiscal support (EPC)

Monies are aligned with the goals outlined in the Single School Plan for Student Achievement. These monies are monitored by the School Site Council and ELAC Committee.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and the the English Learner Advisory Council met to create, review, and update the 2023-2024 SPSA on the following dates: April 20, 2023, August 24, 2023, September 21, 2023. The School Site Council and the the English Learner Advisory Council approved the SPSA on TBD 2023. The School Site Council and the ELAC will review the 2023-24 SPSA and begin working on the 2024-25 SPSA beginning April 18, 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.74%	0.35%	2	2	1
African American	6.4%	5.88%	5.94%	18	16	17
Asian	11.0%	12.87%	13.99%	31	35	40
Filipino	1.8%	2.21%	2.45%	5	6	7
Hispanic/Latino	38.4%	38.24%	36.71%	108	104	105
Pacific Islander	0.4%	0.37%	1.4%	1	1	4
White	32.7%	32.35%	30.77%	92	88	88
Multiple/No Response	8.5%	7.35%	8.39%	24	20	24
Total Enrollment				281	272	286

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	43	38	45
Grade 1	55	46	41
Grade 2	42	51	44
Grade3	42	38	49
Grade 4	35	38	31
Grade 5	26	33	40
Grade 6	38	28	36
Total Enrollment	281	272	286

Conclusions based on this data:

1. Subgroup percentages have not changed significantly over the last 3 year comparisons.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	53	51	56	18.90%	18.8%	19.6%
Fluent English Proficient (FEP)	29	33	35	10.30%	12.1%	12.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The percentage of English learners at Spinelli has risen slightly at 19.6% and those considered Fluent English proficient has remained approximately the same.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40	39	52	0	36	52	0	36	52	0.0	92.3	100.0
Grade 4	32	35	34	0	34	33	0	34	33	0.0	97.1	97.1
Grade 5	24	32	35	0	29	35	0	29	35	0.0	90.6	100.0
Grade 6	36	27	35	0	26	35	0	25	35	0.0	96.3	100.0
All Grades	132	133	156	0	125	155	0	124	155	0.0	94.0	99.4

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2401.		13.89	15.38		25.00	17.31		30.56	34.62		30.56	32.69
Grade 4		2475.	2422.		26.47	24.24		29.41	15.15		20.59	15.15		23.53	45.45
Grade 5		2494.	2472.		10.34	11.43		44.83	22.86		20.69	25.71		24.14	40.00
Grade 6		2492.	2512.		4.00	14.29		28.00	22.86		36.00	34.29		32.00	28.57
All Grades	N/A	N/A	N/A		14.52	16.13		31.45	19.35		26.61	28.39		27.42	36.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33	9.62		77.78	75.00		13.89	15.38
Grade 4		14.71	6.06		70.59	63.64		14.71	30.30
Grade 5		*	11.43		*	74.29		*	14.29
Grade 6		*	17.14		*	48.57		*	34.29
All Grades		10.48	10.97		72.58	66.45		16.94	22.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11	13.46		58.33	53.85		30.56	32.69
Grade 4		29.41	6.25		47.06	56.25		23.53	37.50
Grade 5		*	2.86		*	62.86		*	34.29
Grade 6		*	22.86		*	45.71		*	31.43
All Grades		16.13	11.69		56.45	54.55		27.42	33.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11	9.62		66.67	71.15		22.22	19.23
Grade 4		0.00	6.06		85.29	72.73		14.71	21.21
Grade 5		*	5.71		*	77.14		*	17.14
Grade 6		*	17.14		*	68.57		*	14.29
All Grades		11.29	9.68		70.16	72.26		18.55	18.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	9.62		72.22	63.46		22.22	26.92
Grade 4		14.71	12.12		73.53	60.61		11.76	27.27
Grade 5		*	14.29		*	54.29		*	31.43
Grade 6		*	14.29		*	60.00		*	25.71
All Grades		8.87	12.26		76.61	60.00		14.52	27.74

Conclusions based on this data:

- Overall scores for students in the ELA results shows that Spinelli students showed a decrease in the percent Standard Not Met category.
- Reading scores for students show a marked difference in those scoring % below standard from the 18-19 assessment to the 21-22 assessment, from 29.84 to 16.94, though the % at or near standard has increased from 49.19 to 72.58. Writing, listening, and research/inquiry subsections show a similar pattern; a decrease in the % scoring below standard and an increase in the % at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40	39	52	0	37	51	0	37	51	0.0	94.9	98.1
Grade 4	32	35	34	0	34	33	0	34	33	0.0	97.1	97.1
Grade 5	24	32	35	0	32	35	0	32	35	0.0	100.0	100.0
Grade 6	36	27	35	0	24	35	0	24	35	0.0	88.9	100.0
All Grades	132	133	156	0	127	154	0	127	154	0.0	95.5	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2420.	2401.		16.22	3.92		21.62	29.41		29.73	29.41		32.43	37.25
Grade 4		2464.	2420.		8.82	6.06		32.35	21.21		38.24	21.21		20.59	51.52
Grade 5		2449.	2450.		6.25	2.86		12.50	8.57		28.13	37.14		53.13	51.43
Grade 6		2475.	2475.		4.17	17.14		16.67	2.86		20.83	31.43		58.33	48.57
All Grades	N/A	N/A	N/A		9.45	7.14		21.26	16.88		29.92	29.87		39.37	46.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.11	5.88		51.35	60.78		40.54	33.33
Grade 4		11.76	12.12		61.76	36.36		26.47	51.52
Grade 5		9.38	2.86		40.63	45.71		50.00	51.43
Grade 6		*	11.43		*	34.29		*	54.29
All Grades		8.66	7.79		48.82	46.10		42.52	46.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.62	11.76		43.24	50.98		35.14	37.25
Grade 4		17.65	9.09		58.82	33.33		23.53	57.58
Grade 5		6.25	2.86		50.00	60.00		43.75	37.14
Grade 6		*	11.43		*	42.86		*	45.71
All Grades		14.17	9.09		51.97	47.40		33.86	43.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.62	5.88		56.76	74.51		21.62	19.61
Grade 4		20.59	9.09		50.00	60.61		29.41	30.30
Grade 5		3.13	2.86		53.13	62.86		43.75	34.29
Grade 6		*	17.14		*	45.71		*	37.14
All Grades		13.39	8.44		53.54	62.34		33.07	29.22

Conclusions based on this data:

- Overall achievement data shows that percentages in standard not met and standard nearly met have increased while the percentages in standard met and standard exceeded have decreased. This data shows a need for increased math intervention, as well as a focus on staff development in the teaching of math standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1319.4	*	*	1304.1	*	*	1355.4	4	8	14
1	1459.3	*	*	1465.1	*	*	1453.1	*	*	12	7	9
2	*	1448.9	*	*	1445.8	*	*	1451.4	*	*	15	8
3	1476.0	*	1483.5	1471.8	*	1471.4	1479.9	*	1495.1	12	6	14
4	*	*	*	*	*	*	*	*	*	10	9	8
5	*	1510.0	*	*	1500.5	*	*	1519.0	*	6	11	7
6	*	*	*	*	*	*	*	*	*	6	*	8
All Grades										53	59	68

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.14	*	*	0.00	*	*	14.29	*	*	78.57	*	*	14
1	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	*	12	*	*
2	*	0.00	*	*	40.00	*	*	40.00	*	*	20.00	*	*	15	*
3	8.33	*	14.29	58.33	*	28.57	25.00	*	42.86	8.33	*	14.29	12	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.66	8.47	8.82	52.83	40.68	23.53	22.64	33.90	25.00	18.87	16.95	42.65	53	59	68

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	0.00	*	*	7.14	*	*	14.29	*	*	78.57	*	*	14
1	33.33	*	*	50.00	*	*	8.33	*	*	8.33	*	*	12	*	*
2	*	13.33	*	*	33.33	*	*	33.33	*	*	20.00	*	*	15	*
3	33.33	*	21.43	50.00	*	35.71	8.33	*	28.57	8.33	*	14.29	12	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	63.64	*	*	18.18	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.64	18.64	13.24	50.94	40.68	33.82	7.55	22.03	10.29	18.87	18.64	42.65	53	59	68

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.14	*	*	0.00	*	*	50.00	*	*	42.86	*	*	14
1	0.00	*	*	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
2	*	0.00	*	*	46.67	*	*	26.67	*	*	26.67	*	*	15	*
3	0.00	*	0.00	50.00	*	28.57	41.67	*	57.14	8.33	*	14.29	12	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.77	5.08	4.41	30.19	32.20	14.71	39.62	42.37	44.12	26.42	20.34	36.76	53	59	68

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	0.00	*	*	28.57	*	*	71.43	*	*	14
1	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
2	*	6.67	*	*	73.33	*	*	20.00	*	*	15	*
3	33.33	*	14.29	58.33	*	78.57	8.33	*	7.14	12	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.30	25.42	19.12	58.49	59.32	51.47	13.21	15.25	29.41	53	59	68

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	0.00	*	*	28.57	*	*	71.43	*	*	14
1	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
2	*	13.33	*	*	60.00	*	*	26.67	*	*	15	*
3	50.00	*	21.43	41.67	*	57.14	8.33	*	21.43	12	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.64	18.64	17.65	58.49	57.63	39.71	18.87	23.73	42.65	53	59	68

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.14	*	*	42.86	*	*	50.00	*	*	14
1	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
2	*	6.67	*	*	53.33	*	*	40.00	*	*	15	*
3	8.33	*	7.14	66.67	*	64.29	25.00	*	28.57	12	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.77	6.78	5.88	58.49	61.02	45.59	37.74	32.20	48.53	53	59	68

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	21.43	*	*	42.86	*	*	35.71	*	*	14
1	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
2	*	6.67	*	*	80.00	*	*	13.33	*	*	15	*
3	0.00	*	7.14	91.67	*	85.71	8.33	*	7.14	12	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.77	15.25	14.71	77.36	67.80	58.82	18.87	16.95	26.47	53	59	68

Conclusions based on this data:

1. Due to the COVID pandemic Spinelli Elementary School was closed on March 16, 2020. The CAASPP testing was canceled in the 2019-2020 school year.
2. The data shows that of the 47 students tested, 42.55% scored in the Performance Level 3 or Performance Level 4 as reported on the Overall Language of the ELPAC.

School and Student Performance Data

Student Population

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
286	71.7	19.6	0.3
Total Number of Students enrolled in Cyril Spinelli Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	19.6
Foster Youth	1	0.3
Homeless	32	11.2
Socioeconomically Disadvantaged	205	71.7
Students with Disabilities	60	21

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	5.9
American Indian	1	0.3
Asian	40	14
Filipino	7	2.4
Hispanic	105	36.7
Two or More Races	24	8.4
Pacific Islander	4	1.4
White	88	30.8

Conclusions based on this data:

- In the 2021-22 school year over 73% of students attending Spinelli Elementary are Socioeconomically Disadvantaged.

2. In the 2021-22 school year, approximately 19% of students attending Spinelli Elementary are English Learners.

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Red</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Orange</div>		

Conclusions based on this data:

- The CA School Dashboard indicates that student performance in ELA and Mathematics is low.
- The CA School Dashboard indicates that student performance in English Learner progress is very low.
- The CA School Dashboard indicates that student performance in Chronic absenteeism is very high.

School and Student Performance Data

Academic Performance English Language Arts

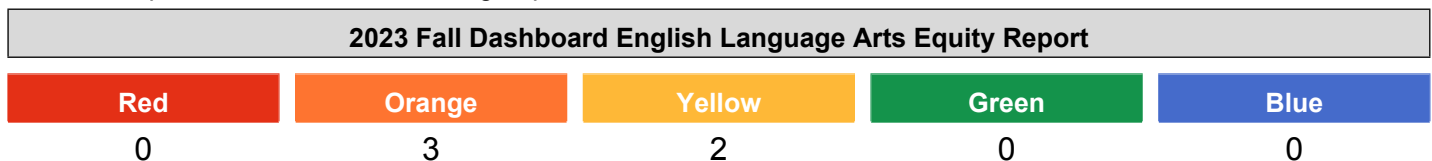
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 25.9 points below standard Decreased -7.2 points 145 Students	English Learners  Orange 39.4 points below standard Decreased Significantly -20.2 points 43 Students	Foster Youth Less than 11 Students 1 Student
Homeless 26.1 points below standard Increased +12.5 points 14 Students	Socioeconomically Disadvantaged  Orange 31.1 points below standard Maintained -0.8 points 113 Students	Students with Disabilities  Yellow 57.9 points below standard Increased +4.3 points 33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	34.8 points below standard Maintained -1.6 points 25 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.5 points below standard Decreased Significantly - 17.9 points 51 Students	38.8 points below standard 12 Students	Less than 11 Students 2 Students	 Yellow 1.1 points above standard Maintained +0.3 points 44 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.7 points below standard Decreased Significantly -16.1 points 33 Students	Less than 11 Students 10 Students	28.5 points below standard Decreased -4.3 points 87 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that student performance in ELA is low for all students, English Learners, Socioeconomically disadvantaged, and students with disabilities.
2. The CA School Dashboard indicates that student performance in ELA by race is low for Hispanic students and medium for white students.

School and Student Performance Data

Academic Performance Mathematics

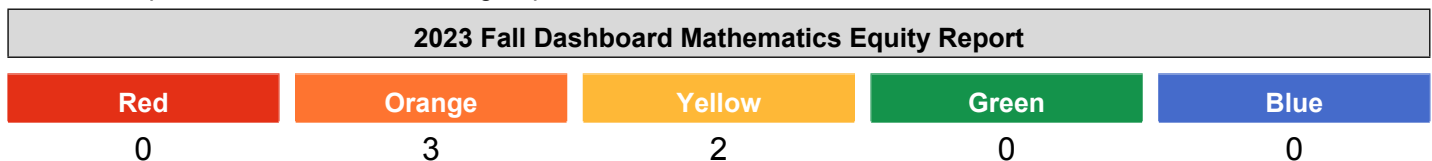
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 56.4 points below standard Decreased -10.5 points 144 Students	English Learners Orange 68.7 points below standard Decreased Significantly -27.1 points 43 Students	Foster Youth Less than 11 Students 1 Student
Homeless 78.1 points below standard Increased Significantly +33 points 14 Students	Socioeconomically Disadvantaged Orange 56.8 points below standard Maintained -0.1 points 112 Students	Students with Disabilities Yellow 82.5 points below standard Increased Significantly +21.2 points 33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	55.5 points below standard Decreased Significantly - 27.4 points 25 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.8 points below standard Decreased Significantly - 20.3 points 50 Students	61 points below standard 12 Students	Less than 11 Students 2 Students	 Yellow 32.5 points below standard Increased +6.9 points 44 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.3 points below standard Decreased -11.5 points 33 Students	Less than 11 Students 10 Students	57.2 points below standard Decreased -4.5 points 86 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that student performance in Mathematics is low for all students, English Learners, Socioeconomically disadvantaged, and very low for Students with Disabilities.
2. The CA School Dashboard indicates that student performance in XX (and XX if you are feeling extra credit-ish) is (and state what it says, high, very high, low...)
3. The CA School Dashboard indicates that student performance in Mathematics by race is low for Hispanic students and white students.

School and Student Performance Data

Academic Performance English Learner Progress

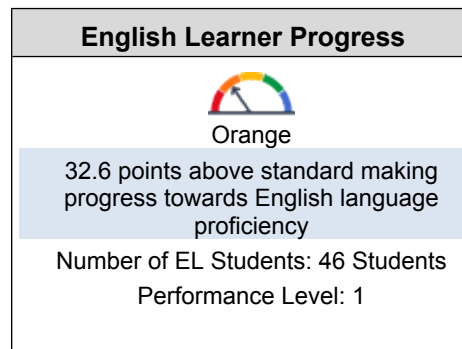
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	25	0	14

Conclusions based on this data:

1. 24.4% of the 45 English Learner students made progress towards English language proficiency.
2. The CA School Dashboard indicates that student performance in progress toward English language proficiency is very low.

School and Student Performance Data

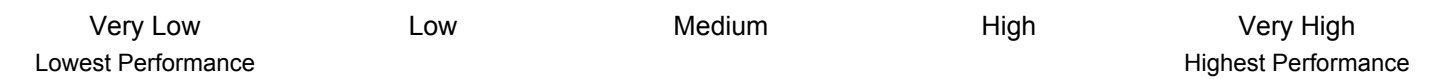
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

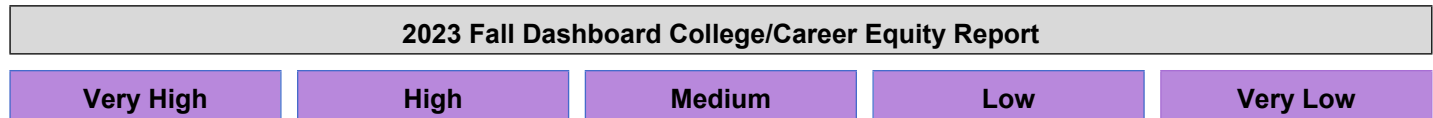
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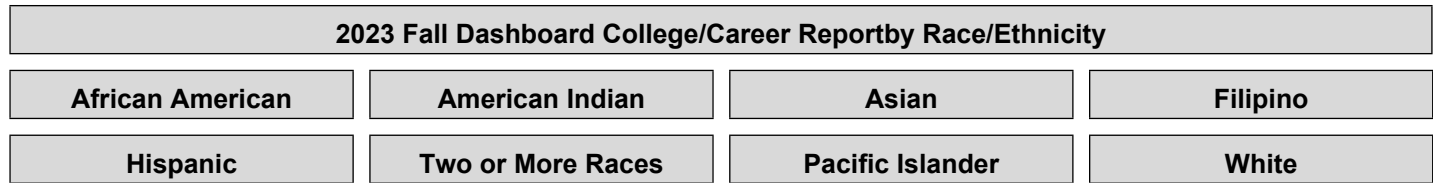
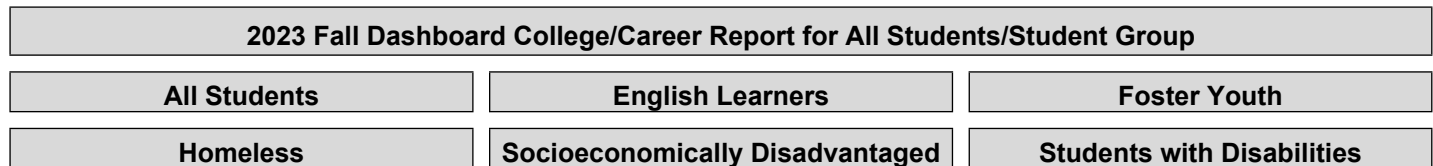
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

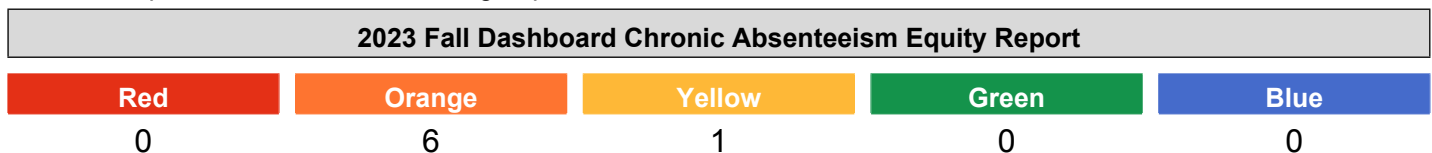
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>31.3% Chronically Absent</p> <p>Declined Significantly -18.8</p> <p>332 Students</p>	English Learners  <p>Orange</p> <p>22.7% Chronically Absent</p> <p>Declined -19.3</p> <p>75 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>1 Student</p>
Homeless  <p>Orange</p> <p>35.7% Chronically Absent</p> <p>Declined -24.8</p> <p>42 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>32.3% Chronically Absent</p> <p>Declined Significantly -19.1</p> <p>248 Students</p>	Students with Disabilities  <p>Orange</p> <p>43.2% Chronically Absent</p> <p>Declined -11.5</p> <p>81 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 29.2% Chronically Absent Declined -23.8 24 Students	American Indian Less than 11 Students 1 Student	Asian  20.9% Chronically Absent Declined -14.1 43 Students	Filipino Less than 11 Students 8 Students
Hispanic  28.7% Chronically Absent Declined -25.3 115 Students	Two or More Races 48.1% Chronically Absent Declined -13.8 27 Students	Pacific Islander Less than 11 Students 4 Students	White  32.7% Chronically Absent Declined -16.8 110 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that student performance in Chronic Absenteeism is very high among all students, English Learners, Homeless, Socioeconomically disadvantaged, and Students with disabilities.
2. The CA School Dashboard indicates that student performance broken down by race is very high among Asian, Hispanic, and White students.

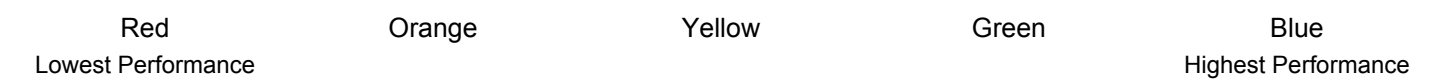
School and Student Performance Data

Academic Engagement Graduation Rate

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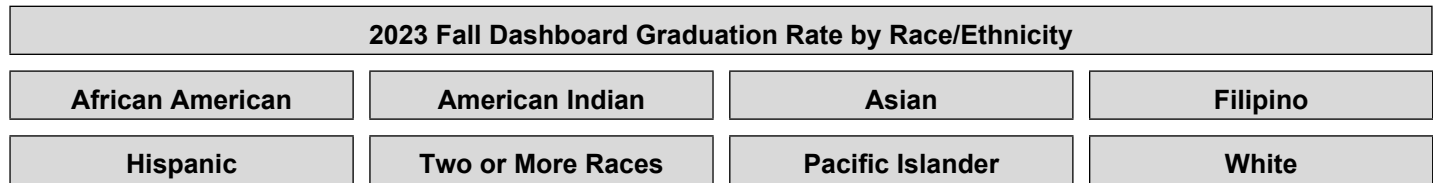
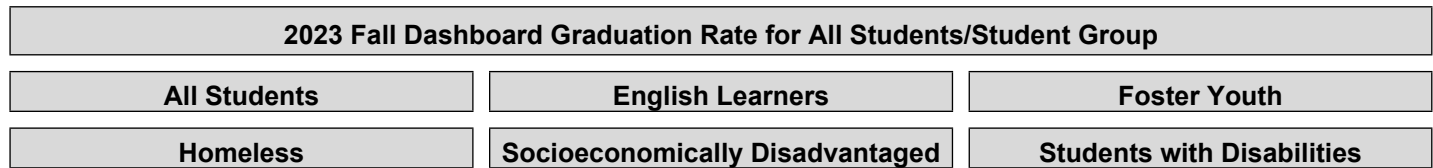
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

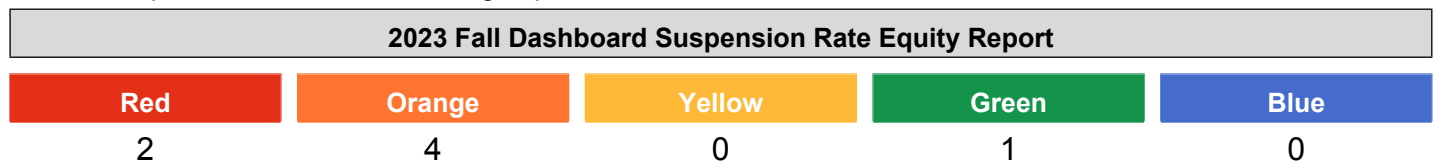
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  <p>Red</p> <p>5.1% suspended at least one day</p> <p>Increased Significantly 3.2 352 Students</p>	English Learners  <p>Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 3.6 78 Students</p>	Foster Youth <p>Less than 11 Students 3 Students</p>
Homeless  <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Maintained 0.1 42 Students</p>	Socioeconomically Disadvantaged  <p>Red</p> <p>5.4% suspended at least one day</p> <p>Increased Significantly 3.7 259 Students</p>	Students with Disabilities  <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 1.8 91 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 3.8% suspended at least one day Increased 3.8 26 Students	American Indian Less than 11 Students 1 Student	Asian  Green 2.1% suspended at least one day Declined -0.3 47 Students	Filipino Less than 11 Students 8 Students
Hispanic  Red 8.1% suspended at least one day Increased 6.3 124 Students	Two or More Races 0% suspended at least one day Declined -4 27 Students	Pacific Islander Less than 11 Students 4 Students	White  Orange 5.2% suspended at least one day Increased 3.3 115 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that suspension rate is high for Homeless students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Local Control Accountability Plan Goal #1 All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 1

By May 2024, students scoring in the red band (2 or more grade levels below) in i-Ready beginning of the year reading diagnostic test will decrease 10%, from 35% to 25%, by the end of year i-Ready reading diagnostic test.

Identified Need

At the beginning of the 23-24 school year, K-6 students were administered the i-Ready reading diagnostic assessment. Students scores are as follows: 7% at mid or above grade level, 10% early on grade level, 48% one grade level below, 22% two grade levels below, 13% three or more grade levels below for a total of 83% of students scoring below grade level. In addition, students were given the SBAC ELA assessment in the spring of the 22-23 school year and the results are as follows: 15% of 3rd grade students exceed standards, 17% met standards, 34% nearly met standards, and 32% did not meet standards. 24% of 4th grade students exceed standards, 15% met standards, 15% nearly met standards, and 45% did not meet standards. 11% of 5th grade students exceed standards, 22% met standards, 25% nearly met standards, and 40% did not meet standards. 14% of 6th grade students exceed standards, 22% met standards, 34% nearly met standards, and 28% did not meet standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready reading diagnostic assessment test results	83% of students are scoring below grade level in reading diagnostic test.	10% growth in red band scores from the Beginning of Year reading diagnostic test in i-Ready to the End of Year reading diagnostic test.
SBAC ELA assessment grades 3-6	36% of students not meeting standards on the SBAC ELA assessment in 3rd-6th grades	3-6 graders will show a 5% decrease in not meeting standards on the SBAC
i-Ready results in vocabulary domain for English Learners	63% of ELL students scored in the red band (two or more grade levels below) as compared to non ELL students at 31%	10% growth in red band scores from the Beginning of Year reading diagnostic test in i-Ready to the End of Year reading diagnostic test for ELL students in vocabulary domain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity**Strategy-**

Assess data and identify at-risk students to determine their literacy needs.

Specific Tasks-

Spinelli utilizes a full time Title 1 Academic Coordinator and 2 Intervention teachers combined with our Instructional Specialists to provide a pull-out and/or push-in program during the school day for students who are not working at grade level. They work with the students on the grade level standards in the core curriculum.

Within the first month of school, teachers, interventionists, and support staff will have students complete the following assessments and/or diagnostics and determine student's literacy needs:

- * i-Ready reading diagnostic to all K-6 students to identify at-risk students . i-Ready diagnostic in

Reading breaks the skills into the following subgroups: Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension.

- * Star Phonics assessment in grades 2-6. Star Phonics provides in-depth insight into acquisition of phonics skills.

- * District developed Universal screeners designed to identify how students are performing in specific reading skills.

- * ELA SBAC results

Analyze results of i-Ready Beginning of the year (BOY) reading diagnostic data, Star Phonics data, SBAC data, and Universal Screener data to identify at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150000.00

Source(s)

Title I Part A: Disadvantaged Students

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity**Strategy-**

Plan and implement the literacy intervention plan for at-risk students.

Specific Tasks:

Identify specific literacy needs:

At-risk students are grouped by area of need for Intervention and given small group instruction using appropriate literacy intervention strategies/ materials using the adopted Wonders and WonderWorks curriculum. Instructional and Supplemental materials are used to supplement the district adopted curriculum.

K-2 students and 3-6 intervention students receive supplemental lessons in phonemic awareness using Heggerty supplemental curriculum.

Develop, implement, and monitor SMART Goals according to student needs and address those needs in workshop time using small group/one-on-one interventions.

Implement literacy interventions to meet at-risk student's needs on a daily, weekly, monthly basis. Classroom teachers and interventionists form Professional learning committees (PLC's) and give input/suggestions and develop a plan for intervention. This team monitors and evaluates student progress in the foundational skills in weekly meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5500.00

Lottery: Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy-
Professional Development

Specific Tasks:

Continue training in the Student Success Plan process (Tier 1) and SMART goal process (Tier 2)

Continue to train staff in Foundational Skills needed for interventions.

PLC- emphasis on protocols, data analysis, and goal setting based on student need.

Teacher collaboration and peer observations occur within and beyond the school day to enhance teaching strategies.

Continue UDL training of the staff by teacher leaders or outside Professional Development groups.

Continued emphasis on implementing the district MTSS plan is reviewed periodically with teaching staff during staff meetings and Intervention PLC's.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL students

Strategy/Activity

Strategy-
Training all teachers to use EL strategies to support the vocabulary development for EL students.
Training teachers in various ways to introduce new vocabulary to students.

Specific Tasks-
EL Vocabulary Professional Development
Identify EL students vocabulary deficiencies and create a goal for improvement. Students and teachers will monitor this goal.
Set time for ELL and teacher collaboration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal and strategies were implemented as written and the outcomes were a bit better than expected. The goal was to decrease the red banded scores by 10% (from 29% to 19%) The results of the end of the year i-Ready reading assessment were 16% of students scoring in the red band for an overall growth of 13%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies have been enhanced to have a more refined process from the initial identification of at-risk students and the implementation of interventions by incorporating weekly PLC meetings between the classroom teachers and interventionists. Strategy 2

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Local Control Accountability Plan Goal #1

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 2

By May 2024, students scoring in the red band (2 or more grade levels below) in i-Ready beginning of the year mathematics diagnostic test will decrease 10%, from 43% to 33%, by the end of year i-Ready mathematics diagnostic test.

Identified Need

At the beginning of the 23-24 school year, K-6 students were administered the i-Ready mathematics diagnostic assessment. Students scores are as follows: 1% at mid or above grade level, 6% early on grade level, 49% one grade level below, 30% two grade levels below, 13% three or more grade levels below for a total of 93% of students scoring below grade level. In addition, students were given the SBAC Math assessment in the spring of the 22-23 school year and the results are as follows: 3% of 3rd grade students exceed standards, 29% met standards, 29% nearly met standards, and 37% did not meet standards. 6% of 4th grade students exceed standards, 21% met standards, 21% nearly met standards, and 51% did not meet standards. 2% of 5th grade students exceed standards, 8% met standards, 37% nearly met standards, and 51% did not meet standards. 17% of 6th grade students exceed standards, 2% met standards, 31% nearly met standards, and 48% did not meet standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric-i-Ready diagnostic mathematics test results	93% of students are scoring below grade level in mathematics diagnostic.	10% growth in red banded scores from the Beginning of Year mathematics diagnostic test in i-Ready to the End of Year math diagnostic test.
SBAC Mathematics assessment grades 3-6	47% of students not meeting standards on the SBAC Mathematics assessment in 3rd-6th grades	3-6 graders will show a 5% decrease in not meeting standards on the SBAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Assess data and identify at-risk students to determine their mathematics needs.

Specific tasks-

Within the first month of school, teachers, interventionists, and support staff will have students complete the following assessments and/or diagnostics and determine student's mathematics needs:

- * i-Ready ,mathematics diagnostic to all K-6 students to identify at-risk students . i-Ready diagnostic in Mathematics breaks the skills into the following subgroups: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.
- * GLoSS/IKAN mathematics screeners in grades K-6. GLoSS/IKAN provides in-depth insight into acquisition of mathematics skills. GLoSS/IKAN administration is 3 times per year.
- * Mathematics SBAC results

Analyze results of i-Ready Beginning of the year (BOY) mathematics diagnostic data, GLoSS/IKAN data, SBAC data, and Universal Screener data to identify at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy-

Plan and implement the mathematics intervention plan for at-risk students.

Specific Tasks:

Identify specific mathematics needs:

At-risk students are grouped by area of need for Intervention and given small group instruction using appropriate mathematics intervention strategies/ materials using the adopted My Math/CPM curriculum. Instructional and Supplemental materials are used to supplement the district adopted curriculum.

Develop, implement, and monitor SMART Goals according to student needs and address those needs in workshop time using small group/one-on-one interventions.

Implement mathematics interventions to meet at-risk student's needs on a daily, weekly, monthly basis.

Classroom teachers and interventionists form Professional learning committees (PLC's) and give input/suggestions and develop a plan for intervention. This team monitors and evaluates student progress in the foundational skills in weekly meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy-
Professional Development

Specific Tasks:
Continue training in the Student Success Plan process (Tier 1) and SMART goal process (Tier 2).
Continue to train staff in Mathematics needed for interventions.
PLC- emphasis on protocols, data analysis, and goal setting based on student need.
Teacher collaboration and peer observations occur within and beyond the school day to enhance teaching strategies.
Continue UDL training of the staff by teacher leaders or outside Professional Development groups.
Continued emphasis on implementing the district MTSS plan is reviewed periodically with teaching staff during staff meetings and Intervention PLC's.
Designate 1 of the 3 Intervention teachers as the Mathematic Intervention teacher.
Provide substitute teachers to grade level teachers 3 times per year to have uninterrupted time with the Mathematics Intervention teacher. This time will be dedicated to helping teachers breaking down and understanding the mathematics standards, planning lessons and preparing materials to be used in lessons.
Provide teachers with a 19 day kick start math program to address gaps in learning from previous grades.
Supplement My Math/CPM curriculum with strategies from the San Francisco Math curriculum.
Train staff in math intervention strategies using number talks, Open/Middle problems, 3 Act Tasks, and Three Read Protocol needed for interventions during staff meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9400.00	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention team will create math centers that teachers can use to enhance math instruction in the classroom. Well planned math centers allow teachers to personalize instruction for diverse student needs. Classroom teacher can then address specific skill gaps or extend learning for advanced students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4500.00

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal and strategies were implemented as written and the outcomes far exceeded what was expected. The goal was to decrease the red banded scores by 10% (from 37% to 27%) The results of the end of the year i-Ready mathematics assessment were 13% of students scoring in the red band for an overall growth of 24%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Two specific tasks were added to strategy 3. Designate a Mathematics Intervention teacher and providing substitute teachers to grade level teachers 3 times per year to have uninterrupted time with the Mathematics Intervention teacher.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Local Control Accountability Plan Goal #2:

All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.

Goal 3

By Spring of 2024, 70% of all students will feel connected at school as measured by the 5 overall topics (School Belonging, School Climate, School Engagement, School Safety, Teacher-Student Relationships) in the Panorama survey.

Identified Need

Spinelli students in grades 3-6 were administered the Panorama School Survey in Spring 2023. 115 responses from 3-5 grades. The results were as follows:

60% were positive about school belonging, 60% were positive about school climate, 49% were positive about school engagement, 56% positive about school safety, and 72% were positive about teacher-student relationships.

33 Grade 6 students responded. The results are as follows:

39% were positive about school belonging, 45% were positive about school climate, 39% were positive about school engagement, 55% positive about school safety, and 58% were positive about teacher-student relationships.

Spinelli Families were given the opportunity to respond to a survey assessing their feelings about school climate and safety in Spring of 2023. 31 families responded and the results are as follows: 67% responded positively about school climate and 72% were positive about school safety.

In Spring of 2023, Spinelli staff were given the opportunity to respond to a survey assessing their feelings about school climate. 66% responded favorably.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student School Survey	The school connectedness averages are all below 70%	At least 70% of students will feel connected at school.
Panorama Family School Survey	67% responded positively about school climate and 72% were positive about school safety	At least 70% of Families will respond positively about school climate maintain 70% or better in school safety
Data Dashboard, EveryDay Labs (Chronic Absenteeism)	Data dashboard shows that 35% of Asian and 60% of Homeless students are chronically absent	Reduce Chronic absenteeism by 5% in both subgroups
Panorama Staff Survey	66% responded positively about school climate	At least 70% will respond positively about school climate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy

Increase the feeling of School Belonging in students

Specific Tasks

Teachers will spend 30 minutes per week teaching Social Emotional Learning (SEL) curriculum

- Second Step
- Kernels
- Class Dojo
- Well Being

Tiger Day recognitions- awards given to students for showing the habits of Be Kind, Be Safe, Be a Learner

Weekly Awards announced to the whole school via Screencastify videos from the principal

- Best class attendance-banner for classroom
- Tiger ticket drawings-3 students drawn receive prizes: pencils, erasers, trinkets
- Class Dojo point winners receive extra recess
- PeaceKeeper tickets awarded to students who show teamwork and kindness

Family Nights at Spinelli-Family events will be conducted once per month to increase the home-school connection

Teachers/staff may choose to have "Buddy" classes or allow students who complete goals to volunteer in younger classrooms. Pairing older students with younger ones to increase connections between students. It may also increase inclusivity and empathy.

Clubs-after school activities to increase student engagement

- Running Club
- Bug Club
- Homework Club
- Sports related clubs
- Garden Club
- Band is offered to 5th and 6th grade
- Choir is offered to 4th, 5th, and 6th grades

Teachers will use suggested lessons from the Panorama website to increase student's positive feelings about school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000.00

Source(s)

ASB

2000.00	General Fund
1280.00	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy

Increase the feeling of a positive School Climate

Specific Tasks

Teachers will spend 30 minutes per week teaching Social Emotional Learning (SEL) curriculum

- Second Step
- Kernels
- Class Dojo
- Well Being

School-wide assemblies that promote positive thinking and growth mindset

Teachers/staff may choose to reward students for meeting class goals, provide opportunities to learn outside, use team points, and other motivational strategies

A Touch of Understanding-a disability awareness program for 4th graders

Weekly Awards announced to the whole school via Screencastify videos from the principal

- Best class attendance-banner for classroom
- Tiger ticket drawings-3 students drawn receive prizes: pencils, erasers, trinkets
- Class Dojo point winners receive extra recess
- PeaceKeeper tickets awarded to students who show teamwork and kindness

Tiger Day recognitions- awards given to students for showing the habits of Be Kind, Be Safe, Be a Learner

Family Nights at Spinelli-Family events will be conducted once per month to increase the home-school connection

Teachers will use suggested lessons from the Panorama website to increase student's positive feelings about school

Provide access in all classrooms to more technology and flexible seating/furniture to allow for more collaborative learning amongst students. These tools will help us continue to educate students while creating a safe and supportive school and classroom climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	General Fund
35500.00	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, chronically absent, Asian American, Homeless

Strategy/Activity

Strategy

Increase the feeling of School Engagement

Specific Tasks

Collaborative meetings are conducted at the beginning and middle of the school year. Teachers can plan with all special service staff (RSP, Speech, Interventionists, ELD teacher, Social Worker, BCBA, School Psychologist, principal, ERMHS counselor, Student and Family Support Services (SFSS) District Coordinator) to provide the resources based on student's needs.

Four times per week PE with PE specialist

~Four times per week STEAM with STEAM specialist

Clubs-after school activities to increase student engagement

- Running Club
- Bug Club
- Homework Club
- Sports related clubs
- Garden Club
- Band is offered to 5th and 6th grade
- Choir is offered to 4th, 5th, and 6th grades

Mentors through SFSS

Teachers/staff may choose to reward students for meeting class goals, provide opportunities to learn outside, use team points, and other motivational strategies

Positive Behavioral Interventions and Supports (PBIS)

- Tiger Tickets are given daily by all staff to students who exemplify Be Safe, Be Kind, Be a Learner
- Tiger Store-Tiger tickets are spent in the Tiger Store each week

Universal Design for Learning (UDL) strategies will be used in classrooms and other learning areas whenever possible

Class Dojo points are given to classes when they are in the cafeteria, library, PE, and STEAM rotations.

Tiger Day recognitions- awards given to students for showing the habits of Be Kind, Be Safe, Be a Learner

Weekly Awards announced to the whole school via Screencastify videos from the principal

- Best class attendance-banner for classroom
- Tiger ticket drawings-3 students drawn receive prizes: pencils, erasers, trinkets
- Class Dojo point winners receive extra recess
- PeaceKeeper tickets awarded to students who show teamwork and kindness

Family Nights at Spinelli-Family events will be conducted once per month to increase the home-school connection

Teachers will use suggested lessons from the Panorama website to increase student's positive feelings about school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy Increase the feeling of School Safety Specific Tasks Safe School Ambassadors PeaceKeeper program Assemblies to promote the anti-bullying message Healthy Play strategies will be used by all teachers/staff to promote positive interactions while on the playground during recess and other play activities Students who are having difficulty with emotional regulation are offered <ul style="list-style-type: none">• Breaks in the “calming area” of the classroom• Breaks to another classroom to calm down• A visit with the teacher or the social worker to talk about things bothering them Tiger Tango is conducted 4 times per year (usually after natural breaks in the school schedule) - Tiger Tango is when students visit stations to review the school expectations in each of the areas visited. Recess, cafeteria, hallway, cafeteria, and other area expectations are some of the places reviewed. Teachers will use suggested lessons from the Panorama website to increase student’s positive feelings about school
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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy

Increase the feeling of positive Teacher-Student Relationships

Specific Tasks

Teachers will spend 30 minutes per week teaching Social Emotional Learning (SEL) curriculum

- Second Step
- Kernels
- Class Dojo
- Well Being

Family Nights at Spinelli-Family events will be conducted once per month to increase the home-school connection

Positive Behavioral Interventions and Supports (PBIS)

- Check In/Check out
- Strong Kids

Mentors through SFSS

Teachers/staff may choose to reward students for meeting class goals, provide opportunities to learn outside, use team points, and other motivational strategies

Class Dojo points are given to classes when they are in the cafeteria, library, PE, and STEAM rotations.

Universal Design for Learning (UDL) strategies will be used in classrooms and other learning areas whenever possible

Teacher's Professional Learning Goals for the school year are focused on increasing positive teacher-student relationships. Some examples of current goals are daily check-ins with students, positive phone calls home, and using table points to motivate students.

Teachers will use suggested lessons from the Panorama website to increase student's positive feelings about school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special emphasis on Asian and Homeless students

Strategy/Activity

Address students who are chronically absent (more than 10% absent rate)

- Office assistant makes daily calls to inquire about students who are absent that day
- Principal uses EveryDay Labs program to track students who are chronically absent and alerts teachers
- Principal will make calls home to ask about how to support getting students to school
- Principal will have daily check-in sheet with chronically absent students to incentivize attendance

The Tier 2 Positive Behavioral Supports and Interventions (PBIS) team meets bi-monthly to discuss attendance data produced by EveryDay Labs. The team gathers and analyzes the data,

brainstorms ideas to address absenteeism with a particular focus on Asian and Homeless students. We strategize the best ways to intervene to address the absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies to promote students engagement and improve attendance were followed as prescribed. Families received communication regarding the events. The Office Assistant called home when students were absent. In a effort to improve attendance, the Office Assistant will continue to call families when their student is absent. Grade 3-5 student's feelings of school safety and engagement went down in the 2023 survey. Grade 6 student's feelings of school safety went up 6 percentage points from the previous survey, but school engagement went down 6 percentage points.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies have been added to all activity areas to address the lack of effectiveness of the goal. A section to address the chronically absent has been added to Strategy 6.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall growth in this area was much better than expected. 30% of EL students were in the red band in the end of the year diagnostic. Showing a difference of 22%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal will be addressed more appropriately by embedding the strategies of Goal 1.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be discontinued as the strategies will be incorporated into Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$126,470.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$215,780.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$49,400.00
Title I Part A: Disadvantaged Students	\$150,000.00
Title I Part A: Parent Involvement	\$1,280.00

Subtotal of additional federal funds included for this school: \$200,680.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASB	\$3,000.00
General Fund	\$6,600.00
Lottery: Instructional Materials	\$5,500.00

Subtotal of state or local funds included for this school: \$15,100.00

Total of federal, state, and/or local funds for this school: \$215,780.00

School Site Council Membership

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Erica Olmstead	Principal
Patricia Hare	Classroom Teacher
Mary Buford	Classroom Teacher
Lesley Garcia	Other School Staff
Julie Steinkamp	Classroom Teacher
Alaura Alfajora	Parent or Community Member
Faith Allmond	Parent or Community Member
Erica Lee	Parent or Community Member
Tatyana Matsyuk	Parent or Community Member
Nicole Lylte-Kosola	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 21, 2023.

Attested:

Principal, Erica Olmstead on September 21, 2023

SSC Chairperson, Faith Allmond on September 21, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/24

TO: Center Joint Unified School District Board of Trustees

FROM: Melissa Oliver, Principal Dudley Elementary

Initials:

mlo

SUBJECT: Approve Updated SPSA

☒ **Action Item**

☐ **Information Item**

Attached Pages x

BACKGROUND:

Updated SPSA to include the following:

SPSA Goal #1, Strategy 9 added to state:

Strategy Included: Provide access in all classrooms to more technology and flexible seating/furniture to allow for more collaborative learning amongst students. These tools will help us continue to educate students while creating a safe and supportive school & classroom climate.

SPSA Goal #1, Strategy 6 revised to state:

Dudley Elementary will continue to implement "Plan, Do, Study, Act (PDSA)" cycles to boost learning outcomes for students. PDSA cycles allow staff to analyze strategies that are being implemented, measure for success and continually make improvements to target learning needs. Staff will receive release time to analyze data to drive instruction

RECOMMENDED BOARD ACTION:

Request board approve the updates to Goal #1 and Goal #2 of Dudley Elementary School's SPSA.



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arthur S. Dudley Elementary School	34739736032908	9/25/23	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Dudley Elementary is one of the older schools in the Center Joint Unified School District, and we are proud Dragons. This plan will outline the actions our school will take to provide our students with the skills required to have the opportunity to be college-bound, seek out vocational opportunities, and be positive members of our community. We have systematically built a positive school culture and created learning opportunities for all students. Dudley students participate in a variety of electives while experiencing high quality core instruction. We have a robust MTSS process that addresses academic and behavioral needs while focusing on positive student learning outcomes. California Education Code 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConnApp and ESEA Program Improvement into the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Dudley Elementary School gathers feedback from several types of surveys.

Parents complete a school-wide survey each year with questions related to our Title I program, school connectedness, and family engagement.

Also, parents, students, and staff complete a Safety Survey each year. This survey has questions related to feeling safe on campus, the condition of our campus, and school connectedness. The results of this survey are used to guide school climate goals in the School Safety Plan. (During the Spring of 2023, the students completed a Panorama SEL Student Survey.)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Several forms of classroom observation take place on the Dudley campus. The administration conducts formal and informal classroom observations, providing the teacher with specific feedback. Teachers also have the opportunity to receive peer observations and coaching. These opportunities provide professional development in the and collaboration time aimed to increase teachers' skills and the ability to deliver effective lessons utilizing the curriculum with fidelity. These are scheduled throughout the year, allowing each teacher time to observe their peers. Dudley teachers are engaging in two-year professional development that is diving deep into presenting the Wonders ELA curriculum to meet the needs of our students. This professional development has curriculum walks to support the ongoing training. Finally, the Superintendent and the district Curriculum Coordinator each visit campus once per month for informal observations of classrooms. These different observations show that the district-adopted curricula are being utilized, and teachers are working hard to present a complete and thorough program meeting state standards. It should also be noted that observations show that teachers are attempting to implement strategies and techniques acquired through professional development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Dudley and CJUSD have regular C&I meetings that guide and calibrate our standards, curriculum, and how it is delivered. We have specific focuses to meet the needs of our families based on the analysis of many assessments and surveys to know our community needs. The Title 1 teachers and instructional aides, classroom teachers, academic coordinator, and admin team analyze students' CAASPP test scores, i-Ready Assessments, and local assessments to determine areas of achievement that need support. Low-performing students are identified, placed in small groups, provided explicit direct instruction that targets areas of need, and continuously monitored. If students require more support, the MTSS team would review the student's needs and create a Student Success Plan; the team would develop accommodations or modifications to improve the student outcome. Locally, we administer the district Oral Reading fluency at the K-6 grade levels.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Dudley Elementary utilizes data to make decisions. The staff analyzes the California Assessment of Student Performance and Progress, i-Ready Assessments, California English Language Development Test, McGraw Hill Wonders and MyMath and CPM assessments, Star Phonics, and informal assessments to determine the effectiveness of instruction to improve student achievement. Dudley has a three-tiered system that progress monitors student outcomes and utilizes a process to document and provide lessons to meet our students' needs. Throughout a school year, the Dudley staff modifies instructions and documents the strategies. If a student is not meeting standards at Tier 1 instruction, then the student would continue in the MTSS process until we determine that the curriculum has to be modified for a student to progress toward mastery of the standard. The Title 1 staff uses systematic instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) curriculum for students identified as a result of Universal Screener data and the Wonders Phonics Survey tool. We are also using Start Phonics. Start Phonics determines the student's phonics skills, and Intervention teachers plan targeted instruction for a specific amount of weeks. Students are reassessed using the Star Phonics diagnostic for mastery of the taught targeted skill. For math, the Title 1 staff uses various math intervention strategies.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All but one Dudley Elementary certificated staff member has met the requirements for highly qualified staff. We have a new hire on a Short-Term Staffing Permit while attempting to meet the requirements for a preliminary multiple subject credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All but one Dudley Elementary teacher is credentialed. The only teacher needing a preliminary or complete credential is an intern progressing to a certificate. Access to AB 466 training is not applicable.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District-wide collaboration days, site collaboration days, and staff meetings focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP) and district assessments. All district-certificated staff analyze their class performance for each English Language Arts and Mathematics content standard. Groups share instruction strategies to address the content standards in which students showed the least success.

The California Teacher Induction program is utilized for teachers with a preliminary credential.

A district Curriculum Coordinator implements ongoing professional development activities in student achievement, instructional practices, and technology.

Dudley hired a full-time physical education teacher to teach physical movement and healthy living lessons. We also hired a STEAM teacher to build a tech mindset for our students.

Dudley's teaching staff is engaged in two professional developments. PD is how to unitize Wonders ELA curriculum with the most significant impact. The other PD is a deeper dive into disproportionate data and analysis of school-wide systems to improve student learning opportunities. Dudley partners with the Placer County Office of Education through the California Integrated Services Project.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site administrator and a district Curriculum Coordinator implement ongoing professional development activities in student achievement, instructional practices, and technology. The district Curriculum Coordinator works closely with newly hired teachers. The district Curriculum Coordinator also does regular classroom observations and assists tenured teachers as needed. The Teacher Induction Program is utilized for teachers new to the profession. This year, we started our peer tutoring program. The administration team identified four teachers that we are using as peer coaches. These teachers will offer support in a variety of situations. Some supports offered are lesson planning, lesson development, modeling a lesson/observing and giving feedback, and any other support teachers need to plan and deliver our curriculum. Dudley also has a school site intervention team that supports all staff but pays particular attention to teachers hired within the last two years. Along with individualized support, the site intervention team holds bi-weekly New Teacher Support Group meetings and attempts to address timely topics.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Dudley Elementary, staff meetings are periodically designated for grade-level or cross-grade collaboration. District-wide and site-based collaboration days focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP). Certificated staff analyzed their class performance for each English language arts and mathematics content standard. Locally, we administer the district Oral Reading fluency at the K-6 grade levels, and the results of these assessments are also reviewed. We also use Star Phonics 3rd-6th grade. We also screen our students' math skills to offer math intervention. We regularly review iReady scores and informal assessments to monitor and move students in and out of groups needed for targeted intervention. Groups share instruction strategies to address the content standards in which students showed the least success.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Dudley Elementary students are provided with the state-adopted curriculum aligned to content standards. Teachers collaborate with grade-level peers to review the state content and standards and determine which lessons in the core curriculum align with these standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

A reference chart that indicates the required instructional minutes for English/language arts and mathematics is available for the teaching staff. During classroom observations, lessons are examined to ensure that all instruction is standards-based. It is also a section of the teacher evaluation process.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Dudley has instituted a scaffolded instruction block, or (WIN), a grade-level rotation. English Language Learners (EL) attend an instructional time on English language development. We provide another time for EL students to receive targeted intervention. The EL time utilizes the Wonders English/Language Arts Curriculum for language development. Students designated as Long-Term English Language Learners (LTEs) receive instruction using the Inside curriculum by National Geographic. Non-English learners receive English/Language Arts instruction according to their greatest need. Topics include blending practice, fluency building, comprehension, grammar, and writing.

The Title 1 Learning Center provides intervention for Kindergarten through sixth-grade students who have scored below grade level on one of the assessments listed: California Assessment of Student Performance and Progress (CAASPP), iReady assessment, and/or Star Phonics and/or math assessment. Students are provided grade-level intervention in their reading level and math and further assessed with the reading and math to identify student needs/gaps in their academics. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math.

A physical education teacher conducts structured physical education with classes each week. Students also have weekly STEAM instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The state-adopted standards-based instructional materials are available for all Dudley Elementary students. English Language learners are provided additional instruction using the designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic.

Dudley completed a Williams Act Review of instructional materials and facilities and passed in both areas. This year, we participated in the audit for the second year and passed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The state-adopted standards-based instructional materials are available for all Dudley Elementary students. Wonders is used for English/Language Arts, and MyMath is used for mathematics. English learners are provided additional instruction using the designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards and for high-achieving students who need to be challenged. The intervention teachers use Wonders materials. Students practice reading fluency and comprehension using the Read Naturally program.

The Title 1 staff uses SIPPS materials to teach decoding and build reading fluency. Wonders, Harcourt Science, and Studies Weekly Social Studies curriculum is used to teach reading comprehension. MyMath curriculum is used for math intervention. This year, the district adopted FOSS curriculum for science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The state-adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided additional instruction using the Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. All state-adopted curriculum includes intervention materials and suggestions for lesson modifications for English learners and students not meeting standards. The Title 1 Learning Center provides intervention to kindergarten through sixth-grade students who scored Standard Not Met and Standard Nearly Met on the California Assessment of Student Performance and Progress (CAASPP) or tested Far Below Grade Level in reading on the iReady Assessment. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math.

Other services include resource pull-out, speech and pathology, occupational therapy, Special Day Class, Title 1 push-in support, and counseling services.

Last year was the last year that we had Team Assist. Team Assist is a healthy play program that designs and supports students' play during recess. The program facilitates play and supports students' social and emotional needs via team sports, turn-taking, and check-in for students. We have rewritten our school-wide schedule to replace Team Assist to make some changes. Now, our electives are not providing instruction during lunch. Now, these staff are giving students opportunities to attend these electives daily. It has been beneficial. It provides opportunities for students who do not enjoy unstructured recess opportunities to do something different. Students can go outside (weather permitting) every day for lunch, the library, structured PE, or STEAM.

Evidence-based educational practices to raise student achievement

All curriculum and materials used at Dudley Elementary are standards-based and research-based.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

After COVID 2021, there were several limitations to gatherings. Over the last two years, we have had to build opportunities to have parents involved slowly. We have come a long way, and now groups have no limitations. We have made several events and opportunities for families to be involved. Last year, we offered events after school to engage with families. We had a talent show, an Oral Language Fair, back to school, an open house, Dragonpalooza (PBIS Carnival), volunteer opportunities, field trips, and our Parent Teacher Organization (PTO). In 2021, our PTO had a 100% turnover, and a group of parents saw the need and started a new program. Our PTO solicits parents for support and building opportunities to engage with our school. Last year, we had several parents request a graduation ceremony for kindergarten and 6th grade, and we were able to create ceremonies. We also have other opportunities: ELAC, the English Language Advisory Committee, and the Superintendent's Advisory Committee.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Dudley Elementary has a School Site Council that meets at least three times per school year. Key stakeholders participate in program planning and evaluation as part of the School Site Council via newsletters, fliers, and auto-dialer messages.

Dudley Elementary's English Learner Advisory Committee is also presented with information regarding Dudley's Single Plan for Student Achievement and provides input regarding expenditures from categorical and general funds.

Dudley has a PTO. They meet regularly and provide opportunities to engage families with activities.

Superintendent's Advisory Committee.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery money is also used to purchase classroom/school supplies for students.

Title 1 funding targets students' academic needs and emotional well-being. The Learning Center staff consists of two certificated teachers (1.0 FTE each) and two classified Instructional Specialist (1.0 FTE each). The staff provides small group instruction to students performing significantly below grade level. To support emotional well-being and assist students who have difficulty transitioning to school.

We firmly believe that students who are connected and engaged with activities of high interest and motivation will be equally motivated and engaged in learning core subjects. Title I funds funding stipends and supplies for extra-curricular clubs to increase school connectedness. These clubs provide a valuable function of exposing students to activities such as art, animae, media production, computer/technology applications, and nutrition. Our vision is to expand these club offerings into video production so that our students would have an introduction to skills that would apply to elective classes at Wilson C. Riles Middle School and Center High School.

Fiscal support (EPC)

Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery monies purchase classroom supplies that students use directly and academic planners for grades 4-6. The same fund purchases copies through the district's copy center.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

CJUSD utilizes surveys to understand the needs of the community and our families. The school uses multiple data points to identify the needs of our students and community. We work with a variety of groups. We have regularly worked with the Sacramento County Office of Education, Placer

County Office of Education, Lion's Club, Touch of Understanding, Evibe, Counseling Services, and the other schools in our district. The review and update of the SPSA is completed with Dudley's Parent Teacher Organization and School Site Council at meetings held throughout the school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.72%	1.16%	3	4	7
African American	19.1%	22.18%	20.63%	118	124	125
Asian	7.6%	8.05%	11.39%	47	45	69
Filipino	1.9%	1.43%	1.82%	12	8	11
Hispanic/Latino	31.8%	31.13%	30.36%	196	174	184
Pacific Islander	0.8%	1.07%	0.66%	5	6	4
White	34.4%	31.84%	31.02%	212	178	188
Multiple/No Response	3.9%	3.58%	2.97%	24	20	18
Total Enrollment				617	559	606

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	97	94	96
Grade 1	72	65	77
Grade 2	94	68	66
Grade3	84	87	83
Grade 4	77	81	96
Grade 5	97	80	95
Grade 6	96	84	93
Total Enrollment	617	559	606

Conclusions based on this data:

1. Dudley Elementary School is very proud of our diverse population. This provides unique educational opportunities for all of our students.
2. Post-COVID, many families were trying to reestablish their living situation. Many families moved or doubled up in housing or moved away.
3. Our district no longer offers independent study for elementary students. All students are required to participate in in-person instruction.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	73	77	98	11.80%	13.8%	16.2%
Fluent English Proficient (FEP)	48	34	42	7.80%	6.1%	6.9%
Reclassified Fluent English Proficient (RFEP)	11			15.1%		

Conclusions based on this data:

1. Dudley Elementary School provides an Intervention model that supports our ELs to become more proficient in English.
2. We are close to 25% of the total enrollment students that are on the spectrum of English is not their primary language.
3. We just added and hired a full time EL aide

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	98	82	0	92	77	0	89	75	0.0	93.9	93.9
Grade 4	76	88	94	0	83	86	0	83	86	0.0	94.3	91.5
Grade 5	92	79	103	0	49	94	0	48	94	0.0	62.0	91.3
Grade 6	94	89	93	0	83	81	0	82	81	0.0	93.3	87.1
All Grades	349	354	372	0	307	338	0	302	336	0.0	86.7	90.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2344.	2351.		2.25	8.00		17.98	13.33		23.60	26.67		56.18	52.00
Grade 4		2390.	2372.		7.23	2.33		13.25	9.30		20.48	22.09		59.04	66.28
Grade 5		2416.	2425.		6.25	8.51		12.50	13.83		18.75	21.28		62.50	56.38
Grade 6		2510.	2481.		13.41	7.41		24.39	18.52		36.59	34.57		25.61	39.51
All Grades	N/A	N/A	N/A		7.28	6.55		17.55	13.69		25.50	25.89		49.67	53.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.74	9.33		55.06	48.00		38.20	42.67
Grade 4		7.23	3.49		51.81	51.16		40.96	45.35
Grade 5		6.25	7.45		45.83	52.13		47.92	40.43
Grade 6		14.81	11.11		64.20	53.09		20.99	35.80
All Grades		8.97	7.74		55.15	51.19		35.88	41.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	2.67		42.05	46.67		57.95	50.67
Grade 4		2.41	0.00		38.55	38.37		59.04	61.63
Grade 5		2.17	0.00		39.13	43.62		58.70	56.38
Grade 6		13.92	6.49		51.90	49.35		34.18	44.16
All Grades		4.73	2.11		43.24	44.28		52.03	53.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.49	4.00		71.91	62.67		23.60	33.33
Grade 4		4.82	2.33		65.06	70.93		30.12	26.74
Grade 5		6.52	8.51		73.91	73.40		19.57	18.09
Grade 6		7.50	7.41		73.75	75.31		18.75	17.28
All Grades		5.70	5.65		70.81	70.83		23.49	23.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.25	4.00		60.67	61.33		37.08	34.67
Grade 4		3.61	1.16		66.27	68.60		30.12	30.23
Grade 5		8.51	9.57		51.06	51.06		40.43	39.36
Grade 6		17.07	9.88		63.41	60.49		19.51	29.63
All Grades		7.64	6.25		61.46	60.12		30.90	33.63

Conclusions based on this data:

1. Based on multiple data points, we have seen that most students are making positive learning growth. For the students who are not making enough growth to pace with their peers, we support them through an MTSS system.
2. As a result of more consistent attendance in 22-23, the Dudley staff was able to offer constant education with minimal interruption. We provided tier 1 support and more based on the students' needs. Last year, we re-established our MTSS process. 23-24, we can utilize more interventions and rule out a lack of exposure for those students who need tier 2 or 3 support.
3. We are establishing an attendance response system to monitor and support students with chronic absenteeism.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	100	82	0	96	76	0	96	73	0.0	96.0	92.7
Grade 4	76	88	94	0	81	85	0	81	85	0.0	92.0	90.4
Grade 5	92	82	103	0	64	87	0	62	84	0.0	78.0	84.5
Grade 6	94	89	93	0	77	82	0	77	80	0.0	86.5	88.2
All Grades	349	359	372	0	318	330	0	316	322	0.0	88.6	88.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2358.	2382.		2.08	5.48		14.58	15.07		23.96	24.66		59.38	54.79
Grade 4		2394.	2383.		2.47	0.00		11.11	7.06		33.33	27.06		53.09	65.88
Grade 5		2423.	2401.		1.61	1.19		6.45	9.52		30.65	10.71		61.29	78.57
Grade 6		2476.	2456.		11.69	3.75		14.29	10.00		29.87	37.50		44.16	48.75
All Grades	N/A	N/A	N/A		4.43	2.48		12.03	10.25		29.11	24.84		54.43	62.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.13	6.85		41.49	47.95		56.38	45.21
Grade 4		3.70	3.53		35.80	25.88		60.49	70.59
Grade 5		1.61	0.00		29.03	27.38		69.35	72.62
Grade 6		14.47	2.56		40.79	46.15		44.74	51.28
All Grades		5.43	3.13		37.38	36.25		57.19	60.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.16	9.59		41.05	39.73		55.79	50.68
Grade 4		2.47	1.18		44.44	35.29		53.09	63.53
Grade 5		1.61	2.38		46.77	30.95		51.61	66.67
Grade 6		9.09	3.75		41.56	48.75		49.35	47.50
All Grades		4.13	4.04		43.17	38.51		52.70	57.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.26	5.48		43.16	57.53		51.58	36.99
Grade 4		6.17	3.53		46.91	43.53		46.91	52.94
Grade 5		0.00	1.19		56.45	52.38		43.55	46.43
Grade 6		10.39	5.00		71.43	52.50		18.18	42.50
All Grades		5.71	3.73		53.65	51.24		40.63	45.03

Conclusions based on this data:

1. Based on multiple points of data we have seen most students are making positive learning growth. For the students who are not making enough growth to pace with their peers, we support them through an MTSS system.
2. As a result of more consistent attendance in 22-23, the Dudley staff was able to offer constant education with minimal interruption. We provided tier 1 support and more based on the students' needs. Last year, we re-established our MTSS process. 23-24, we can utilize more interventions and rule out a lack of exposure for those students who need tier 2 or 3 support.
3. We are establishing an attendance response system to monitor and support students with chronic absenteeism.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1404.8	1431.9	*	1415.6	1437.4	*	1379.6	1418.5	9	14	21
1	1456.9	*	1407.4	1466.9	*	1386.7	1446.3	*	1427.6	15	10	14
2	1441.3	1400.9	1446.9	1450.2	1409.3	1463.8	1431.8	1392.0	1429.6	13	17	13
3	1490.5	1410.3	1469.2	1503.6	1413.2	1473.6	1476.9	1406.8	1464.4	16	11	21
4	1509.4	1491.5	1457.4	1517.3	1499.9	1452.3	1500.7	1482.4	1462.0	11	14	12
5	*	1545.5	1519.6	*	1561.8	1514.9	*	1528.7	1523.6	10	11	15
6	*	*	1501.3	*	*	1490.9	*	*	1511.2	9	8	11
All Grades										83	85	107

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14	14.29	*	50.00	52.38	*	21.43	19.05	*	21.43	14.29	*	14	21
1	13.33	*	7.14	33.33	*	28.57	40.00	*	14.29	13.33	*	50.00	15	*	14
2	7.69	5.88	0.00	30.77	29.41	38.46	23.08	29.41	46.15	38.46	35.29	15.38	13	17	13
3	12.50	9.09	4.76	43.75	9.09	38.10	31.25	18.18	33.33	12.50	63.64	23.81	16	11	21
4	9.09	28.57	0.00	36.36	28.57	41.67	54.55	28.57	8.33	0.00	14.29	50.00	11	14	12
5	*	27.27	26.67	*	45.45	20.00	*	18.18	33.33	*	9.09	20.00	*	11	15
6	*	*	9.09	*	*	27.27	*	*	36.36	*	*	27.27	*	*	11
All Grades	12.05	17.86	9.35	39.76	29.76	36.45	32.53	25.00	27.10	15.66	27.38	27.10	83	84	107

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	14.29	14.29	*	42.86	61.90	*	21.43	9.52	*	21.43	14.29	*	14	21
1	20.00	*	0.00	40.00	*	21.43	40.00	*	28.57	0.00	*	50.00	15	*	14
2	7.69	17.65	23.08	30.77	17.65	23.08	46.15	35.29	38.46	15.38	29.41	15.38	13	17	13
3	31.25	9.09	33.33	50.00	27.27	28.57	18.75	18.18	19.05	0.00	45.45	19.05	16	11	21
4	36.36	50.00	25.00	63.64	35.71	33.33	0.00	0.00	8.33	0.00	14.29	33.33	11	14	12
5	*	54.55	40.00	*	36.36	26.67	*	9.09	13.33	*	0.00	20.00	*	11	15
6	*	*	18.18	*	*	54.55	*	*	0.00	*	*	27.27	*	*	11
All Grades	25.30	30.95	22.43	46.99	29.76	36.45	24.10	20.24	16.82	3.61	19.05	24.30	83	84	107

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14	9.52	*	21.43	28.57	*	35.71	47.62	*	35.71	14.29	*	14	21
1	13.33	*	14.29	20.00	*	21.43	46.67	*	7.14	20.00	*	57.14	15	*	14
2	0.00	0.00	0.00	38.46	29.41	23.08	7.69	23.53	38.46	53.85	47.06	38.46	13	17	13
3	6.25	0.00	0.00	12.50	9.09	9.52	50.00	27.27	47.62	31.25	63.64	42.86	16	11	21
4	9.09	7.14	0.00	18.18	42.86	8.33	45.45	21.43	33.33	27.27	28.57	58.33	11	14	12
5	*	18.18	20.00	*	9.09	6.67	*	63.64	46.67	*	9.09	26.67	*	11	15
6	*	*	0.00	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
All Grades	8.43	10.71	6.54	22.89	22.62	14.95	39.76	28.57	42.06	28.92	38.10	36.45	83	84	107

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57	19.05	*	42.86	61.90	*	28.57	19.05	*	14	21
1	26.67	*	28.57	66.67	*	28.57	6.67	*	42.86	15	*	14
2	15.38	17.65	15.38	61.54	47.06	76.92	23.08	35.29	7.69	13	17	13
3	25.00	18.18	19.05	68.75	27.27	61.90	6.25	54.55	19.05	16	11	21
4	45.45	57.14	16.67	54.55	28.57	41.67	0.00	14.29	41.67	11	14	12
5	*	27.27	13.33	*	63.64	53.33	*	9.09	33.33	*	11	15
6	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
All Grades	25.30	29.76	17.76	67.47	46.43	56.07	7.23	23.81	26.17	83	84	107

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	14.29	33.33	*	57.14	52.38	*	28.57	14.29	*	14	21
1	20.00	*	0.00	80.00	*	50.00	0.00	*	50.00	15	*	14
2	7.69	5.88	38.46	76.92	64.71	46.15	15.38	29.41	15.38	13	17	13
3	56.25	9.09	42.86	43.75	54.55	38.10	0.00	36.36	19.05	16	11	21
4	54.55	50.00	41.67	45.45	35.71	25.00	0.00	14.29	33.33	11	14	12
5	*	81.82	60.00	*	18.18	20.00	*	0.00	20.00	*	11	15
6	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
All Grades	36.14	30.95	36.45	59.04	47.62	40.19	4.82	21.43	23.36	83	84	107

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14	9.52	*	64.29	80.95	*	28.57	9.52	*	14	21
1	20.00	*	28.57	46.67	*	21.43	33.33	*	50.00	15	*	14
2	15.38	0.00	7.69	30.77	52.94	53.85	53.85	47.06	38.46	13	17	13
3	0.00	0.00	0.00	37.50	9.09	47.62	62.50	90.91	52.38	16	11	21
4	9.09	7.14	0.00	36.36	57.14	41.67	54.55	35.71	58.33	11	14	12
5	*	0.00	26.67	*	81.82	20.00	*	18.18	53.33	*	11	15
6	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11
All Grades	14.46	8.33	10.28	42.17	48.81	45.79	43.37	42.86	43.93	83	84	107

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57	47.37	*	28.57	36.84	*	42.86	15.79	*	14	19
1	0.00	*	7.69	80.00	*	46.15	20.00	*	46.15	15	*	13
2	0.00	5.88	16.67	53.85	47.06	66.67	46.15	47.06	16.67	13	17	12
3	12.50	0.00	4.76	75.00	45.45	66.67	12.50	54.55	28.57	16	11	21
4	0.00	21.43	0.00	72.73	64.29	41.67	27.27	14.29	58.33	11	14	12
5	*	27.27	6.67	*	63.64	73.33	*	9.09	20.00	*	11	15
6	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
All Grades	4.82	17.86	14.56	68.67	48.81	57.28	26.51	33.33	28.16	83	84	103

Conclusions based on this data:

1. We will work with these 29 students to get them to a “4” and “well-developed” and start the reclassification process.
2. We need to focus this year on developing writing skills.
3. We will work with beginning reading and writing as well as move moderates to well-developed

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
606	70.5	16.2	0.3
Total Number of Students enrolled in Arthur S. Dudley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	16.2
Foster Youth	2	0.3
Homeless	51	8.4
Socioeconomically Disadvantaged	427	70.5
Students with Disabilities	90	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	125	20.6
American Indian	7	1.2
Asian	69	11.4
Filipino	11	1.8
Hispanic	184	30.4
Two or More Races	18	3
Pacific Islander	4	0.7
White	188	31

Conclusions based on this data:

1. The total enrollment of Dudley ranges between 550-620. Over 75% of our community qualifies for free and reduced lunch programs based on household income. We have a family resource center that supports families to try and stabilize their home life.
2. We have a large population of refugees who have enrolled at Dudley in the last 18 months.
3. Dudley Elementary has a diverse population by ethnicity and based on the identified subgroups. We continue to look for ways to meet the needs of our learners through collaborative discussions with our stakeholders and professional development opportunities. We are serving all students by paying specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Red</div>		
<div>English Learner Progress</div> <div> Green</div>		

Conclusions based on this data:

1.

We are a PBIS school and participate in Professional development that addresses our students' needs and improves our dispositioned data to improve learning outcomes.
2.

We have been engaging in professional development and building structures for restorative practices to reduce suspensions and increase instructional time. These strategies are for all students but specifically related to students who identify as African-American.

3. The Chronic Absenteeism indicator is high, and this plan articulates how we plan to address those needs. Our Academic Coordinator has created groups and goals to reduce barriers to getting to school and increase students' instructional time.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 82.5 points below standard Maintained +2.1 points 318 Students	 Red 86.5 points below standard Maintained -2.1 points 66 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
124.9 points below standard Decreased Significantly -26 points 34 Students	 Orange 92.8 points below standard Increased +10.3 points 234 Students	 Red 159.6 points below standard Decreased -6.8 points 70 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 125.8 points below standard Decreased -11.1 points 63 Students	Less than 11 Students 4 Students	73.3 points below standard Decreased Significantly - 41.7 points 38 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 94.8 points below standard Maintained +1.5 points 98 Students	49.5 points below standard Increased Significantly +25.5 points 15 Students	Less than 11 Students 2 Students	 Yellow 69.5 points below standard Increased +7 points 97 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.1 points below standard Decreased Significantly -18.2 points 42 Students	31.4 points below standard Increased Significantly +19.6 points 25 Students	84.7 points below standard Maintained +2.4 points 242 Students

Conclusions based on this data:

1. We have established an intervention program and we have seen positive results that indicate that students are making significant gains. One of the key components of the success of this program is the consistency that we have been able to maintain.
2. We utilize a system with fluid groups and students have the ability to test out of intervention and are not stuck for the entire year. This allows us to meet individual needs and service as many students as possible because students are not stuck in seats based on the beginning of the year assessments
3. We have a district initiative of literacy first. It is one of our main focuses because students must read to access most other curriculums.

School and Student Performance Data

Academic Performance Mathematics

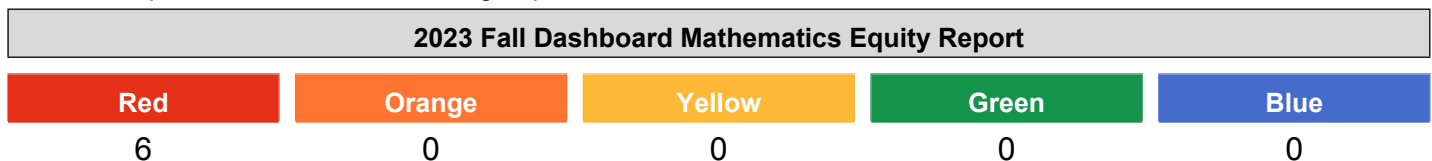
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 115.4 points below standard Decreased Significantly -19.4 points 321 Students	English Learners  Red 124.5 points below standard Decreased Significantly -40.6 points 70 Students	Foster Youth Less than 11 Students 1 Student
Homeless 173.3 points below standard Decreased Significantly -71.4 points 36 Students	Socioeconomically Disadvantaged  Red 121.2 points below standard Decreased Significantly -15.1 points 237 Students	Students with Disabilities  Red 183.8 points below standard Decreased -10.3 points 70 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 169.1 points below standard Decreased Significantly - 49.4 points 63 Students	Less than 11 Students 4 Students	81.5 points below standard Decreased Significantly - 35.3 points 37 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 126.3 points below standard Decreased Significantly - 16.4 points 98 Students	84.9 points below standard Decreased -7.7 points 15 Students	Less than 11 Students 2 Students	 Red 100.7 points below standard Decreased -9.9 points 100 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.2 points below standard Decreased -8.6 points 45 Students	101.6 points below standard Decreased Significantly -70.7 points 25 Students	116.6 points below standard Decreased Significantly -15.3 points 242 Students

Conclusions based on this data:

1. We started our peer coaching program to better plan and implement math strategies for instruction.
2. We started a math intervention program to provide direct explicit math instruction to build our students skills.
3. We started a STEAM program to develop new approaches for deepening math learning, addressing achievement gaps, and modernizing instruction to meet the demands of a fast-changing world.

School and Student Performance Data

Academic Performance English Learner Progress

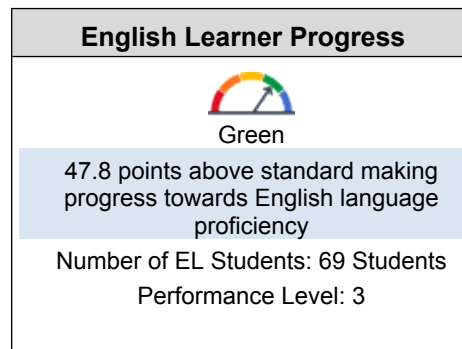
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	28	0	33

Conclusions based on this data:

1. The ratio of students in each category seems appropriate.
2. Students designated "Well Developed" are candidates for re-classification.
3. We need additional staff to reduce the size of our groups to meet our students' needs.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High

High

Medium

Low

Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

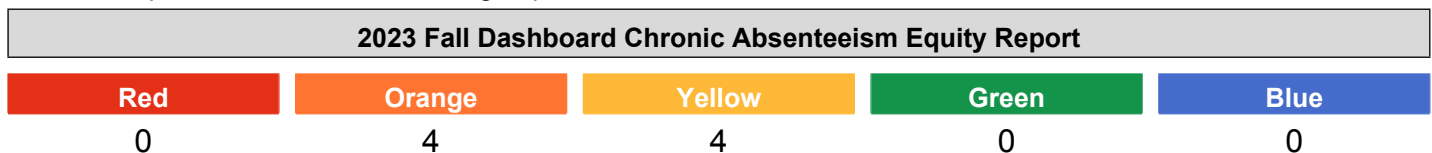
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 37.8% Chronically Absent Declined Significantly -11.2 667 Students	English Learners  Orange 20.6% Chronically Absent Declined -12.4 126 Students	Foster Youth Less than 11 Students 4 Students
Homeless  Orange 38.6% Chronically Absent Declined -22.4 70 Students	Socioeconomically Disadvantaged  Yellow 40.4% Chronically Absent Declined Significantly -10.2 508 Students	Students with Disabilities  Orange 51.7% Chronically Absent Declined -5.4 120 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 48.9% Chronically Absent Declined -2.4 139 Students	American Indian Less than 11 Students 7 Students	Asian  Yellow 19.5% Chronically Absent Declined -15.1 82 Students	Filipino 16.7% Chronically Absent 0 12 Students
Hispanic  Yellow 35.6% Chronically Absent Declined Significantly -17.5 202 Students	Two or More Races 55.6% Chronically Absent Increased 12.7 18 Students	Pacific Islander Less than 11 Students 4 Students	White  Yellow 39.4% Chronically Absent Declined Significantly -8.3 203 Students

Conclusions based on this data:

1. This year the district is using a new program to manage our students' absences. This program sends messages to support families and gives sites tools to support and manage students. We have created groups of students that have been chronically absent and are working with the families to get students in school more consistently.
2. Our Instruction aide will actively working with our families regarding barriers to getting to school and incentivizing increased attendance.
3. Our MTSS team will review students' status and utilize MTSS support to break down barriers for students to better access school for in-person instruction.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

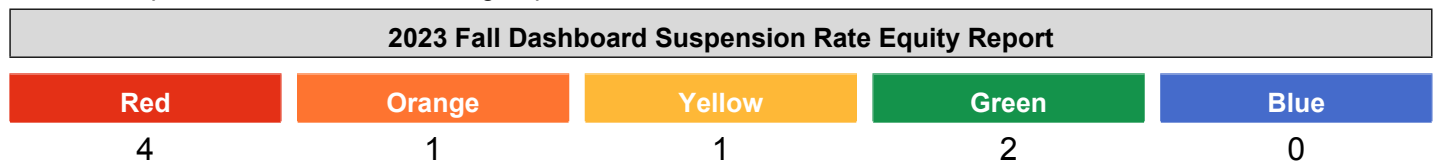
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 6% suspended at least one day Increased 1 717 Students	English Learners  Green 1.4% suspended at least one day Declined -1.4 141 Students	Foster Youth Less than 11 Students 7 Students
Homeless  Red 12.3% suspended at least one day Increased 7.4 73 Students	Socioeconomically Disadvantaged  Red 7% suspended at least one day Increased 1.4 544 Students	Students with Disabilities  Red 8.1% suspended at least one day Increased 2.1 124 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 7.9% suspended at least one day Declined Significantly -1.5 151 Students	American Indian Less than 11 Students 7 Students	Asian  Orange 1.2% suspended at least one day Increased 1.2 86 Students	Filipino 0% suspended at least one day 12 Students
Hispanic  Red 9.2% suspended at least one day Increased Significantly 3.7 217 Students	Two or More Races 10% suspended at least one day Increased 10 20 Students	Pacific Islander Less than 11 Students 4 Students	White  Green 2.7% suspended at least one day Declined -0.6 220 Students

Conclusions based on this data:

1. We are implementing more restorative practices to build students' understanding of the expectations and how to generalize behavior or coping skills so that students receive maximum instructional time and improve learning outcomes.
2. We identified that students are struggling with social skills. Dudley's staff reviewed and implemented three social-emotional curriculums. Our staff and counselor reviewed and implemented these programs to support our students' safety.
3. Our school has been a PBIS school for approximately nine years. We spent significant time introducing the components of PBIS, including several times when teachers reviewed the school's expectations. We also identified a disproportionate number of students who identify as African-American students who are suspended. Our staff is participating in professional development that addresses implicit bias, cultural awareness, and vulnerable decision-making.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will graduate college/career-ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 1

By May 2024, all of the students assessed will increase their score on overall performance for reading and math on an average of 7% by the I-Ready end-of-year diagnostic assessment.

Identified Need

Based on iReady data 22-23 for reading, 66% of students assessed one or more grade levels below grade level and 33% of students were two or more grade levels below. The data for the beginning of the year for 23-24 identifies that 85% of students are one or more grade levels behind and 42% of students are two or more grade levels below.

Based on iReady data 22-23 for math, 77% of students assessed one or more grade levels below grade level and 31% of students were two or more grade levels below. The data for the beginning of the year for 23-24 identifies that 92% of students are one or more grade levels behind and 48% of students are two or more grade levels below.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic ELA	6% mid or above grade level, 9% early or on grade level, 43% grade level below, 20% two or more grade levels below, and 22% three or more grade levels below	Overall 7% growth
iReady Diagnostic Math	1% mid or above grade level, 7% early or on grade level, 44% grade level below, 27% two or more grade levels below, and 21% three or more grade levels below	Overall 7% growth
CAASPP Results ELA	21-22 3rd grade 2344.2 mean score, 2.25% exceed, 17.98% met, 23.6% nearly met, 56.18% not met. 21-22 4th grade 2390 mean score, 7.23% exceed, 13.25% met, 20.48% nearly met, 59.04% not met. 21-22 5th grade 2416.9 mean score, 6.25% exceed, 12.5%	Third-sixth grade will improve their scores by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	met, 18.75% nearly met, 62.5% not met. 21-22 6th grade 2510.3 mean score, 13.41% exceed, 24.39% met, 36.59% nearly met, 25.61% not met.	
CAASPP Results Math	21-22 3rd grade 2358.3 mean score, 2.08% exceed, 14.58% met, 23.96% nearly met, 59.38% not met. 21-22 4th grade 2394.5 mean score, 2.47% exceed, 11.11% met, 33.33% nearly met, 53.09% not met. 21-22 5th grade 2423.1 mean score, 1.61% exceed, 6.45% met, 30.65% nearly met, 61.29% not met. 21-22 6th grade 2476.4 mean score, 11.69% exceed, 14.29% met, 29.87% nearly met, 44.16% not met.	Third-sixth grade will improve their scores by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Professional development is via the Sacramento County Office of Education. A SCOE trainer is starting a two-year commitment to evaluate how the Dudley teaching staff is implementing the Wonders Curriculum then creating an action plan to train the teachers how to implement the curriculum with fidelity. This professional development updates our skills in current programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20400.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Dudley has an MTSS team that meets once a month to monitor students who need more support. Our MTSS team considers all aspects of our students: we consider academics, social-emotional, guardian status, home life, and basic history. We have a tiered system of support. In order to monitor students we have SMART goals that document the supports we provide and a timeline of support. We plan and implement student success plans for students not performing at grade level. There are 3 levels of support tier 1,2,3. If students are not showing progress in our tier 1 program (WIN) then they are referred to MTSS and we evaluate the next level of support. Our MTSS team includes the Principal, Assistant Principal, School Psychologist, 2 Counselors, Academic coordinator, SCOE parent liaison. We are serving all students by paying specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

We have started screening all students for Reading and math skills from kindergarten through sixth grade to identify their specific needs to support a targeted intervention. Students will receive 6 weeks of targeted intervention reassessed and placed in a group for a new skill or a group that focuses on a similar skill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Dudley has an academic support program that screens all students for English Language Arts and math skills. The program is called "What I Need or WIN" because we have students that are at grade level. To place students, we utilize several assessments/screeners to establish each student's skills and areas of need. The intervention program is a 6-week cycle where students receive targeted instruction in small groups. We assess students using iReady 3 times a year for ELA and math. In conjunction with iReady, we use math and English screeners to progress monitor our students continuously continuously. Each grade level is divided into 7 groups. The students are placed in groups on similar needs after 6 weeks, students are reassessed, and then the groups are rearranged to progress to the next skill. If students are not showing progress, then students are referred to our MTSS process to see if we need to add more support. We are serving all students by paying specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students. I've included an outline of the WIN process below. We are utilizing 1 FTE Academic Coordinator, 2 FTE intervention teachers, 2.5 FTE Instructional Assistants, and 1 FTE EL Aide.

1. Assess Students
2. Identify students' needs
3. Short-term strategic needs-based groups (6 weeks)
4. Find targeted instruction
5. Provide direct explicit instruction
6. Asses students
7. Repeat Process

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

247313.34

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

We have started a peer coaching program to support teachers in planning, delivering, and assessing students' instruction. We have four teachers 2 for ELA and 2 for Math that peers can connect with to have additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000.00

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Dudley elementary staff will continue to implement "Plan, Do, Study, Act (PDSA)" cycles to boost learning outcomes for students. PDSA cycles allow staff to analyze strategies that are being implemented, measure for success and continually make improvements to target learning needs. Staff will receive release time to analyze data to drive instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000.00

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Dudley purchased Lexia reading software school license for homework. We know that a significant number of students are behind in reading skills. We are using Lexia as a supplemental reading instruction at home. Parents have enough to do to make sure that students are healthy and safe and some families do not have the skills or resources to help their students with reading. We got

Lexia to support that need. We are also utilizing Chromebooks that we cannot implement at school to loan to families that do not have access to the internet at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Based on the new California math framework, we must develop new approaches for deepening math learning, addressing achievement gaps, and modernizing instruction to meet the demands of a fast-changing world. We have a STEAM (science, technology, engineering, art, math) program. We are purchasing two 3D printers and software to support this initiative to provide students with the instruction they need to have skills that will increase their learning outcomes in math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide access in all classrooms to more technology and flexible seating/furniture to allow for more collaborative learning amongst students. These tools will help us continue to educate students while creating a safe and supportive school & classroom climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50,000

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are in year 2 of implementing this goal and all but one strategy. Last year, we utilized all but one of these strategies and saw all students make positive learning progress. The only new strategy is Lexia. Here is the data that shows the growth. This is iReady data from the first month of the 2022-2023 school year. Reading results for the beginning of the year: 5% mid or above grade level, 9% Early on grade level, 40% one grade level below, 23% two or more grade levels below, and 22% three or more grade levels below. The end of the year data: 16% mid or above grade level, 18% Early on grade level, 33% one grade level down, 18% two or more grade levels below, and 15% three or more grade levels below.

Math results for the beginning of the year: 1% mid or above grade level, 4% Early on grade level, 46% one grade level below, 26% two or more grade levels below, and 22% three or more grade levels below. The end of the year data: 8% mid or above grade level, 14% Early on grade level, 46% one grade level below, 16% two or more grade levels below, and 15% three or more grade levels below.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not find any discrepancies between our intended strategies and the funding budgeted for them.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are adding the Lexia and Chromebook loaners to increase students' instruction and access to reading materials. The staff of the district and Dudley are receiving ongoing training and collaboration time to understand, level, and implement intervention based on the results of our new system.

The only other modification to this goal is combining the math and language goals from the 2022-2023 SPSA into one academic goal. We are accessing all the strategies in this goal for both subjects with the exception of Lexia (It does not have a math component.)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All stakeholders will experience a school and district climate that is physically and emotionally safe and supportive.

Goal 2

By May 2024, Dudley will raise the percentage of students who report feeling very safe/safe at school by 3% from 47% to 50%, as measured by Panorama spring survey.

Identified Need

Based on Panorama data 22-23 for students feeling safe at school, 47% of students reported that they feel safe at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama students feel safe at school.	Data from spring 2023, 47% of students feel safe at school.	50% of students feel at school on the Spring 2024 Panorama survey
Panorama family survey feels safe at school.	Data from spring 2023, 67% of families will feel their students feel safe at school.	70% of families will feel their students feel safe at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Implement PBIS school-wide system and SWIS (data collection program). We plan to utilize all three tiers of support. Our tier-one program meets once a month, reviews schoolwide practice, and evaluates the current functioning of the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

The Dudley staff is participating in a professional development grant in that we review the panorama data and create action plans for change. This grant reviews technical changes and mindset changes, have 6 areas of focus where we present information and monitor the impact of the changes for 6-8 weeks that evaluate how we did. The areas of focus are Cultural awareness, implicit bias, 4:1 praise, valuable decision points, greetings at the door, and community circles.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

On-site counseling and support are available within the school day for individual and small groups for social and play instruction, and a full-time therapist and a full-time school counselor to support students' mental health needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Implement multiple SEL curriculums: Second Step, Healthy Play, and Community Circles Curriculum to facilitate students actively discussing issues and concerns and manage their mental health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Dudley utilizes restorative practices to improve students' behaviors and the overall school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.00

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Dudley implements the MTSS process for academic and behavioral concerns. We utilize a three-tiered program. PBIS is tier one, Tier two is small-group instruction Toolbox or Healthy Play, and tier three is individual support ie check in check out.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Positive Behavior Intervention System behavior reinforcements. Last year, we started the Dragonpalooza, a carnival for our students to spend their Dudley dollars (PBIS currency for following or going above and beyond for expected behaviors.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.00

Source(s)

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Events for our students and families. We are building relationships with our families and creating social events on campus only for students, i.e., Dragon Day, and family events, i.e., skate night. We continue adding events to improve the climate and interaction for everyone.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Dudley Elementary School is fully implementing tiers I and II of PBIS. The Intervention Team has been trained in tier III, Wrap-Around, through PCOE, and we have initiated implementation. The three tiers, working in conjunction with each other, have effectively supported students with identified behavioral challenges. Our counselor and Therapist have healthy play and check-in support for students. Multiple tier 1 expectation supports for school-wide behavior support are provided. Dragon Days to acknowledge the positive behaviors of the students are held. The Placer County Office of Education is training our Certificated staff and Classified staff on PBIS.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to implement all activities within this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 3

The students of Dudley Elementary will have a cumulative attendance rate of 95.5% which will reduce our chronic absenteeism to 10% by the end of the year. This goal is for all students but we are intentionally paying specific attention to students in these groups as identified as particular groups that have higher than average absentee rates: African American, Asian American, Hispanic, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged

Identified Need

In 2022-2023 89.8% for 588 students and 35.7% of chronic Absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Everyday Pro 2021-2022	87% for 569 students and 50.6% chronic Absenteeism	COVID year and did not monitor
Everyday Pro 2022-2023	89.8% for 588 students and 35.7% chronic Absenteeism	increase to 91%
Everyday Pro 2023-2024	Currently, 94% for 560 students and 18% Chronic Absenteeism	increase to 95.5%
CA Dashboard	51.4% Chronically Absent of African American students	African America students' attendance will decrease to 49%
CA Dashboard	34.6% Chronically Absent of Asian American	Asian America students' attendance will decrease to 49%32%
CA Dashboard	53.2% Chronically Absent of Hispanic	Hispanic students' attendance will decrease to 49%50%
CA Dashboard	61% Chronically Absent of Homeless students	Homeless students' attendance will decrease to 49%59%
CA Dashboard	57% Chronically Absent of Students with disabilities	Students with disabilities students' attendance will decrease to 49%57%
CA Dashboard	50.5% Chronically Absent of Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students' attendance will decrease to 49%48%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

At the end of each month students with perfect attendance will be in a drawing to win a prize

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

On Mondays, the classes with the best attendance will be announced during the school-wide morning announcements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

At the end of each trimester, students with perfect attendance will receive a certificate with their report card

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We are serving all students with specific attention to students who identify as African-American, Asian American, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

Students identified as "Moderate Chronic" or "Severe Chronic" will have a tier 2 goal and be monitored weekly. Every 3 weeks, the goal results will be sent home to guardians. Students who meet their 3-week attendance goal will earn the pre-designated prize. Dudley will hire an instructional aide to monitor student progress through observation, daily contact, and maintenance of accurate student records. This position will be .5 FTE to monitor and support students' attendance needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22500.00

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As we come out of Covid-19 the past two years, we have had fluid attendance. In 2021-22, we had a total enrollment of 569 students. Our cumulative attendance rate was 87%, and our chronic absenteeism rate of 50.6%. We also had many students on independent study and not attending in person. 2022-23, we had a total enrollment of 588 students. Our cumulative attendance rate was 89.8%, and our chronic absenteeism rate of 35.7%. We also had a small percentage of students on independent study and not attending in person. This was a 2.8% increase from 21-22. Year to date, for 2023-24, we currently have 559 students enrolled. Our cumulative attendance rate was 93.9%, and our chronic absenteeism rate was 18.7%. This year, independent study is not an option for elementary students. This was a 4.1% increase from 22-23.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 4

English Language Learners will make progress towards proficiency as measured by the ELPAC. 75% of students will either move one level or maintain current level and/or meet reclassification criteria.

Identified Need

Based on CAASPP, LPM, ELPAC, iReady

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We serve all students for whom English is not their native language.

Strategy/Activity

Implement Designated ELD Instructional Units (K-6). Integrate ELD across content areas. Refine instructional strategies based on learning outcomes Plan, implement, and evaluate interventions based on student need

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We serve all students for whom English is not their native language.

Strategy/Activity

We hired a EL Aide to reduce the size of small group instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We serve all students for whom English is not their native language.

Strategy/Activity

A designated time for EL students to participate in an academic intervention during a different time from their designated ELD time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 22-23 school year, we tried a different approach and integrated the EL students into our intervention time to give access to these students. We found that the environment could have been better to support these students in this group because the English primary and EL students needed a different pace to meet their needs. This year, we have a designated time for EL students to participate in an intervention during a different time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had to create a new schedule.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$299,189
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$368,213.34

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$302,713.34

Subtotal of additional federal funds included for this school: \$302,713.34

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$65,500.00

Subtotal of state or local funds included for this school: \$65,500.00

Total of federal, state, and/or local funds for this school: \$368,213.34

School Site Council Membership

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Melissa Oliver	Principal
Dawn Dodson	Classroom Teacher
Sarah Bills	Classroom Teacher
Emma Snuggs	Parent or Community Member
Danielle Holloway	Parent or Community Member
Christiane Burrow	Parent or Community Member
Vilma Perez	Parent or Community Member
Rachel Linn Gish	Parent or Community Member
Latoya Jenkins	Other School Staff
Marci Phillips	Classroom Teacher
Jill Warriner	Other School Staff
Jessica Pugh	Parent or Community Member
Danica Luz	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 7, 2022.

Attested:

Principal, Brett Homesley on September 7, 2022
SSC Chairperson, Latoya Jenkins on September 7, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Shawna Pacheco, WorkAbility/TPP Coordinator

Initials:
JF

SUBJECT: Transition Partnership Program 24-27 contract renewal, including Resolution #11/2023-24

☒ **Action Item**

☐ **Information Item**

Attached Pages 58

BACKGROUND:

Center JUSD partnered with the Department of Rehabilitation to form the Center JUSD Transition Partnership Program. This is a 3-year contract renewal.

Through this contract, we will receive \$117,457 each year inclusive of fiscal years 2024-2027 to provide DOR Student Services, which includes Job Exploration Counseling, Workplace Readiness Training, Work-based Learning Experiences, Instruction in Self-Advocacy, and Counseling on Post-Secondary Education

Through this contract, we will receive \$61,899 each year, inclusive of fiscal years 2024-2027 to provide VR Employment Services which includes Employment Preparation, Job Development, Placement and Follow-up, Adult Work Experience, and Short-Term Supports.

Center JUSD's commitment is to provide a Certified Time Match in the following amounts.

24-25 \$85,669
25-26 \$85,428
26-27 \$85,901

Designated staff redirect their time to assist and collaborate with Program staff to facilitate the movement of participants through the DOR Student Services.

Documents requiring signature:

--STD 213
--DR 324
--DR 325
--CCC 4/2017
--Civil Rights Law

RECOMMENDED BOARD ACTION:

Center JUSD Board of Trustees approve Transition Partnership Program 24-27 contract renewal, including Resolution #11/2023-24.

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

STANDARD AGREEMENT

STD 213 (Rev. 04/2020)

AGREEMENT NUMBER

32467

PURCHASING AUTHORITY NUMBER (If Applicable)

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME

Department of Rehabilitation

CONTRACTOR NAME

Center Joint Unified School District

2. The term of this Agreement is:

START DATE

July 1, 2024, or Upon Approval, whichever date is later

THROUGH END DATE

June 30, 2027

3. The maximum amount of this Agreement is:

\$538,068.00 Five Hundred Thirty-Eight Thousand, Sixty-Eight Dollars, and Zero Cents

Certified Expenditure: \$256,998.00 Two Hundred Fifty-Six Thousand, Nine Hundred Ninety-Eight Dollars, and Zero Cents

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

Exhibits	Title	Pages
Exhibit A	Scope of Work	1
Exhibit A.1	Contractor's Description of Services/Deliverables	11
Exhibit B	Budget Detail and Payment Provisions	4
+ - Exhibit B.1	Contractor's Program Budget(s) and Narrative(s)	17
+ - Exhibit C	General Terms and Conditions (GTC 4/2017)	1
+ - Exhibit D	Special Terms and Conditions	7
+ - Exhibit E	Additional Provisions - Federally Funded Agreements	3
+ - Exhibit F	Additional Provisions - TPCA	3
+ - Exhibit G	Additional Provisions	1

Items shown with an asterisk (), are hereby incorporated by reference and made part of this agreement as if attached hereto.**These documents can be viewed at <https://www.dgs.ca.gov/OLS/Resources>***IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.****CONTRACTOR**

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)

Center Joint Unified School District

CONTRACTOR BUSINESS ADDRESS

8408 Watt Avenue

CITY

Antelope

STATE

CA

ZIP

95843

PRINTED NAME OF PERSON SIGNING

TITLE

CONTRACTOR AUTHORIZED SIGNATURE

DATE SIGNED

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

STANDARD AGREEMENT

STD 213 (Rev. 04/2020)

AGREEMENT NUMBER

32467

PURCHASING AUTHORITY NUMBER (If Applicable)

STATE OF CALIFORNIA

CONTRACTING AGENCY NAME

Department of Rehabilitation

CONTRACTING AGENCY ADDRESS

721 Capitol Mall, 6th Floor

CITY

Sacramento

STATE

CA

ZIP

95814

PRINTED NAME OF PERSON SIGNING

TITLE

CONTRACTING AGENCY AUTHORIZED SIGNATURE

DATE SIGNED

CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL

EXEMPTION (If Applicable)

BOARD RESOLUTION #11/2023-24

DR 324 (New 01/94) Computer Generated

☒ Original☐ Amendment # _____

FULL Name of Corporation or Public Agency**Center Joint Unified School District**

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation, and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement,

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person:

Name of Person Authorized to Sign Agreement	Title of Person Authorized to Sign Agreement
Scott A Loehr	Superintendent


of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute said agreement and all amendments there to, except to increase the financial liability of said corporation or public agency.

CERTIFICATION

I, the Recording Secretary named below, hereby certify that the foregoing resolution was duly and regularly adopted by the Board of Directors or Board of Trustees of above-named corporation or public agency at a meeting of said Board regularly called and convened at which a quorum of said Board of Directors or Board of Trustees was present and voting, and that said resolution was adopted by a vote of the majority of all Directors or Trustees present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as Recording Secretary of said corporation or public agency.

Address Where Board Meeting Held**Center JUSD Annex 3243 Center Court Lane Antelope, CA 95843**





Date of Board Meeting	Signature of Recording Secretary	Date Signed
2/21/2024		

GRANT/CONTRACT SIGNATURE AUTHORIZATION


DR 325 (Rev. 09/18)

GRANTEE/CONTRACTOR:	SUBGRANTEE/CONTRACTEE: (Legal Corporation/Public Agency Name & Address)
STATE OF CALIFORNIA Department of Rehabilitation 721 Capitol Mall Sacramento, California 95814-4702	Center Joint Unified School District 8408 Watt Avenue Antelope, CA 95843

The following persons are authorized to request reimbursement of expenses incurred as a result of the agreement between the Grantee/Contractor and Subgrantee/Contractee named above:

Signature 	Name (Please Type or Print) Scott A. Loehr	Title (Please Type or Print) Superintendent
Signature 	Name (Please Type or Print) Lisa Coronado	Title (Please Type or Print) Director of Fiscal Services
Signature 	Name (Please Type or Print)	Title (Please Type or Print)
Signature 	Name (Please Type or Print)	Title (Please Type or Print)

I hereby delegate authority to request reimbursement of expenses as shown above.

Authorized Signature per Board Resolution 	Name (Please Type or Print) Scott A. Loehr	Date Signed
--	--	-------------

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
Center Joint Unified School District	946002490
By (Authorized Signature)	

Printed Name and Title of Person Signing	
Scott A. Loehr	
Date Executed	Executed in the County of
2/21/2024	Sacramento & Placer Counties

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

Pursuant to Public Contract Code section 2010, a person that submits a bid or proposal to, or otherwise proposes to enter into or renew a contract with, a state agency with respect to any contract in the amount of \$100,000 or above shall certify, under penalty of perjury, at the time the bid or proposal is submitted or the contract is renewed, all of the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Proposer/Bidder Firm Name (Printed)	Federal ID Number
Center Joint Unified School District	94-6002490

By (Authorized Signature)

Printed Name and Title of Person Signing

Scott A. Loehr, Superintendent

Executed in the County of	Executed in the State of
Sacramento	CA

Date Executed

02/21/2024

EXHIBIT A
(Standard Agreement - Subvention)
Scope of Work

1. PURPOSE

Third Party Cooperative Agreement

2. AUTHORITY

Law: 29 U.S.C. §§ 721(a)(3), 730, 731, and 733; California Welfare and Institutions Code sections 19008 and 19013.

Regulations: 34 C.F.R. 361.28

Assistance Listing Number: 84.126

3. CONTRACT ENTITIES

Department of Rehabilitation	Center Joint Unified School District
Northern Sierra District Office 721 Capitol Mall Ste. 110 Sacramento, CA 95814	8408 Watt Avenue Antelope, CA 95843

4. DESCRIPTION OF SERVICES/DELIVERABLES

See attached program description – EXHIBIT A.1

EXHIBIT A.1
(Standard Agreement - Subvention)
Contractor's Description of Services/Deliverables
Center Joint Unified School District
Transition Partnership Program (TPP)

SCOPE OF WORK

I. Introduction

This contract is between Center Joint Unified School District (henceforth known as “the Program” or “CJUSD”), which is a State or local public agency, and the California Department of Rehabilitation (DOR). This third-party cooperative agreement (TPCA) is designed to jointly serve the mutual unduplicated individuals and/or recipients of DOR services (henceforth referred to as ‘participants’) receiving services from the Program and DOR. Under this cooperative agreement, the Program will ensure that the services provided are not the customary or typical services provided by that Program agency but rather are new services that have a vocational rehabilitation focus or, are existing services that have been modified, adapted, expanded, or reconfigured to have a vocational rehabilitation focus.

DOR authorizes the following services to be provided under this agreement:

DOR Student Services

- Job Exploration Counseling
- Workplace Readiness Training
- Work-based Learning
- Self-Advocacy
- Counseling on Post-Secondary Education

Vocational Rehabilitation Employment Services

- Employment Preparation
- Job Development, Placement and Follow-up
- Adult Work Experience
- Short-Term Supports

This TPCA is designed to jointly serve the mutual participants receiving services from DOR’s Northern Sierra District, through the Roseville branch office, and the Center Joint Unified School District (CJUSD). Services will also be made available to participants within DOR’s Blind Field Services (BFS) District as appropriate. Staff and resources are combined to provide vocational rehabilitation services through this Transition Partnership Program (TPP).

The following CJUSD high school site will be served under this cooperative contract:

- Comprehensive High School – Center High School

Students with significant disabilities may be referred for DOR Student Services or VR Employment Services through the Program, while in high school, 2-3 years prior to exit. Program Staff will work closely with the DOR Counselor throughout the referral, eligibility, planning, and follow-up processes to ensure coordinated service provision that will lead to successful employment outcomes. Cooperative processes include sharing of pertinent participant information to assist in evaluation and planning; collaborative intake and planning meetings; linkages to school-based vocational training programs and other support resources for the purpose of employment.

The Program may provide DOR Student Services to students who are not younger than 16 nor older than 21 years, unless the student is participating in a special education program and receiving services beyond the age of 21 such as adult transition programs. Programs may provide DOR Student Services up to one year post exit from high school if the student is enrolled in a post-secondary education setting and still satisfies the definition of a student with a disability. Otherwise, upon exit from high school, DOR Student Services will end.

The Program will provide information to program participants with ID/DD ages 16-21 regarding Employment First opportunities for employment and supports to achieve Competitive Integrated Employment.

DOR STUDENT SERVICES – DOR GOALS

For fiscal year 2024-2025, a total of 43 unduplicated participants with disabilities will receive DOR Student Services through this contract.

It is expected that DOR will open 18 new cases from the referrals made by the Program.

For fiscal year 2025-2026, a total of 43 unduplicated participants with disabilities will receive DOR Student Services through this contract.

It is expected that DOR will open 18 new cases from the referrals made by the Program.

For fiscal year 2026-2027, a total of 43 unduplicated participants with disabilities will receive DOR Student Services through this contract.

It is expected that DOR will open 18 new cases from the referrals made by the Program.

VOCATIONAL REHABILITATION (VR) EMPLOYMENT SERVICES DOR GOALS

For fiscal year 2024-2025, a total of 20 unduplicated participants with disabilities will receive Vocational Rehabilitation (VR) Employment Services through this contract. As a result of services provided through this contract, it is expected that DOR will:

- Open 13 new cases from the referrals made by the Program
- Close 10 cases successfully for those Program participants with disabilities who achieve an employment outcome

For fiscal year 2025-2026, a total of 20 unduplicated participants with disabilities will receive Vocational Rehabilitation (VR) Employment Services through this contract. As a result of services provided through this contract, it is expected that DOR will:

- Open 13 new cases from the referrals made by the Program
- Close 10 cases successfully for those Program participants with disabilities who achieve an employment outcome

For fiscal year 2026-2027, a total of 20 unduplicated participants with disabilities will receive Vocational Rehabilitation (VR) Employment Services through this contract. As a result of services provided through this contract, it is expected that DOR will:

- Open 13 new cases from the referrals made by the Program
- Close 10 cases successfully for those Program participants with disabilities who achieve an employment outcome

II. Assurances

The Program makes the following assurances as identified in 361.28(a):

- (1) The services provided by the Program, as the public cooperating agency, are not the customary or typical services provided by that agency but are new services that have a vocational rehabilitation focus or existing services that have been modified, adapted, expanded, or reconfigured to have a vocational rehabilitation focus.
- (2) The services provided by the Program, as the cooperating agency, are only available to applicants for, or recipients of, services from DOR.
- (3) Program expenditures and staff providing services under the cooperative arrangement are under the administrative supervision of DOR (e.g., the Program will provide only those services that have been authorized by DOR under this cooperating arrangement).
- (4) All requirements of the vocational rehabilitation services portion of the Unified or Combined State Plan, including a state's order of selection, will apply to all services provided under the cooperative arrangement.
- (5)

III. Services to be Provided

DOR STUDENT SERVICES

DOR Student Services are a coordinated set of services available for students with disabilities, to provide transition services to students from the age of 16 through 21, unless the student is participating in a special education program and receiving services beyond the age of 21 (for students participating in secondary education programs such as adult transition programs). DOR Student Services may be delivered in a classroom, community, or individual setting. Programs may provide DOR Student Services up to one year post exit from high school if the student is enrolled in a post-secondary education setting and still satisfies the definition of a student with a disability. Otherwise, upon exit from high school, DOR Student Services will end.

The coordinated DOR Student Services activities shall include DOR, the school, and other appropriate agencies that may provide services to the program participant including Regional Centers, the One Stop system, and Social Security administration. DOR Student Services are based upon the individual participant's needs, preferences and interests and may include program instruction and community experiences.

The following DOR Student Services will be provided by the Program in accordance with this agreement, as authorized by DOR for each individual with a disability and individualized to each program participant's needs, preferences, and interests as well as their DOR Individualized Plan for Employment (IPE) goals and objectives, as appropriate.

The services described in sections below are DOR Student Services, designed to support students with disabilities in exploring transition from school and preparing for successful employment and/or postsecondary education.

DOR Student Services are available to Program participants who are potentially eligible or participants who have been determined eligible for VR services. Participants engaged in DOR Student Services through this contract will primarily be provided services as potentially eligible. Participants who require additional services to participate in DOR Student Services may need to apply for VR services. Participants who have been determined eligible for the VR services may be provided DOR Student Services either pre- or post-IPE development.

1. **DOR Student Services Job Exploration Counseling**

a. Description

Job Exploration Counseling services provide an individualized, timely, and systematic process by which a participant seeking employment gains knowledge of career paths and job opportunities and learns to identify strengths, barriers to employment, viable vocational options, and objectives necessary to achieve one or more employment goals. Job exploration counseling will be provided in conjunction with the counseling provided by the DOR counselor. Job Exploration Counseling may include discussion, analysis, or information on:

- Local labor markets
- In-demand industries and occupations
- Non-traditional employment options
- Interest in post-secondary training or education
- Career aptitude, career skills, and vocational interest inventories
- The participant's vocational interest inventory results
- Identification of career pathways of interest to the participant, and the skills and qualifications necessary to be successful in these occupations.
- The participant's prior work experience and transferable skills
- Career speakers

Reporting of Job Exploration Counseling activities completed, findings, and recommendations will be provided to the referring DOR Counselor.

Job Exploration Counseling services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), TPP Program Assistant, TPP Vocational Specialist(s), and TPP Vocational Specialist Assistant.

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 35 unduplicated participants of DOR services will receive this service.
- For fiscal year 2025-2026, a total of 35 unduplicated participants of DOR services will receive this service.
- For fiscal year 2026-2027, a total of 35 unduplicated participants of DOR services will receive this service.

2. **DOR Student Services Workplace Readiness Training**

a. Description

Workplace Readiness Training services consist of instruction with curricular supports which can be provided in a classroom, group, or individual setting. Workplace readiness skills are a set of skills and behaviors that are necessary for any job. This secondary school instruction is intended to support goals and objectives and will typically be provided until the participant exits the secondary school system, in accordance with the needs and informed choice of the participant. Workplace Readiness training can be provided through instruction or other activities where the participant can learn and apply the knowledge.

Workplace readiness training may include, but not limited to, training in the following subject matters:

- Soft skills needed for successful employment including:

- Communication with coworkers
- Attitudes about work
- Decision making while on the job
- Conflict resolution skills
- Problem solving techniques
- Appropriate workplace written communication skills
- Interviewing techniques
- Resume development
- Application preparation
- Appropriate work behaviors including:
 - Grooming and hygiene while on the job
 - Use of a cell phone
 - Social media professionalism
 - Maintaining a healthy lifestyle while at work
 - Time management
 - Developing friendships with coworkers
 - Community safety
- Employer expectations such as punctuality and performance
- Relevant work practices
- Travel training
- Financial literacy
 - Money management
 - Assistance in becoming knowledgeable regarding the impact of employment on a participant's disability and benefits

Reporting on Workplace Readiness Training activities will be provided to the referring DOR counselor.

Workplace Readiness Training services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), TPP Program Assistant, TPP Vocational Specialist(s), and TPP Vocational Specialist Assistant.

- b. Service Goals/Number Served
- For fiscal year 2024-2025, a total of 35 unduplicated participants of DOR services will receive this service.
 - For fiscal year 2025-2026, a total of 35 unduplicated participants of DOR services will receive this service.
 - For fiscal year 2026-2027, a total of 35 unduplicated participants of DOR services will receive this service.

3. DOR Student Services Work-based Learning Experiences

a. Description

Work-based learning experiences use real work settings to provide participants with an opportunity to explore work in a competitive integrated environment. Work-based learning experiences provide participants with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. The participants may engage in more than one work-based learning experience, as appropriate. Work-based learning experiences are intended to be temporary placements to gain experience in the workplace. They may also result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed, and accuracy, foundational employment skills.

Work based learning experiences include work experience services consisting of short-term placements both on and off campus and monitoring the participant's performance in the work environment. Work experience may include:

- Paid/unpaid internships
- Paid/unpaid placement
- Summer work experience
- Apprenticeships (informal)
- Informational interviews
- Workplace tours
- Job shadowing

Any paid or unpaid work experience activities will comply with the Department of Labor regulations. Work Experience supervisors will evaluate participants and submit written reports to the DOR counselor on a monthly basis.

Reporting on Work-based Learning Experience activities will be provided to the referring DOR counselor.

Work-based Learning Experiences services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), TPP Program Assistant, TPP Vocational Specialist(s), and TPP Vocational Specialist Assistant.

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 15 participants of DOR services will receive this service.
- 15 unduplicated participants of DOR services will participate in a Work Experience placement.
- For fiscal year 2025-2026, a total of 15 participants of DOR services will receive this service.
- 15 unduplicated participants of DOR services will participate in a Work Experience placement.
- For fiscal year 2026-2027, a total of 15 participants of DOR services will receive this service.
- 15 unduplicated participants of DOR services will participate in a Work Experience placement.

4. DOR Student Services Instruction in Self-Advocacy

a. Description

Instruction in Self-Advocacy services may be provided in a classroom, group, or individual setting to assist the participants to effectively communicate, convey, negotiate, or assert his/her own interests and/or desires. Instruction may be provided through mentorships including peer, disability, or group mentoring. Self-Advocacy instruction may train participants in the following skills as they relate to successful employment:

- Self-awareness
- Disability understanding and disclosure
- Self-determination
- Setting goals

- Reasonable accommodation factors
- Utilizing available resources and support systems
- Taking a leadership role in the IEP, 504, or other person-centered planning process
- Positive self-talk
- Understanding workplace rights
- Understanding workplace responsibilities
- Effective communication and interpersonal skills

Reporting on Self-Advocacy instruction activities will be provided to the referring DOR counselor.

Instruction in Self-Advocacy services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), TPP Program Assistant, TPP Vocational Specialist(s), and TPP Vocational Specialist Assistant.

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 35 unduplicated participants of DOR services will receive this service.
- For fiscal year 2025-2026, a total of 35 participants of DOR services will receive this service.
- For fiscal year 2026-2027, a total of 35 participants of DOR services will receive this service.

5. **DOR Student Services Counseling on Post-Secondary Education**

a. Description

Counseling on post-secondary education services include instruction with curricular supports which can be provided in a classroom, group, or individual setting. Participants interested in careers requiring post-secondary education may receive guidance on how skill development and knowledge relate to future opportunities in post-secondary education settings and employment. Counseling on post-secondary education may include instruction in the following subject matters:

- Explore career & post-secondary education options.
- Learn about career pathways
- Discover post-secondary education resources and disability support services
- Assist with application/enrollment process
- Identify financial aid options
- Identify technology needs
- Attend college fairs & tours

Reporting on Counseling on Post-Secondary Education activities will be provided to the referring DOR counselor.

Counseling on Post-Secondary Education services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), TPP Program Assistant, TPP Vocational Specialist(s), and TPP Vocational Specialist Assistant.

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 35 unduplicated participants of DOR services will this service.
- For fiscal year 2025-2026, a total of 35 unduplicated participants of DOR services will receive this service.
- For fiscal year 2026-2027, a total of 35 unduplicated participants of DOR services will receive this service.

VOCATIONAL REHABILITATION EMPLOYMENT SERVICES

Vocational Rehabilitation (VR) Employment Services assist a DOR consumer prepare for, obtain, and retain employment. A continuum of services provides guidance and direction to a DOR consumer in the development of job search techniques and appropriate work-related behaviors that will enhance the consumer's employability. VR Employment Services components aid in the development of job search skills, coordination of job search activities, and identification of appropriate job openings. Services are designed to support DOR consumers and employers in achieving successful employment.

The following vocational rehabilitation services will be provided by the Program in accordance with this agreement, as authorized by DOR for each individual with a disability and individualized to each program participant's needs, preferences, and interests as well as their DOR IPE goals and objectives, as appropriate.

6. Employment Preparation

a. Description

Employment Preparation services will be in concert with the DOR IPE to support plan activities, goals, and objectives.

Activities may include instruction regarding techniques for obtaining and maintaining employment, such as:

- Mock Interviewing
- Tailored resume development
- Job Search techniques related to the vocational goal
- Assistance with completing applications specific to the vocational goal
- Appropriate work behaviors/soft skills
- Relevant work practices specific to the vocational goal
- Appropriate grooming and hygiene
- Self-Advocacy
- Identification of additional support needs
- Assistance in becoming knowledgeable regarding the impact of employment on a participant's disability and benefits

Reporting on Employment Preparation activities will be provided to the referring DOR counselor on a monthly basis.

Employment Preparation services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), and TPP Program Assistant.

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 17 unduplicated participants of DOR services will receive this service.
- For fiscal year 2025-2026, a total of 17 unduplicated participants of DOR services will receive this service.
- For fiscal year 2026-2027, a total of 17 unduplicated participants of DOR services will receive this service.

7. Job Development, Placement and Follow-up

a. Description

Job Development, Placement and Follow-up (JD) assist job-ready Program participants, both in school and out-of-school, to obtain permanent employment in the community by identifying specific job openings that are appropriate for each participant. JD assist in placing the Program participant in the job, provide job orientation, and identifying specific ongoing support and resource needs.

Activities include:

- Contact employers and build networks to develop and/or identify potential job opportunities
- Work site analysis, as needed
- Job site consultation to identify or modify barriers
- Negotiate necessary job accommodations
- Negotiate customized employment placement
- Maintain an organized system of current job openings
- Assist Program participants to find jobs which match their Individual Plan for Employment vocational goal
- Provide Program participants instruction in self-advocacy
- Assist Program participants to become knowledgeable regarding the conditions of employment, such as:
 - Job description
 - Name of immediate supervisor
 - Responsibilities of the employee
 - Wage payment practices
 - Benefits
 - Conflict resolution procedures
 - Health and safety practices
- No less than two contacts per month with the Program participant and/or their employer post-placement to ensure job satisfaction upon acceptance of employment.

Reporting on Job Development, Placement and Follow-up activities will be provided to the referring DOR counselor on a monthly basis.

Job Development, Placement and Follow-up services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), and TPP Program Assistant.

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 15 unduplicated participants of DOR services will receive this service.
There shall be 13 participants placed in employment consistent with their IPE goal.

As a result of services provided under this contract, it is expected that DOR will close 10 cases successfully for those individuals with disabilities who achieve an employment outcome.

- For fiscal year 2025-2026, a total of 15 unduplicated participants of DOR services will receive this service.
There shall be 13 participants placed in employment consistent with their IPE goal.
As a result of services provided under this contract, it is expected that DOR will close 10 cases successfully for those individuals with disabilities who achieve an employment outcome.
- For fiscal year 2026-2027, a total of 15 unduplicated participants of DOR services will receive this service.
There shall be 13 participants placed in employment consistent with their IPE goal.
As a result of services provided under this contract, it is expected that DOR will close 10 cases successfully for those individuals with disabilities who achieve an employment outcome.

8. Adult Work Experience

a. Description

The Adult Work Experience (AWEX) service assist participants in completing the paperwork necessary to gain work experience. Program Staff will work to secure work experience placements. Adult Work Experience placements are intended to be temporary placements. The Program Staff will coordinate the monitoring of participant's progress. Participants may engage in more than one work experience situation as needed. Adult Work Experiences are expected to develop the following: career direction, appropriate work attitudes, ethics, interpersonal skills, speed, accuracy, and occupational skills.

Adult Work Experience services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), and TPP Program Assistant.

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 1 unduplicated participants of DOR services will receive this service.
- For fiscal year 2025-2026, a total of 1 unduplicated participants of DOR services will receive this service.
- For fiscal year 2026-2027, a total of 1 unduplicated participants of DOR services will receive this service.

9. Short-Term Supports Service

a. Description

The Short-Term Supports (STS) service is provided to Program participants upon placement into a Competitive Integrated Employment (CIE) setting, as needed. Employment settings include but are not limited to, Work-Based Learning Experiences, or placement into a permanent job.

This service is time-limited, proactive, and individualized to match the participant's employment-related needs. The STS service focuses on assisting Program participants to learn job duties, adjust to the work environment, and maintain CIE by developing natural

supports within the employment setting. STS is completed within 90 days unless additional support is needed to ensure stabilization in the employment setting.

Reporting on Short-Term Supports activities will be provided to the referring DOR counselor on a monthly basis.

Short-Term Supports services will be provided by the TPP Program Coordinator, TPP Employment Specialist(s), and TPP Program Assistant

b. Service Goals/Number Served

- For fiscal year 2024-2025, a total of 7 unduplicated participants of DOR services will receive this service.
- For fiscal year 2025-2026, a total of 7 unduplicated participants of DOR services will receive this service.
- For fiscal year 2026-2027, a total of 7 unduplicated participants of DOR services will receive this service.

IV. DOR and Program Contacts

Organization	Dept. of Rehabilitation	Center Joint Unified School District
Contact Person	Seanna Sanfilippo	Shawna Pacheco
Title	DOR Contract Administrator	TPP Program Coordinator
Telephone	(558) 558-5341	(916) 338-6378
Email Address	Seanna.sanfilippo@dor.ca.gov	spacheco@centerusd.org
Mailing Address	721 Capitol Mall Ste. 110 Sacramento, CA 95814	8408 Watt Avenue Antelope, CA 95843

V. Linkages to Other Community Agencies

In alignment with section 101(a)(11) of the Rehabilitation Act, DOR and the Program has regular contact and ongoing working relationships with the following agencies to increase opportunities for DOR participants and avoid duplication of services:

- American River College
- Sierra Community College
- PRIDE Industries
- Project STRIPE
- California Conservation Corp
- One-Stop Career Center
- Medi-Cal
- Sacramento Works!

VI. In Service Training

Twice a year or more frequently as needed, in-service trainings will be conducted to cross-train the Program and DOR staff in each agency's mission, goals, services, policies, procedures, and professional approaches. This may be done through quarterly meetings, monthly staff meetings, and other program related meetings.

EXHIBIT B
(Standard Agreement - Subvention)
Budget Detail and Payment Provisions

1. INVOICING AND PAYMENT

A. Service Budget Payment of Expenditure

1. This is a cost reimbursement Agreement for subvention services. For services satisfactorily completed by the Program consistent with those authorized by DOR, and upon receipt and approval of the invoices by DOR, DOR agrees to reimburse the Program for actual expenditures incurred subject to the approved Scope of Work, Service Budget, Budget Narrative, approved invoices, and applicable regulations as attached or referenced hereto and made a part of this Agreement.
2. All expenses shall be reviewed and approved by the DOR Contract Administrator before payment can be made to the Program.
3. The Service Budget must set forth in detail the reimbursable items, unit rates and extended total amounts for each line item. The Program's Service Budget shall include items directly related to this Agreement to include a Budget Narrative that fully explains why and how the costs are necessary, reasonable, and allocable to the Agreement.

B. Submission of Invoice(s)

1. Monthly invoices must be completed using the DR 801B Service Invoice form (DR801B) and shall provide an actual line-item detail of expenditure(s) that supports the approved Service Budget and Budget Narrative. The DR801B shall include the Agreement Number and be submitted in duplicate not more frequently than monthly in arrears to the DOR Contract Administrator or designee (listed in Exhibit A).
2. An original DR801B must be submitted and signed by authorized personnel as listed on the Signature Authorization (DR 325) form.
3. Supporting documentation must be available upon request at any time by DOR staff, or other State and Federal representatives.
4. Federal and State funds are time limited; therefore, invoices (service and certified match) must be submitted as soon as possible, but no later than 60 days after the service month. Final submission of all fiscal year-end invoices is due no later than November 1st, to allow for payment and draw down prior to the close out of Federal/State funds.
5. If budgetary funds revert due to failure to submit timely invoices or failure to submit a properly prepared invoice, related Federal and State funds will no longer be available for use which will require the contractor to submit a claim through the California Department of General Services' Government Claims Program, where approval to pay is not guaranteed.
6. The DOR is committed to issue payments as quickly as possible following the receipt of an accurate and complete invoice of allowable costs as approved by the DOR Contract Administrator.

C. **Appropriate Expenditures**

Budgets must not contain line items that are or will be reimbursed/paid by another source of funding during the period covered by this Agreement. Budgeted amounts that have not been utilized during a fiscal year shall not be carried over to another fiscal year.

D. **Invoice Claim Adjustments**

1. Budgeted amounts remaining for a given line item, within a fiscal year budget, may be used to defray allowable costs under the approved budget line items contained **within the same fiscal year**. A claim adjustment is required on the Service Invoice (DOR 801B) with an attached brief narrative explaining each line item impacted and may not exceed up to a cumulative amount of ten percent (10%) of the total annual contract Service Budget for all budget years as long, as there is neither an increase nor decrease of the total annual contract Service Budget. A formal amendment is required if it does not meet the above criteria.
2. Staff line item salary ranges and percentage of time are projected estimates and are subject to change based on actual salary and chargeable time costs. Claim adjustments are allowable as long as the annualized total line item costs do not exceed what is allowed in Item 1 above.

E. **Budget Contract Amendments**

A contract amendment between both parties is required for any budget changes not covered in Section D above. This includes any major category or detailed line item description changes to the approved Service Budget and Budget Narrative as outlined below:

- Adding and deleting a major category budget or detailed line item.
- Line item adjustments that exceed a cumulative amount of 10%.
- Decrease/increase to the total annual budget award or the total Agreement award for all budget years.
- Any word for word changes to the written budget narrative or budget cost detail.
(Note: ALL changes must be made in **bold**.)

F. **Travel Reimbursements**

If travel is reimbursable, the Program agrees that all travel expenses and per diem rates paid to its employees under this Agreement shall be reimbursed at actual costs not to exceed the California Department of Human Resources (CalHR) designated rates for excluded employees. Go to CalHR website at <http://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>. No travel outside the State of California except for bordering California States shall be reimbursed without prior documented written authorization from DOR.

Upon request from DOR, the Program will provide sufficient documentation to support travel expenditures such as travel claims, mileage logs, and receipts for lodging, transportation, and meal costs. Travel costs that benefit more than one cost objective will be allocated to this agreement in proportion to the benefit received by DOR.

2. **BUDGET CONTINGENCY CLAUSE**

- A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the Program, this Agreement shall have no further force and effect. In this event, the State shall have no liability

to pay any funds whatsoever to the Program or to furnish any other considerations under this Agreement and the Program shall not be obligated to perform any provisions of this Agreement.

- B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an Agreement amendment to the Program to reflect the reduced amount.

3. BUDGET CONTINGENCY CLAUSE FOR FEDERALLY FUNDED AGREEMENTS

- A. It is mutually understood between the parties that this Agreement may have been written for the mutual benefit of both parties before ascertaining the availability of congressional appropriation of funds to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.
- B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the current year and/or any subsequent year for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, or conditions enacted by Congress or to any statute enacted by Congress that may affect the provisions, terms, or funding of this Agreement in any manner.
- C. The parties mutually agree that if Congress does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.

4. PROMPT PAYMENT CLAUSE

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with section 927.

5. PRINCIPLES AND STANDARDS FOR DETERMINING ALLOWABLE COSTS, INCLUDING REQUIREMENTS FOR DOCUMENTING PERSONNEL ACTIVITY CHARGEABLE TO THE AGREEMENT

Agreements awarded by DOR shall be subject to actual costs for services rendered under this Agreement. Allowable costs under this Agreement must meet the following general criteria:

- Be generally recognized and necessary for the provision of services identified in this Agreement.
- Be reasonable for the performance of the Agreement, including acceptable sound business practices.
- Be subject to the terms and conditions of the Agreement and approved DOR budgeted line items.
- Not be used for general expenses required to carry out other responsibilities of the Program.
- Be properly documented and supported.
- Be allocable to the services provided under the cooperative arrangement so that costs charged to the agreement are proportional to the benefits received by DOR.

Documenting and supporting the distribution of all costs, including the allocation of time chargeable to the Agreement, is required. The Program agrees to comply with the 2 CFR part 200 Federal cost principles regarding documentation for the support of personnel activity chargeable to the Agreement.

6. ACCOUNTING SYSTEM REQUIREMENTS

- A. The Program must maintain an appropriate fund accounting system that accurately accumulates and segregates reasonable, allocable, and allowable costs in compliance with State and Federal regulations, and generally accepted accounting principles. The Program's financial management system shall provide:
- Accurate, current, and complete disclosure of the financial results of each federally sponsored project.
 - Records that identify adequately the source and application of funds for federally sponsored activities.
 - Written procedures for determining the reasonableness, allocable, and allowable costs in accordance with the provisions of the applicable federal cost principles and the terms and conditions of the Agreement.
 - Accurate fund accounting records that track the revenues received from funders/sources and the expenditures paid to vendors for goods and services, and that are supported by adequate source documentation.
- B. The Program shall submit to State such reports, accounts, and records as deemed necessary by the State to discharge its obligation under State and Federal laws and regulations

Exhibit B.1

Center Joint Unified School District

DOR Program Budget

July 1, 2024, Or Upon Approval, whichever date is later – June 30, 2027

<u>ITEM</u>	<u>FTE EXPENDITURE</u>	FY 7/1/2024 or Upon Approval, whichever date is later to 6/30/2025	FY 7/1/2025 to 6/30/2026 TOTAL	FY 7/1/2026 to 6/30/2027 TOTAL
Rehabilitation Team Unit 1 FTE = \$110,377	FTE Counselor Units	0.60	0.60	0.60
		\$66,226	\$66,226	\$66,226
Case Services (Individual Consumer Expenses)		54,599	54,599	54,599
	SUBTOTAL	\$120,825	\$120,825	\$120,825
TOTAL DOR PROGRAM COST		\$120,825	\$120,825	\$120,825

Center Joint Unified School District

Program Budget and Match Summary

July 1, 2024, or Upon Approval, whichever date is later – June 30, 2027

	FY 7/1/2024, or Upon approval, whichever date is later to 6/30/2025 <u>TOTALS</u>	FY 7/1/2025 to 6/30/2026 <u>TOTALS</u>	FY 7/1/2026 to 6/30/2027 <u>TOTALS</u>
DOR PROGRAM COSTS (From DOR Program Budget)	\$120,825	\$120,825	\$120,825
DOR Student Services Service Budget	\$117,457	\$117,457	\$117,457
VR Employment Services Service Budget (If Applicable)	\$61,899	\$61,899	\$61,899
TOTAL PAYMENT BY DOR TO CONTRACTOR (From Service Budget)	\$179,356	\$179,356	\$179,356
TOTAL FEDERAL COSTS	\$300,181	\$300,181	\$300,181
Certified Match (If applicable)	\$85,669 22.20%	\$85,428 22.15%	\$85,901 22.25%
Total Federal Share	\$300,181 77.80%	\$300,181 77.85%	\$300,181 77.75%
Cash Match (If applicable)	0%	0%	0%
Total Federal Share	\$0 0%	\$0 0%	\$0 0%
TOTAL STATE MATCH	\$85,669	\$85,428	\$85,901

Cooperative agency certified match expenditure and cash match expenditure must be from non-federal funds and cannot be used to draw down other federal funds. The cash match expenditure must equal at least 21.3% of the designated share and the certified match expenditure must equal at least 25% of the designated share.

STATE OF CALIFORNIA TPP DOR STUDENT SERVICES SERVICE BUDGET								DEPARTMENT OF REHABILITATION		
<input checked="" type="checkbox"/> Original <input type="checkbox"/> Amendment										
Contractor Name and Address		Contract Number			Federal ID Number			Page 1 of 1		
Center Joint Unified School District 8408 Watt Avenue Antelope, CA 95843		32467			94-6002490					
		Budget Period			Budget Period			Budget Period		
		July 1, 2024, or Upon Approval, whichever date is later – June 30, 2025			July 1, 2025 – June 30, 2026			July 1, 2026 – June 30, 2027		
		Effective Date (Amendments Only)			Effective Date (Amendments Only)			Effective Date (Amendments Only)		
Line No.	PERSONNEL-Position Title Time Base	Annual Salary Per FTE	Annual FTE	Amount Budgeted	Annual Salary Per FTE	Annual FTE	Amount Budgeted	Annual Salary Per FTE	Annual FTE	Amount Budgeted
	Administrative Personnel									
1	TPP Program Coordinator 1 FTE=40 hrs./wk., 12 mos. + benefits	\$98,214.71	0.15625	\$15,346.05	\$99,188.97	0.15625	\$15,498.28	\$99,669.25	0.15625	\$15,573.32
2	TPP Employment Specialist 1 FTE=40 hrs./wk., 12 mos. + benefits	\$80,351.63	0.01250	\$1,004.40	\$81,087.87	0.01250	\$1,013.60	\$81,450.80	0.01250	\$1,018.14
3	TPP Program Assistant 1 FTE=30 hrs./wk., 10 mos. + benefits	\$55,923.78	0.00750	\$419.43	\$56,731.44	0.00750	\$425.49	\$56,952.84	0.00750	\$427.15
4	Admin Subtotal			\$16,769.87			\$16,937.36			\$17,018.60
5	DOR Student Services Direct Service Personnel									
6	TPP Program Coordinator 1 FTE=40 hrs./wk., 12 mos. + benefits	\$98,214.71	0.15625	\$15,346.05	\$99,188.97	0.15625	\$15,498.28	\$99,669.25	0.15625	\$15,573.32
7	TPP Employment Specialist 1 FTE=40 hrs./wk., 12 mos. + benefits	\$80,351.63	0.23750	\$19,083.51	\$81,087.87	0.23750	\$19,258.37	\$81,450.80	0.23750	\$19,344.57
8	TPP Employment Specialist Hourly Position at \$40.41 - \$44.22 per hr.; approx. 45 hrs. per 10 mos.			\$1,818.00			\$1,980.00			\$1,989.90
9	TPP Program Assistant 1 FTE=30 hrs./wk., 10 mos. + benefits	\$55,923.78	0.74250	\$41,523.41	\$56,731.44	0.74250	\$42,123.09	\$56,952.84	0.74250	\$42,287.48
10	DOR Student Services Subtotal			\$77,770.97			\$78,859.74			\$79,195.27
11	Personnel Subtotal			\$94,540.84			\$95,797.10			\$96,213.87
12	OPERATING EXPENSES									
13	Office Supplies/Postage/Printing			\$2,889.00			\$2,762.00			\$2,855.00
14	Mileage/Travel			\$500.00			\$500.00			\$500.00
15	Program Participant Materials			\$7,624.00			\$7,000.00			\$7,000.00
16										
17										
18	Operating Subtotal			\$11,013.00			\$10,262.00			\$10,355.00
19	Personnel and Operating Subtotal			\$105,553.84			\$106,059.10			\$106,568.87
20	Indirect Rate Percentage			5.00%			4.50%			4.00%
21	Indirect Cost			\$5,277.69			\$4,772.66			\$4,262.75
22	Program Service Budget Sub-Total			\$110,831.53			\$110,831.76			\$110,831.63
23	Workplace Readiness Training			\$4,375.00			\$4,375.00			\$4,375.00
24	Work-based Learning			\$2,250.00			\$2,250.00			\$2,250.00
25	TOTAL (rounded to nearest dollar)			\$117,457			\$117,457			\$117,457

Exhibit B.1
Center Joint Unified School District
SERVICE BUDGET NARRATIVE

BENEFITS

All TPP staff receive benefits which may include sick and vacation leave, PERS or STRS Retirement, Life, Medical, Dental, Vision, and employer payroll taxes:

- PERS – 26.68%
- STRS - 19.10%
- Social Security – 6.20%
- Medicare – 1.45%
- OPEB - .65%
- Unemployment - .5%
- Workers' Compensation - 1.44%
- Health & Welfare - vary with individual (cost \$96 - \$17,838 per year)

Benefit totals for this agreement are reported as a prorated sum of both statutory and elective health coverage, based on the amount of time each employee has dedicated to the contract.

This Service Budget narrative is to describe how services expenditures for the Center Joint Unified School District (hereinafter referred to as 'the Program') will be allocated for the provision of services to unduplicated individuals and/or participants in DOR Services (hereinafter referred to as "participants").

PERSONNEL

For all positions: Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

TPP Program Coordinator
Allowable Activities Under this Agreement Include:

Administrative Duties

- Coordinate the Program's DOR Student Services development and implementation.
- Oversee activities of Program personnel and serves as liaison with DOR Staff such as but not limited to the Team Manager(s) (DOR TM), Counselor(s) (SVRC/QPR) and DOR Contract Administrator (DOR-CA) in the provision of DOR Student Services
- Supervises Program staff in the delivery of DOR Student Services
- Monitor Program DOR Student Services expenditures and payments
- Maintain ongoing contact with DOR staff in the delivery of DOR Student Services
- Facilitate collaboration between DOR and school district personnel to assure successful partnership for the delivery of DOR Student Services
- Coordinate curriculum development in Cooperative Agency schools for the delivery of DOR Student Services
- Coordinate Program staff development activities to ensure that special education teachers understand and support DOR Student Services activities
- Develop linkages to other school districts and community-based programs and support services that may benefit participants engaging in DOR Student Services

- Ensure Program staff submit progress reports to the DOR counselor(s) and DOR staff as, appropriate, on a quarterly basis for participants receiving DOR Student Services and monthly for participants in Work-based Learning Experiences
- Maintain accurate participants' DOR Student Services case files and records for the Contract Agency
- Ensure the provision of DOR Student Services to participants by all Program staff

Direct Service Duties

- Provide DOR Student Services, which includes Job Exploration Counseling, Workplace Readiness Training, Work-based Learning Experiences, Instruction in Self-Advocacy, and Counseling on Post-Secondary Education
- Coordinate with Program staff to develop and provide work-based learning experiences related to vocational interests and goals as well as DOR Student Services for participants
- Provide guidance and support to participants to assist with personal and social adjustment, job search, and success in work-based learning experiences
- Coordinate with Program staff to meet with participants to determine appropriate work-based learning experiences related to their vocational interests and goals

A portion of this position's time is included on the VR Employment Services Budget of this contract and the remainder of this position's time is allocated to performing traditional duties.

Unallowable Traditional Duties that are the customary or typical services provided by the program:

Center Unified School District Workability Coordinator

Activities include:

- Maintain knowledge of state and federal legislation and regulations affecting WorkAbility
- Provide WorkAbility related special education support to parents and students, school staff, and administrators in a region comprised of elementary, middle, and high school sites
- Assist with hiring and supervision of personnel directly assigned to the WorkAbility Program
- Represent WorkAbility and Special Education on professional and district committees
- Coordinate WorkAbility related professional development needed for teachers and other special education support staff
- Recruit WorkAbility students and assists in assessing their job skills and interests for positions Responsible for the WorkAbility yearly budget

TPP Employment Specialist(s)

Allowable Activities Under this Agreement Include:

Administrative Duties

- Maintain records and files related to DOR Student Services contract duties
- Develop linkages to other school districts and community-based programs and support services that may benefit participants engaging in DOR Student Services
- Maintain accurate participants' DOR Student Services case files and records for the Contract Agency
- Coordinate support services with Program staff, agency personnel and community-based organizations

Direct Service Duties

- Provide DOR Student Services, which includes Job Exploration Counseling, Workplace Readiness Training, Work-based Learning Experiences, Instruction in Self-Advocacy, and Counseling on Post-Secondary Education

- Coordinate with Program staff to develop and provide Work-Based Learning experiences to program participants related to vocational interests and goals.
- Maintain regular contact with DOR staff regarding progress of participants in DOR Student Services through monthly reports, email, phone conversations, and/or face to face meetings
- Provide DOR Student Services to participants
- Provide guidance and support to participants to assist with personal and social adjustment, Work-Based Learning search, and success in work-based learning experiences
- Coordinate with Program staff to meet with participants to determine appropriate Work-Based Learning experiences related to their vocational interests and goals.

A portion of this position's time is included on the VR Employment Services Budget of this contract and the remainder of this position's time is allocated to performing traditional duties.

Unallowable Traditional Duties that are the customary or typical services provided by the program:

Center Unified School District WorkAbility Job Developer

Activities include:

- Initiate and maintain ongoing personal contacts with a variety of business, industry representatives, and training agencies to promote WorkAbility programs to student placement
- Provide career assessment testing for all students in special education
- Provide updated transition information to students in special education
- Monitor student performance on the job, counsel students when job performance is not satisfactory
- Work with students to improve job performance and gain necessary job skills or review other employment options
- Maintain contact with employers during the student's employment and report results to WorkAbility Coordinator
- Help develop and monitor Employment Training Plans
- Provide short-term job coaching, follow-along, and follow-up services to facilitate student success in employment
- Contract local public and private employers to develop and coordinate WorkAbility work-based learning experiences for students including career interviews, job shadows, exploratory/unpaid work experience, and targeted job training
- Provide guidance and support to students to assist in personal and social adjustment, job search, and job maintenance

TPP Program Assistant

Allowable Activities Under this Agreement Include:

Administrative Duties

- Develop linkages to other school districts and community-based programs and support services that may benefit the participants Maintains accurate participant case files and records for the Contract Agency
- Answers phones, provide requested information, and take messages for Program staff related to DOR Student Services

Direct Service Duties

- Provide DOR Student Services, which includes Job Exploration Counseling, Workplace Readiness Training, Work-based Learning Experiences, Instruction in Self-Advocacy, and Counseling on Post-Secondary Education

- Assist Program staff and DOR staff in the delivery of DOR Student Services by providing pertinent pre-employment training to participants
- Maintain regular contact with DOR staff regarding progress of participants in DOR Student Services through monthly reports, email, phone conversations, and/or face to face meetings
- Provide progress reports to the DOR counselor(s) and DOR staff as, appropriate, on a quarterly basis for participants receiving DOR Student Services and monthly for participants in Work-based Learning Experiences
- Document case notes on participants' progress in DOR Student Services
- Assist the Program staff with Job Exploration process on behalf of program participants and provides recommendations to program and DOR staff
- Provide guidance and support to participants to assist with personal and social adjustment, job search, and success in work-based learning experiences
- Coordinate with Program staff to meet with participants to determine appropriate work-based learning experiences related to their vocational interests and goals
- Assists the Program staff develop and provide work-based learning experiences related to vocational interests and goals as well as all other contracted DOR Student Services for participants

A portion of this position's time is included on the VR Employment Services Budget of this contract.

This position is 100% to this contract, therefore there are no traditional duties.

OPERATING EXPENSES

Costs are budgeted through an appropriate allocation methodology for expenses that are shared by multiple funding categories.

Office Supplies/Postage/Printing

- Office Supplies: Consumable office supplies necessary for Program staff in the provision of contract services to be used during the contract period. Items to be purchased include but are not limited to binder clips, binders, calculator tape, envelopes, file folders, markers, paper, paper clips, pencils, pens, post-it notes, printer cartridges, staples, staplers, and stationary.
- Postage: Including but not limited to, expedited service and standard postage costs for contract-related services.
- Printing: Printing and/or duplication costs for business cards, brochures, envelopes, letterhead used in work pertaining to contract services.

The costs are split between the DOR Student Services and VR Employment Services budgets.

Mileage/Travel

Mileage: Reimbursement for mileage expenses when contract staff use their own private vehicles or ride-sharing methods in the provision of contract services such as, local job development, job coaching, monitoring, and other program related activities. Reimbursement rates not to exceed the California Department of Human Resources (CalHR) designated rates as stated on their website at <https://www.calhr.ca.gov/>.

Travel: Per diem and travel costs for Program staff to travel to contract related trainings within the State of California (e.g., airfare, bus, train, rental cars, personal vehicle mileage, lodging, and food costs). Reimbursement at actual costs not to exceed the California Department of Human Resources (CalHR) designated rates as stated on: <https://www.calhr.ca.gov/>. Travel must be pre-approved in writing by the DOR Contract Administrator and may require RSA Prior Approval. The costs are split between the DOR Student Services and VR Employment Services budgets.

Program Participant Materials

Program Participant Materials may include but not be limited to instructional/assessment software, tangible materials and web-based instruction or knowledge sites, audio/visual portfolio development materials, curriculum materials, textbooks, vocational assessments, interest inventories, consumable workbooks, instructional videos, posters, participant specific supplies and other appropriate vocational guidance materials. May also include registration fees and material costs for field trips related to provision of contract services, such as but not limited to, industry tours for Program participants. Additionally, under this line item, the Program may purchase work-based learning materials for use in the initial establishment of on-site entrepreneurial ventures, such as a coffee-cart, to be developed and maintained by Program participants. These items will be used only for or by the Program participants in the course of service provision. The costs are split between the DOR Student Services and VR Employment Services budgets.

INDIRECT COST

Indirect cost rate of the Education Agency Cooperative Program is the rate calculated and approved by the California Department of Education (CDE) for the Center Joint Unified School District. Indirect costs cover administrative costs not already addressed under specific line items in this contract (e.g., Chief Financial Officer, building/office facilities expenses, human resources, data processing, maintenance, and general operations) This indirect rate is applied to both personnel costs and operating expenses in this contract. The Program has chosen to bill at a lower indirect rate of 5.00% for FY 24/25, 4.5% for FY 25/26, and 4.00% for FY 26/27 as opposed to the set rate by CDE of 10.12% which is approved for FY 23/24.

WORKPLACE READINESS TRAINING

Costs for the purchase of bus passes to support travel training instruction as part of Workplace Readiness Training Services. Total amount budgeted is based on the anticipated number of participants receiving transportation training multiplied by the prevailing local student bus pass rates.

The Program budgets approximately \$125.00 per participant and the program has a goal of providing Workplace Readiness Training services to 35 participants. Therefore, the total budgeted amount for the Workplace Readiness Training line item will be set at \$4,375.00.

WORK-BASED LEARNING

Costs for the purchase of items required for participants to successfully engage in work-based learning experience(s). This may include items such as shoes, work clothing and uniforms, hygiene supplies, CPR Certifications, livescans, Food Handler's Cards, etc. Total amount budgeted is based on a percentage of the anticipated number of participants to engage in Work-based Learning services based on the contract service goal, and up to \$150 allowance per participant.

The Program budgets \$150.00 per participant and has a goal of providing Work-based Learning experiences to 15 participants. Therefore, the total budgeted amount for the Work-based Learning line item has been set at \$2,250.00.

Receipts for items purchased under this line-item must be retained by the Program and submitted with the monthly invoice to the DOR Contract Administrator.

STATE OF CALIFORNIA
TPP SERVICE BUDGET - VR EMPLOYMENT SERVICES

DEPARTMENT OF REHABILITATION

☒ Original

☐ Amendment

Contractor Name and Address		Contract Number			Federal ID Number			Page 1 of 1		
Center Joint Unified School District 8408 Watt Avenue Antelope, CA 95843		32467			94-6002490					
		Budget Period			Budget Period			Budget Period		
		July 1, 2024, or Upon Approval, whichever date is later – June 30, 2025			July 1, 2025 – June 30, 2026			July 1, 2026 – June 30, 2027		
		Effective Date (Amendments Only)			Effective Date (Amendments Only)			Effective Date (Amendments Only)		
Line No.	PERSONNEL-Position Title & Time Base	Annual Salary Per FTE	Annual FTE	Amount Budgeted	Annual Salary Per FTE	Annual FTE	Amount Budgeted	Annual Salary Per FTE	Annual FTE	Amount Budgeted
1	TPP Program Coordinator 1 FTE=40 hrs./wk., 12 mos. + benefits	\$98,214.71	0.1875	\$18,415.26	\$99,188.97	0.1875	\$18,597.93	\$99,669.25	0.1875	\$18,687.98
2	TPP Employment Specialist 1 FTE=40 hrs./wk., 12 mos. + benefits	\$80,351.63	0.250	\$20,087.91	\$81,087.87	0.250	\$20,271.97	\$81,450.80	0.250	\$20,362.70
3	TPP Employment Specialist Hourly Position at \$43.53 - \$44.22 per hr.; approx. 135 hrs. per 10 mos.			\$5,876.55			\$5,940.00			\$5,969.70
4	TPP Program Assistant 1 FTE=30 hrs./wk., 10 mos. + benefits	\$55,923.78	0.250	\$13,980.95	\$56,731.44	0.2500	\$14,182.86	\$56,952.84	0.2500	\$14,238.21
5	Subtotal			\$58,360.66			\$58,992.76			\$59,258.59
6	OPERATING EXPENSES									
7	Office Supplies/Postage/Printing			\$391.00			\$141.00			\$160.00
8	Mileage/Travel			\$100.00						
9	Program Participant Materials			\$100.00			\$100.00			\$100.00
10										
11										
12										
13	Operating Subtotal			\$591.00			\$241.00			\$260.00
14	Personnel and Operating Subtotal			\$58,951.66			\$59,233.76			\$59,518.59
15	Indirect Rate Percentage			5.00%			4.50%			4.00%
16	Indirect Cost			\$2,947.58			\$2,665.52			\$2,380.74
17	TOTAL (rounded to nearest dollar)			\$61,899			\$61,899			\$61,899

Center Joint Unified School District
SERVICE BUDGET NARRATIVE

BENEFITS

All TPP staff receive benefits which may include sick and vacation leave, PERS or STRS Retirement, Life, Medical, Dental, Vision, and employer payroll taxes:

- PERS – 26.68%
- STRS - 19.10%
- Social Security – 6.20%
- Medicare – 1.45%
- OPEB - .65%
- Unemployment - .5%
- Workers' Compensation - 1.44%
- Health & Welfare - vary with individual (cost \$96 - \$17,838 per year)

Benefit totals for this agreement are reported as a prorated sum of both statutory and elective health coverage, based on the amount of time each employee has dedicated to the contract.

This Service Budget narrative is to describe how services expenditures for the Center Joint Unified School District (hereinafter referred to as 'the Program') will be allocated for the provision of services to unduplicated individuals and/or participants in DOR Services (hereinafter referred to as "participants").

PERSONNEL

For all positions: Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

TPP Program Coordinator

Allowable Activities Under this Agreement Include:

- Coordinate the Program's VR Employment Services development and implementation.
- Provide VR Employment Services which includes Employment Preparation, Job Development, Placement and Follow-up, Adult Work Experience, and Short-Term Supports
- Oversee activities of Program personnel and serves as liaison with DOR Staff such as but not limited to the Team Manager(s) (DOR TM), Counselor(s) (SVRC/QPR) and DOR Contract Administrator (DOR-CA) in the provision of VR services.
- Coordinate with Program staff to develop and offer, on a case-by-case basis, VR Work Experience and permanent job placements for participants related to their vocational interests and goals as well as job development, placement, and follow-up services.
- Supervise Program staff in the delivery of VR contract services.
- Monitor Program VR services expenditures and payments
- Maintain ongoing contact with DOR staff in the delivery of VR services.
- Facilitate collaboration between DOR and school district personnel to assure successful partnership for the delivery of VR services.
- Coordinate curriculum development in Cooperative Agency schools for the delivery of VR services
- Coordinate Program staff development activities to ensure that special education teachers understand and support DOR VR Employment Services activities.

- Develop linkages to other school districts and community-based programs and support services that may benefit participants engaging in VR services.
- Gather educational, psychological, and functional information to be utilized by the DOR staff in the evaluation and planning process for participants.
- Ensure that Program staff email monthly progress reports to the DOR counselor(s) and DOR staff, as appropriate, for participants receiving VR services.
- Maintain accurate participants' VR case files and records for the Contract Agency
- Establish and maintain linkages and ongoing contact with local employers for the purposes of employment placements.
- Provide employer education and guidance in support of participants working towards the attainment of paid, permanent employment and Adult Work Experience
- Coordinate support services with Program staff, agency personnel and community-based organizations in support of participants towards the attainment of paid, permanent employment
- Provide guidance and support to participants to assist in personal and social adjustment, job search and job maintenance.
- Coordinate with Program staff to meet with participants to determine appropriate employment placements related to their vocational interests and goals.

A portion of this position's time is included on the DOR Student Services Budget of this contract and the remainder of this position's time is allocated to performing traditional duties.

Unallowable Traditional Duties that are the customary or typical services provided by the program:

Center Unified School District Workability Coordinator

Activities include:

- Maintain knowledge of state and federal legislation and regulations affecting WorkAbility
 - Provide WorkAbility related special education support to parents and students, school staff, and administrators in a region comprised of elementary, middle, and high school sites.
 - Assist with hiring and supervision of personnel directly assigned to the WorkAbility Program
 - Represent WorkAbility and Special Education on professional and district committees.
 - Coordinate WorkAbility related professional development needed for teachers and other special education support staff.
 - Recruit WorkAbility students and assists in assessing their job skills and interests for positions.
- Responsible for the WorkAbility yearly budget

TPP Employment Specialist(s)

Allowable Activities Under this Agreement Include:

- Coordinate with Program staff to develop and offer, on a case-by-case basis, Adult Work Experience and permanent job placements for participants related to their vocational interests and goals.
- Provide VR Employment Services which includes Employment Preparation, Job Development, Placement and Follow-up, Adult Work Experience, and Short-Term Supports
- Develop linkages to other school districts and community-based programs and support services that may benefit participants towards paid employment.
- Maintain accurate participants' VR case files and records for the Contract Agency.
- Maintain regular contact with DOR Staff regarding progress of participants in VR services through monthly reports, email, phone conversations, and/or face to face meetings.

- Establish and maintain linkages and ongoing contact with local employers in support of participants' attainment of paid employment for both Adult Work Experience and permanent job placement.
- Identify appropriate job openings in competitive employment consistent with participants' IPEs.
- Provide guidance and support to participants to assist in personal and social adjustment, job search and job maintenance.
- Collaborate with DOR Staff to provide linkage to employment training, destination training and other needed supports to enable participants to engage effectively in targeted job search and job placement.
- Monitor the progress of participants on the job.
- Provide Short-Term Supports services to facilitate participant success in employment placement.
- Provide employer education and guidance in support of participants working towards the attainment of paid employment.
- Coordinate support services with Program staff, agency personnel and community-based organizations
- Coordinate with Program staff to meet with participants to determine appropriate employment placements related to their vocational interests and goals.

A portion of this position's time is included on the DOR Student Services Budget of this contract and the remainder of this position's time is allocated to performing traditional duties.

Unallowable Traditional Duties that are the customary or typical services provided by the program:

Center Unified School District WorkAbility Job Developer

Activities include:

- Initiate and maintain ongoing personal contacts with a variety of business, industry representatives, and training agencies to promote WorkAbility programs to student placement.
- Provide career assessment testing for all students in special education.
- Provide updated transition information to students in special education.
- Monitor student performance on the job, counsel students when job performance is not satisfactory.
- Work with students to improve job performance and gain necessary job skills or review other employment options.
- Maintain contact with employers during the student's employment and report results to WorkAbility Coordinator
- Help develop and monitor Employment Training Plans
- Provide short-term job coaching, follow-along, and follow-up services to facilitate student success in employment.
- Contract local public and private employers to develop and coordinate WorkAbility work-based learning experiences for students including career interviews, job shadows, exploratory/unpaid work experience, and targeted job training.
- Provide guidance and support to students to assist in personal and social adjustment, job search, and job maintenance.
-

TPP Program Assistant

Allowable Activities Under this Agreement Include:

- Assist Program staff and DOR Staff in the provision of VR Employment services by providing pertinent participant information, Employment Preparation, Job Development, Placement, and Follow-up activities, Adult Work Experience, and Short-Term Supports
- Develop linkages to other school district and community-based programs and support services that may benefit participants towards paid employment.
- Maintain accurate participant case files and records for the Contract Agency
- Maintain regular contact with DOR staff regarding progress of participants engaging in VR services through monthly reports, email, phone conversations, and/or face to face meetings.
- May assist in gathering educational, psychological, and functional information as required for participant success in VR services as requested.
- Answer phones, provide requested information, and take messages for Program staff in relation to VR services.
- Provide progress reports to the DOR counselor(s) and DOR staff as, appropriate, on a monthly basis for participants receiving VR services.
- Document case notes on participant progress in VR services
- Assist Program staff with follow-up of participants.
- Provide Short-Term Supports services for participants in community training and competitive integrated employment sites.
- Provide guidance and support to participants to assist in personal and social adjustment, job search and job maintenance.
- Establish and maintain linkages and ongoing contact with local employers in support of participants towards the attainment of paid employment.
- Monitor progress of participants on the job, in both Adult Work Experience and permanent job placement

A portion of this position's time is included on the DOR Student Services of this contract.

This position is 100% to this contract, therefore there are no traditional duties.

OPERATING EXPENSES

Costs are budgeted through an appropriate allocation methodology for expenses that are shared by multiple funding categories.

Office Supplies/Postage/Printing

- Office Supplies: Consumable office supplies necessary for Program staff in the provision of contract services to be used during the contract period. Items to be purchased include but are not limited to binder clips, binders, calculator tape, envelopes, file folders, markers, paper, paper clips, pencils, pens, post-it notes, printer cartridges, staples, staplers, and stationary.
- Postage: Including but not limited to, expedited service and standard postage costs for contract-related services.
- Printing: Printing and/or duplication costs for business cards, brochures, envelopes, letterhead used in work pertaining to contract services.

The costs are split between the DOR Student Services and VR Employment Services budgets.

Mileage/Travel

Mileage: Reimbursement for mileage expenses when contract staff use their own private vehicles or ride-sharing methods in the provision of contract services such as, local job development, job coaching, monitoring, and other program related activities. Reimbursement rates not to exceed the California Department of Human Resources (CalHR) designated rates as stated on their website at <https://www.calhr.ca.gov/>.

Travel: Per diem and travel costs for Program staff to travel to contract related trainings within the State of California (e.g., airfare, bus, train, rental cars, personal vehicle mileage, lodging, and food costs). Reimbursement at actual costs not to exceed the California Department of Human Resources (CalHR) designated rates as stated on: <https://www.calhr.ca.gov/>. Travel must be pre-approved in writing by the DOR Contract Administrator and may require RSA Prior Approval. The costs are split between the DOR Student Services and VR Employment Services budgets.

Program Participant Materials

Program Participant Materials may include but not be limited to instructional/assessment software, tangible materials and web-based instruction or knowledge sites, audio/visual portfolio development materials, curriculum materials, textbooks, vocational assessments, interest inventories, consumable workbooks, instructional videos, posters, participant specific supplies and other appropriate vocational guidance materials. May also include registration fees and material costs for field trips related to provision of contract services, such as but not limited to, industry tours for Program participants. These items will be used only for or by the Program participants in the course of service provision. The costs are split between the DOR Student Services and VR Employment Services budgets.

INDIRECT COST

Indirect cost rate of the Education Agency Cooperative Program is the rate calculated and approved by the California Department of Education (CDE) for the Center Joint Unified School District. Indirect costs cover administrative costs not already addressed under specific line items in this contract (e.g., Chief Financial Officer, building/office facilities expenses, human resources, data processing, maintenance, and general operations) This indirect rate is applied to both personnel costs and operating expenses in this contract. The Program has chosen to bill at a lower indirect rate of 5.00% for FY 24/25, 4.5% for FY 25/26, and 4.00% for FY 26/27 as opposed to the set rate by CDE of 10.12% which is approved for FY 23/24.

COOPERATIVE AGENCY-CERTIFIED EXPENDITURE BUDGET
July 1, 2024 or Upon Approval, whichever date is later – June 30, 2027

Contractor Name and Address					Cooperative agency agrees it will make the following expenditures during the fiscal year, in conformity with the following narrative section titled "Cooperative Agency-Certified Expenditure Budget Narrative". These are not legally mandated services and are not services that the Cooperative agency otherwise provides. **NOTE** No portion of the below expenditures shall come from Federal Funds or WorkAbility I Funds.					
Center Joint Unified School District										
8408 Watt Avenue										
Antelope, CA 95843										
FEIN# 946002490										
Item Expenditure		July 1, 2024, or Upon Approval, whichever date is later – June 30, 2025			July 1, 2025 – June 30, 2026			July 1, 2026 – June 30, 2027		
Line No.	PERSONNEL - Position Title & Time Base	Annual Salary Per FTE	Annual FTE	Annual Amount Certified	Annual Salary Per FTE	Annual FTE	Annual Amount Certified	Annual Salary Per FTE	Annual FTE	Annual Amount Certified
1	TPP Vocational Specialist 1 FTE=37.5 hrs./wk., 10 mos.	\$118,060.71	0.16	\$18,889.71	\$120,677.77	0.16	\$19,308.44	\$123,359.86	0.16	\$19,737.58
2	TPP Vocational Specialist 1 FTE=37.5 hrs./wk., 10 mos.	\$94,477.42	0.20	\$18,895.48	\$96,592.66	0.20	\$19,318.53	\$98,761.89	0.20	\$19,752.38
3	TPP Vocational Specialist 1 FTE=37.5 hrs./wk., 10 mos.	\$120,893.43	0.16	\$19,342.95	\$123,670.00	0.16	\$19,787.20	\$126,515.27	0.15	\$18,977.29
4	TPP Vocational Specialist 1 FTE=37.5 hrs./wk., 10 mos.	\$99,629.34	0.18	\$17,933.28	\$101,874.64	0.16	\$16,299.94	\$104,175.15	0.16	\$16,668.02
5	TPP Vocational Specialist Assistant 1 FTE=30hrs./wk., 10 mos.	\$42,428.55	0.25	\$10,607.14	\$42,854.64	0.25	\$10,713.66	\$43,064.69	0.25	\$10,766.17
6	Personnel Subtotal			\$85,668.57			\$85,427.78			\$85,901.44
7	OPERATING EXPENSES									
8										
9										
10										
11	Operating Subtotal									
12	Personnel and Operating Subtotal			\$85,668.57			\$85,427.78			\$85,901.44
13										
14	TOTAL EXPENDITURES "CERTIFIED"			\$85,669			\$85,428			\$85,901

Center Joint Unified School District
CERTIFIED BUDGET NARRATIVE

BENEFITS

All TPP staff receive benefits which include sick and vacation leave, PERS or STRS Retirement, Life, Medical, Dental and Vision, and payroll taxes:

- PERS – 26.68%
- STRS - 19.10%
- Social Security – 6.20%
- Medicare – 1.45%
- OPEB - .65%
- Unemployment - .5%
- Workers' Compensation - 1.44%
- Health & Welfare - vary with individual (cost \$96 - \$17,838 per year)

Benefit totals for this agreement are reported as a prorated sum of both statutory and elective health coverage, based on the amount of time each employee has dedicated to the contract.

This Certified Budget narrative is to describe how the Center Joint Unified School District (hereinafter referred to as 'Program') will redirect staff time specifically certified in the provision of services to unduplicated individuals and/or recipients of DOR Services (hereinafter referred to as "participants").

PERSONNEL

For all positions: Cooperative Program Duties must be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus in accordance with 34 C.F.R. § 361.28(a)(1).

TPP VOCATIONAL SPECIALIST(S):

Job Requirements:

FTE: .15-.20 Percent of FTE that will be utilized only to provide services under this agreement.

Allowable Contract Activities include:

- Provide DOR Student Services, which includes Job Exploration Counseling, Workplace Readiness Training, Work-based Learning Experiences, Instruction in Self-Advocacy, and Counseling on Post-Secondary Education
- Assist and collaborate with Program staff to facilitate the movement of participants through the DOR Student Services
- Provide DOR Student Services instruction with curricular supports as outlined in the Scope of Work and provide either direct and/or indirect collaboration in classes as needed for individual participants
- Assist participants with Job Exploration
- Aid participants in the development of self-management and self-advocacy skills, such goal setting, understanding workplace responsibilities, and using effective communication and interpersonal skills
- Provide vocational instruction in Workplace Readiness training, including teaching soft skills needed for successful employment and appropriate work behaviors
- Assist in exploring post-secondary opportunities and provide Counseling on Post-Secondary Education to participants.
- Support Work-Based Learning opportunities and connections, such as paid/unpaid internships and paid/unpaid placements.

- Provide outreach and information to participants
- Perform other direct service duties related to the provision of DOR Student Services as needed

Non-Contract Traditional Duties (not charged to this contract) that are the customary or typical services provided by the Program:

Special Education Teacher

Activities include:

- Provide academic instruction to students
- Teach district approved core curriculum and provide an educational program designed to provide students with the academic skills to reach their maximum potential
- Implement all aspects of the student's IEP
- Formulate daily academic lesson plans, grade students' achievement and monitor student progress with parents, counselors, and special education staff
-

TPP VOCATIONAL SPECIALIST ASSISTANT:

Job Requirements:

FTE: .25 Percent of FTE that will be utilized only to provide services under this agreement.

Allowable Contract Activities include:

- Assist in the provision of DOR Student Services, which includes Job Exploration Counseling, Workplace Readiness Training, Work-based Learning Experiences, Instruction in Self-Advocacy, and Counseling on Post-Secondary Education
- Assist TPP Vocational Specialist(s) in the collaboration with Program staff to facilitate the movement of participants through the DOR Student Services
- Assist TPP Vocational Specialist(s) in the provision of DOR Student Services instruction with curricular supports as outlined in the Scope of Work and provide either direct and/or indirect collaboration in classes as needed for participants
- Assist participants with Job Exploration
- Assist participants in the development of self-management and self-advocacy skills, such as how to utilize available resources and support systems
- Assist with vocational instruction in Workplace Readiness Training, including instruction in time management, grooming and hygiene while on the job, and money management
- Assist in the exploration of career & post-secondary education options
- Assist with support for Work-Based Learning opportunities and connections.
- Provide outreach and information to participants
- Perform other duties related to the provision of DOR Student Services as needed

Non-Contract Traditional Duties (not charged to this contract) that are the customary or typical services provided by the Program:

Instructional Specialist

Activities include:

- Assist students with reading, spelling, math, and other subjects according to instructions and guidance from teachers
- Administer and score curriculum unit tests
- Set up and arrange supplies and equipment for student use
- Assist Special Education Teachers with planning and implementing individualized programs for students with disabilities

EXHIBIT C
(Standard Agreement - Subvention)
General Terms and Conditions (GTC 4/2017)

PLEASE NOTE: The General Terms and Conditions will be included in the Agreement by reference, you can view them at the Department of General Services, Office of Legal Services website at_: [Standard Contract Language \(ca.gov\)](http://Standard Contract Language (ca.gov)). Click on the GTC 4/2017 to open the document.

EXHIBIT D
(Standard Agreement - Subvention)
Special Terms and Conditions

1. NOTIFICATION AND COMPLIANCE

All notices required by either party shall be in writing and sent by email, mail, or personally delivered to the appropriate address. Mailing addresses may be changed by written notice.

The Program agrees to comply with all laws, regulations, ordinances, and policies of any governmental unit having jurisdiction over the rehabilitation program with regards to construction, medicine, health, safety, wages, hours, working conditions, workers' compensation, licensing and all other activities requiring compliance. The Program shall accept financial responsibilities in the event of non-compliance.

2. DISPUTES

If the Program believes that there is a dispute or grievance between the Program and the State arising out of or relating to this Agreement, the Program shall first discuss and attempt to resolve the issue informally with the DOR Contract Administrator. If the issue cannot be resolved at this level, the Program shall follow the following procedures:

- A. If the issue cannot be resolved informally with the DOR Contract Administrator, the Program shall submit, in writing, a grievance report together with any evidence to the DOR Contract Administrator's Supervisor. The grievance report must State the issues in the dispute, the legal authority, or other basis for the Program's position and the remedy sought. Within ten (10) working days of receipt of the written grievance report from the Program, the DOR Supervisor shall make a determination on the problem and shall respond in writing to the Program indicating the decision and reasons, therefore. Should the Program disagree with the Supervisor's decision, the Program may appeal to the next level following the procedure in "Disputes", paragraph B listed below.
- B. The Program's letter of appeal must be submitted within ten (10) working days of the receipt of the DOR Contract Administrator's Supervisor's written decision. The Program must submit a letter of appeal to the DOR Contract Officer explaining the disagreement with the Contract Administrator's Supervisor's decision. The letter must include, as an attachment, copies of the Program's original grievance report, evidence originally submitted, and response from the Supervisor. The Contracting Officer shall, within twenty (20) working days of receipt of Program's letter of appeal, review the issues raised and shall render a written decision to the Program. The decision of the Director or designee shall be final.

3. RIGHT TO TERMINATE

- A. Either party reserves the right to terminate this Agreement subject to 30 days written notice.
- B. However, the Agreement can be immediately terminated by DOR for cause. The term "for cause" shall mean that the Program fails to meet the terms, conditions, and/or responsibilities of the Agreement. In this instance, the Agreement termination shall be effective as of the date indicated on the State's notification to the Program.

4. CORRECTIVE ACTION

If the Program is not able to meet the service goals outlined in the Scope of Work, DOR reserves the right to reduce the Service Budget in alignment with an amended Scope of Work to reflect

updated service goals that are achievable for the Program after review by the DOR Contract Administrator.

5. TRAINING SEMINARS, WORKSHOPS OR CONFERENCES

If the Program provides training seminars, workshops, or conferences, the Program must obtain prior DOR approval for the location, costs, dates, agenda, instructors, instructional materials, and attendees at any reimbursable training seminar, workshop, or conference pursuant to this Agreement and of any reimbursable publicity or educational materials to be made available for distribution. The Program shall acknowledge the support of the State whenever publicizing the work under this Agreement in any media. The provision does not apply to necessary staff meetings or training sessions held for the staff of the Program to conduct routine business matters.

6. INSURANCE REQUIREMENTS

General Provisions Applying to All Policies

- A. Coverage Term** – Coverage needs to be in force for the complete term of the contract. If insurance expires during the term of the contract, a new certificate must be received by the State within ten (10) days of the expiration of this insurance. Any new insurance must still comply with the original terms of the contract.
- B. Policy Cancellation or Termination & Notice of Non-Renewal** – The Program is responsible to notify the State within five business days before the effective date of any cancellation, non-renewal, or material change that affects required insurance coverage. In the event the Program fails to keep in effect the specified insurance coverage, the State may, in addition to any other remedies it may have, terminate this Contract upon the occurrence of such event, subject to the provisions of this Contract.
- C. Deductible** – The Program is responsible for any deductible or self-insured retention contained within their insurance program.
- D. Insurance Carrier Required Rating** – All insurance companies must carry a rating acceptable to the Office of Risk and Insurance Management. If the Program is self-insured for a portion or all of its insurance, review of financial information including a letter of credit may be required.
- E. Inadequate Insurance** – Inadequate or lack of insurance does not negate the Program obligations under the contract.
- F. Satisfying a Self-Insured Retention (SIR)** – All insurance required by this contract must allow the State to pay and/or act as the Program's agent in satisfying any SIR. The choice to pay and/or act as the Program's agent in satisfying any SIR is at the State's discretion.
- G. Available Coverages/Limits** – All coverage and limits available to the Program shall also be available and applicable to the State.
- H. Subcontractors** – In the case of the Program's utilization of subcontractors to complete the contracted scope of work, the Program shall include all subcontractors as insured under the Program's insurance or supply evidence of insurance to the State equal to policies, coverages and limits required of the Program.
- I. Hazardous Activity**
If applicable under this contract transportation is considered a hazardous activity. The Program agrees that the bodily injury liability insurance herein provided for shall be in effect at all times during the term of this contract. In the event said insurance coverage expires at any time or times during the time of this contract, the Program agrees to provide, at least 30 days before said expiration date, a new certificate of insurance evidencing insurance coverage as provided for herein for not less than the remainder of the term of the contract or for a period of not less than one year. New certificates of insurance are subject to the approval of DGS/ORIM, and the Program agrees that no work or services shall be performed prior to such approval.

The State may, in addition to any other remedies it may have, terminate this contract should Program fail to comply with these provisions.

- i. Commercial General Liability – The Program shall maintain general liability on an occurrence form with limits not less than \$1,000,000 per occurrence for bodily injury and property damage liability combined with a \$2,000,000 annual policy aggregate. The policy shall include coverage for liabilities arising out of premises, operations, independent Programs, products, completed operations, personal & advertising injury, and liability assumed under an insured Agreement. This insurance shall apply separately to each insured against whom claim is made or suit is brought subject to the Program's limit of liability.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

****Endorsements must be provided to the DOR prior to release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.****

- ii. Automobile Liability (If Applicable) – For DOR consumers being provided transportation under said Agreement, the Program shall maintain motor vehicle liability with limits not less than \$1,000,000 combined single limit per accident. Such insurance shall cover liability arising out of a motor vehicle including owned, hired and non-owned motor vehicles to include the following additional insurance coverage below:
 - For public schools and other State or local public agencies: Automobile Liability insurance must include Any-Auto, Hired-Autos, Non-Owned Autos, and any other auto used in performing services under the Agreement. For **seating capacity up to 7 people** (includes driver), the Program's certificate of insurance shall State a limit of liability of not less than **\$1,000,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 8 to 15 people** (includes driver) the certificate of insurance shall State a limit of liability of not less than **\$1,500,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 16 passengers or more** the certificate of insurance shall State a limit of liability of not less than **\$5,000,000** per occurrence for bodily injury and property damage liability combined.

The following must be included as part of the policy and must be noted on the certificate of insurance: *The State of California, its officers, agents, and employees as additional insured, but only with respect to work performed under the Agreement.*

****Endorsements must be provided to the DOR prior to the release of the executed contract. The endorsement must be acceptable to the Department of Rehabilitation.****

- iii. Workers' Compensation and Employers Liability – The Program shall maintain statutory workers' compensation and employer's liability coverage for all its employees who will be engaged in the performance of the Agreement. Employer's liability limits of \$1,000,000 are required.

The workers' compensation policy shall contain a waiver of subrogation in favor of the State.

****The waiver of subrogation endorsement must be provided to the DOR prior to release of the executed contract. The waiver of subrogation endorsement must be acceptable to the Department of Rehabilitation.****

Self-insurance – The Program shall supply the consent letter of self-insurance or the Certificate of Consent to Self-Insure. The Waiver of Subrogation is not required.

7. CONTRACTOR STAFFING REQUIREMENT

The Program certifies that its employees meet the qualifications as outlined in the job posting for the position listed on the budget. The program further certifies that staff providing services under this agreement meet the specific requirements. The Program will provide key staff resumes or duty statements for the positions identified under this agreement at DOR's request at the time of program reviews as outlined in the DOR Contract Handbook.

8. CONFLICT OF INTEREST

- A. The Program certifies that its employees and the officers of its governing body shall avoid any actual or potential conflicts of interest and that no officer or employee who exercises any functions or responsibilities in connection with this Agreement shall have any personal financial interest or benefit which either directly or indirectly arises from this Agreement.
- B. The Program shall establish safeguards to prohibit its employees or its officers from using their positions for a purpose which could result in private gain, or which gives the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

9. CONFIDENTIALITY

- A. The Program agrees to comply with the provisions applicable to consumer information as set forth in 34 Code of Federal Regulations section 361.38 and Title 9, California Code of Regulations, section 7140 et seq., and personal information as set forth in the Information Practices Act of 1977 (California Civil Code section 1798 et seq.).
- B. The Program agrees that any personal information, as defined by the Information Practices Act of 1977 (California Civil Code section 1798 et seq.) and this Agreement, obtained in the performance of this Agreement is classified as confidential and shall not be subject to disclosure to any source except as required by this contract or otherwise authorized by DOR.
- C. The Program agrees to remove all confidential, sensitive, or personal information from any reports, publications, or other materials created during the performance of this contract prior to being released to the scientific and academic community, or other individuals or entities. The removal method(s) must be reasonable and appropriate to ensure that any confidential, sensitive, or personal information cannot be recovered, accessed, used or disclosed, which would result in a security breach or an information security incident.
- D. Subject to the applicable requirements of the regulations cited above, the Program agrees to report any security breach or information security incident involving confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract to the DOR's Contract Administrator and the DOR's Information Security Officer. The DOR's Information Security Officer can be contacted via e-mail at iso@dor.ca.gov.
- E. Security breaches or information security incidents that shall be reported include, but are not limited to:

1. Inappropriate use or unauthorized disclosure of confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract by the Program or the Program's assignees. Disclosure methods include, but are not limited to, electronic, paper, and verbal.
 2. Unauthorized access to confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract. Information can be held in medium that includes, but is not limited to, electronic and paper.
 3. Loss or theft of information technology (IT) equipment, electronic devices/media, paper media, or data containing confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract. IT equipment and electronic devices/media include, but are not limited to, computers (e.g., laptops, desktops, tablets), smartphones, cell phones, CDs, DVDs, USB flash drives, servers, printers, peripherals, assistive technology devices (e.g., notetakers, videophones), and copiers. Data can be held in medium that includes, but is not limited to, electronic and paper.
- F. The Program agrees to provide annual security and privacy training for all individuals who have access to confidential, sensitive, or personal information (e.g., consumer information) obtained in the performance of this contract.
- G. The Program agrees to obtain and maintain acknowledgements from all individuals to evidence their understanding of the consequences of violating California privacy laws and the Program's information privacy and security policies.
- H. For Programs that do not have a security program that includes annual security and privacy training, a self-training manual is available on the DOR website in the "Requirements for Becoming a Service Provider" section under "Annual Security and Privacy Training for VR Service Providers." The self-training manual is named "Protecting Privacy in State Government" and can be downloaded at the following link:
<https://www.dor.ca.gov/Home/SecurityandPrivacy>.
- I. Additional training and awareness tools are available at the California Information Security Office (CISO) website and the California Department of Justice – Privacy Enforcement and Protection website. These State entities created the self-training manual, "Protecting Privacy in State Government" that DOR revised to meet its business needs.

10. AUDIT AND REVIEW REQUIREMENTS

A. General Audit and Review Requirements

1. The State shall have the right to conduct inspections, reviews, and/or audits of the Program to determine whether the services provided, and the expenditures invoiced by the Program were in compliance with this Agreement and other applicable federal or State statutes and regulations.
2. The Program agrees that DOR, State Controller's Office, Department of General Services, Bureau of State Audits, Federal Department of Education Auditors, or their designated representatives shall have the right to review and to copy any records and supporting documentation pertaining to the performance of the Agreement, including but not limited to, accounting records, consumer service records, records and evaluations of individuals referred to the program, and other supporting documentation that may be relevant to the audit or investigation.

3. The Program shall submit to the State such reports, accounts, and records deemed necessary by the State to discharge its obligation under State and Federal laws and regulations, including the applicable Federal Office of Management and Budget (OMB) cost principles and administrative requirements.
4. The Program agrees to allow the auditors access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records.
5. The Program agrees to maintain such records for possible audit for a minimum of seven (7) years after final payment or until resolution of all issues which may arise as a result of any litigation, claim, negotiation, audit, or any other action involving the records prior to expiration of the seven (7) year period, whichever is later.

B. Annual Federal Audit (For Agreements that received Federal Funds \$750,000 and above):

1. In addition to the General Audit and Review Requirements above, the Program agrees to provide an annual audit as required by the federal "Single Audit Act" of 1994, as amended. These annual audit documents shall be maintained by the Program and provided to the auditing agency when requested. This audit shall be made in accordance with 2 CFR 200.

11. COMPETITIVE BIDDING AND PROCUREMENTS

- A. The Program shall comply with applicable laws and regulations regarding securing competitive bids and undertaking negotiations in Program's agreements with other entities for acquisition of goods and services with funds provided by the State or Federal under this Agreement. A minimum of three competitive quotations is required for any purchase order or subcontract for services over \$2,500, and should be submitted to the DOR Contract Administrator or adequate justification provided for the absence of bidding.
- B. The Program must maintain a copy of the narrative description of the procurement systems guidelines, rules or regulations that will be used to make purchases under this Agreement. The State reserves the right to request a copy of these documents and to inspect the purchasing practices of the Program at any time.
- C. The Program should seek prior approval for any purchase or subcontract exceeding \$2,500 per unit or more for commodities, supplies, and services related to this Agreement. The Program must provide in its request for approval all particulars necessary, as specified by DOR, for evaluating the necessity or desirability of incurring such costs.
- D. For all purchases made, subject to this Agreement, the Program must maintain copies of all paid vendor invoices, documents, bids and other information used in vendor selection, for inspection or audit.

12. CONTRACT AMENDMENTS

In the event that additional program services must be performed which was wholly unanticipated and is not specified in the written Scope of Work, but is, in the opinion of both parties necessary to the successful accomplishment of the general scope of work outlined, an amendment to the Agreement is required.

13. SOFTWARE

The Program certifies that it has appropriate systems and controls in place to ensure that State funds will not be used in the performance of this contract for the acquisition, operation or maintenance of computer software in violation of copyright laws.

14. THEFT SENSITIVE ITEMS

The DOR is requiring nonexpendable electronic items purchased to be listed under a separate line item titled "Theft Sensitive Items". The Program shall maintain an inventory record for each nonexpendable item purchased or built with funds provided under the terms of the contract. The inventory record of each item shall include the date acquired, total cost, serial number, model identification and any other information or description necessary to identify said item. A copy of the inventory record must be submitted annually to the DOR Contract Administrator.

The following items, regardless of cost must be inventoried:

1. Computers/printers
2. Laptops/tablets
3. Copiers/fax
4. Smart phones/cell phones
5. Other electronic items required to provide contract services

Upon termination of the agreement, DOR may request equipment be returned to DOR or authorize the continued use of equipment for work to be performed under a different agreement.

The DOR reserves title to equipment purchased under this agreement that are not fully consumed during the life of the agreement.

15. ATTRIBUTION

The Program agrees to acknowledge the sponsorship of DOR with respect to any public Statement, press release, news item, or publication related to a program funded all or in part with funds from DOR. The Program further agrees to identify the role of DOR with respect to any individual highlighted or publicized by or through Program, when such individual is a DOR consumer.

16. UNRUH CIVIL RIGHTS ACT AND THE FAIR EMPLOYMENT & HOUSING ACT

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract over \$100,000 on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

The Program certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and

If the Program has an internal policy against a sovereign nation or peoples recognized by the United States government, the Program certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

EXHIBIT E
(Standard Agreement - Subvention)
Additional Provisions - Federally Funded Agreements

1. FEDERAL REQUIREMENTS

The Federal Office of Management and Budget (OMB) has established uniform administrative requirements and cost principles for determining allowable costs chargeable to Federal awards. The Contractor agrees to abide by the Title 2 Code of Federal Regulations, Part 200 (2 CFR 200), except where the Agreement is more restrictive. The federal regulations are available for review on the Internet at www.ecfr.gov under Title 2-Grants and Agreements.

2. FEDERAL FUNDING INTELLECTUAL PROPERTY

- A. In any Agreement funded in whole or in part by the federal government, DOR may acquire and maintain the Intellectual Property rights, title and ownership, which results directly and indirectly from the Agreement. However, the federal government shall have non-exclusive, non-transferable, irrevocable, paid-up license throughout the world to use, duplicate, or dispose of such Intellectual Property throughout the world in any manner for governmental purposes and to have and permit others to do so.
- B. Evaluation of Discovery or Invention: If any discovery or invention arises as a result of funded work, the Program must refer the discovery or invention to DOR. The Rehabilitation Services Administration (RSA) and its representatives have the sole and exclusive power to determine whether or not and where a patent should be filed and the disposition of all rights, including title and license rights, which may result. The RSA's determination of these issues shall be considered final. In addition, DOR and RSA shall acquire at least an irrevocable, non-exclusive, and royalty-free license to utilize for government purposes of any of these inventions. By signing this Agreement, the Program agrees that determinations of rights to inventions made in the course of or under the Agreement shall be made by RSA or its authorized representative.
- C. Copyrights and Patents: The Federal awarding agency and/or DOR reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes:
 - 1. The copyright in any work developed under a grant, subgrant, or Agreement under a grant or subgrant; and
 - 2. Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

3. DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

Federal and State agencies shall not award assistance to applicants that are debarred or suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549. By signing this Agreement, the Program certifies that neither it nor its principals or subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department of agency.

4. PROHIBITION ON TAX DELINQUENCY

Any Agreement that a State agency enters into after July 1, 2012, is void if the contract is between a State agency and a contractor, or subcontractor, whose name appears on either list of the 500 largest tax delinquencies pursuant to Section 7063 or 19195 of the Revenue and Taxation Code. In accordance with Public Contract Code section 10295.4, agencies are required to cancel Agreements with entities that appear on either list.

(Franchise Tax Board) <https://www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html>

(Department of Tax and Fee Administration) <https://www.cdtfa.ca.gov/taxes-and-fees/top500.htm>

5. THE FOLLOWING PROVISIONS ARE SUBJECT TO THIS AGREEMENT

- A. Equal Employment Opportunity--All Agreements require compliance with E.O. 11246--Equal Employment Opportunity, as amended by E.O. 1137--Amending Executive Order 11246 Relating to Equal Employment Opportunity, and as supplemented by regulations at 41 CFR Chapter 60 Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor, Part 60-1 Obligations of Contractors and Subcontractors, Subpart A. Preliminary Matters; Equal Opportunity Clause; Compliance Reports.
- B. Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended--Agreements of amounts in excess of \$100,000 shall require the Contractor to agree to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations shall be reported to ED and the Regional Office of the Environmental Protection Agency (EPA).
- C. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)--By signing this Agreement, the Contractor who is awarded an Agreement of \$100,000 or more certifies that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. 1352. Contractor shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.
- D. All contractors shall comply with the following statutes and regulations:
 - 1. Subject: Discrimination on the basis of race, color, or national origin.
Statute: Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000 through 2000d-4).
Regulation: 34 CFR part 100.
 - 2. Subject: Discrimination on the basis of sex
Statute: Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683).
Regulations: 34 CFR part 106.
 - 3. Subject: Discrimination on the basis of handicap.
Statute: Section 504 of the Rehabilitation Act of 1973 (29U.S.C. 794).
Regulation: 34 CFR part 104handicap.
 - 4. Subject: Discrimination on the basis of age.
Statute: The Age Discrimination Act (42 U.S.C. 6101 et seq.).
Regulation: 34 CFR part 110

6. RETURN OF INAPPROPRIATE USE OF FUNDS

By signing this Agreement, the Program shall certify that in the event of funds used inappropriately, funds must be returned to DOR.

7. AMERICANS WITH DISABILITIES ACT (ADA)

By signing this Agreement, the Program agrees to comply with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA (42 U.S.C. 12101 et seq.). In compliance with the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq. and Government Code, Section 11135 et seq.; Section 504 imposes affirmative disability-related responsibilities on recipients of federal financial assistance as well as federal programs and activities and prohibits disability-based discrimination; and Section 508, requires electronic and information technology be accessible to people with disabilities.

EXHIBIT F
(Standard Agreement – Subvention)
Additional Provisions - TPCA

1. MATCH REQUIREMENTS

The Program shall submit the certified expenditure invoice on a timely basis (i.e. same time as submission of service budget invoice) for proper DOR processing. To ensure sufficient match is available to leverage federal funding, the contractor is required to submit 100% of their obligated certified/cash match to meet their full budgeted amount by the end of each fiscal year. Refer to the Contract Handbook for Case Services and Cooperative Program Agreements for more information regarding certified/cash match requirements.

For Agreements that include **CERTIFIED EXPENDITURE MATCH**:

- A. The Program shall certify to the State, on a monthly basis as specified in Exhibit B and G, the Program's allowable costs to provide the cooperative program services identified in the Scope of Work, in accordance with the Cooperative Agency Certified Expenditure Budget Summary and Narrative, and applicable Federal regulations. All such expenditures shall be under the administrative supervision of the State and no portion of the certified expenditures shall come from Federal funds. The State shall not be obligated to pay the Program for any contributions made by the Program in accordance with the Cooperative Agency Certified Expenditure Budget Summary.
- B. The total Cooperative Agency certified expenditure share will be matched to Federal funds at no less than 25%, as indicated on the DOR Program Budget Summary. If the value of the certified expenditures by the Program is below 25% of the actual total program cost, the Service Budget may be reduced after review by the DOR Contract Administrator. The State will not pay the Program for actual costs claimed on the Service Invoice (DOR 801B) until the certified expenditure summary for the same period has been submitted.
- C. The Program's contributions, including any excess of the amount specified in the "Cooperative Agency Certified Expenditure Budget Summary", will be used by the State to obtain Federal funds under Section 110 of the Rehabilitation Act of 1973, as amended. Federal funds obtained in excess of the "Total Program Cost" as identified on the "DOR Program Budget Summary" shall accrue to the State.

Certified match only includes:

Certified personnel expenditures for the time Program staff spend providing direct VR services under the TPCA. This may include the allocable portion of staff salary and fringe benefits based upon the amount of time cooperating agency staff directly spend providing services under the arrangement.

Third-party in-kind contributions are an unallowable source of match in the VR program whether provided via this agreement or other mechanism (34 C.F.R. § 361.60(b)(2)). This includes:

- A. Certified time for individuals not directly providing VR services, such as principals, administrators, secretaries and supervisors; and
- B. Certified expenditures for the costs incurred by the TPCA not directly for the provision of VR services, such as, indirect costs, depreciation, existing utilities and space donated for use under the TPCA.

For Agreements that include **CASH MATCH**:

- A. Each fiscal year the Program will pay to State, no less than quarterly and in advance, upon receipt of an invoice from the State, all those cash matching funds which are identified within the Program Budget Summary for that fiscal year. The State shall not be obligated to pay the Contractor for any contributions made by the Program in accordance with the approved budget, it being understood that all matching funds obtained by the State from the Program shall be exclusive funds of the State and no portion of the cash match shall come from Federal funds.
- B. The total Cooperative Agency cash share will be matched to Federal funds at no less than 21.3% as indicated on the "DOR Program Budget Summary."

2. INDIRECT COSTS

Indirect costs are allowable expenses incurred by an organization which support the activities of a program or contract but are not directly assigned to the specific program or contract and are allocated to the program or contract using a method in compliance with 2 CFR 200. The allocation method must be fully explained in the contract budget narrative and must be supported by actual costs incurred and paid by the organization. The allocation of indirect costs cannot be based on an arbitrary fixed rate and there is a 15% cap on the service budget. State

3. DOR'S CONTRACT MONITORING

The DOR Contract Administrator will monitor and document the Program's performance to ensure compliance with all Agreement provisions. The DOR Contractor Administrator will:

- A. Maintain documentation on all Agreement activities, including the performance of the Agreement services, invoice reviews and approvals, monitoring activities, and other Agreement administration activities.
- B. Monitor the Agreement to ensure services were performed according to the quality, quantity, objectives, timeframes, and manner specified in the Agreement, and that the Program prepares and submits adequate documentation by the Program to support the services provided, expenditures reimbursements, and/or any applicable match requirements. Appropriate documentation may include, but is not limited to the Program's goal outcomes, consumer progress reports, a monthly client list of consumers provided services, and a corresponding monthly Service Invoice(s) (DR801B) and Certified Expenditure Summaries as appropriate.
- C. Review and approve invoices for payment to substantiate expenditures for the work performed, including verification that costs invoiced for the provision of services to DOR applicants/consumers during the Agreement period, including costs paid by the Program are based on reasonable costs, and that the invoices are current, correct, and timely.
- D. Ensure that all Service Invoices (DR801B) and Certified Expenditure Summaries, if applicable, are received no later than November 1st, to allow for payment and draw down prior to the close out of Federal/State funds.
- E. Verify that the Program has fulfilled all requirements of the Agreement before approving the final invoice.
- F. Ensure there are sufficient funds to pay for all services rendered as required by the Agreement.

- G. Ensure, by the end of the second quarter, that the projected certified expenditure match will be sufficient to support the budgets as outlined in this Agreement. If not, contact the appropriate Collaborative Services Program Specialist. (Cooperative Program Agreements only)
- H. Identify low usage levels and consider partial disencumbrance of Agreement funds.
- I. Periodically review personnel activity reports for staff funded by the Agreement to ensure that the Program is preparing and maintaining personnel activity reports in compliance with the applicable cost principles in 2.C.F.R. part 200.
- J. Verify that all Agreement staff are providing services in accordance with their duties and qualifications specified in the Agreement, including ensuring that:
- Personnel duty statements or a copy of the Agreement Budget Narrative/Agreement Duty statement has been provided to each staff person to communicate the specific duties to be performed under the Agreement.
 - Verify that job duties, as provided by the Agreement staff, match Agreement duty statements and service descriptions.
 - Ensure that the Program has submitted to DOR appropriate documentation that supports the services provided to DOR applicants/consumers, including monthly (or otherwise specified) progress reports, consumer listings, utilization/service reports, and/or other agreed-upon documentation.
 - Verify that Contract staff provide services only to authorized DOR consumers.

4. CONTRACT HANDBOOK

The Program acknowledges and agrees with the policies requirements and conditions of the DOR Contract Handbook and its additional policy requirements and conditions for Case Services/Cooperative Program Agreements as applicable for the Fiscal Year(s) covered under this Agreement. Match requirements are applicable to Cooperative Programs Agreements only.

EXHIBIT G
(Standard Agreement - Subvention)
Additional Provisions

I. CONTRACT MONITORING AND REPORTING

The Contract Administrator/Program Manager shall monitor the contract by:

- Submitting Service Invoices (801B) and Certified Expenditure Summaries on a monthly basis, with a list of unduplicated individuals and/or recipients of DOR Services (henceforth known as 'participants') served that month.
- Ensuring Personnel Activity Reports or time reporting documents and a list of Program participants served are prepared and maintained by Contract staff in accordance with 2CFR200 and reflect accurate reporting, on a monthly basis in accordance with invoicing requirements stipulated in Exhibit B. These documents can be reviewed and maintained electronically to allow for flexibility in either on-site or off-site monitoring, as needed.
- Submitting Personnel Activity Reports or time reporting documents, supporting documentation, and a list of Program participants served as requested by DOR Contract Administrator.
- Meeting with the DOR Contract Administrator and Program staff to discuss contract progress at Quarterly Meetings.
- Reporting the current and cumulative achievement of contract service goals and outcomes as part of the Quarterly Meetings or more often as directed by the DOR Contract Administrator.
- Preparing and submitting to the assigned vocational rehabilitation counselor quarterly progress reports for participants' receiving DOR Student Services and monthly progress reports for participants in Work-based Learning Experiences and VR Employment Services. Individual participant's progress reports should include the participant's name and other necessary or required information to document the services provided and individual participant's progress in those services.

II. TRANSPORTATION

The Contractor will not provide transportation to Program participants.

I.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Spinelli Elementary School
Erica Olmstead

Initials:
EO

SUBJECT: Seeking Board approval for Ancient Artifacts presentation of Gold Rush for 4th grade.

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

Ancient Artifacts will conduct a presentation to the 4th grade classes.

This 60 minute presentation is designed for one class at a time. It is split into two parts. In part one students will handle artifacts from the period and learn how and why the 49'ers came to California. Also discussed are some of the better known gold rush era personalities such as John Sutter. Part two teaches students to pan for gold.

The presentation is scheduled for May 2, 2024. Total cost for both classes \$550.00

Funding source ASB

RECOMMENDED BOARD ACTION:

Approval of \$550.00 expenditure for Ancient Artifacts to present Gold Rush at Spinelli



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

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 15 day of January, 2024 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: Ancient Artifacts
Address: 3600 Becerra Way Sacramento, CA 95843
(416)
Phone: 799-0321 Taxpayer ID #: 27 379 8718

*Full description of services to be provided:

Gold Rush Social Studies Presentation

*Payment \$ 550⁰⁰ per visit. 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: 5/2/24 *Frequency of Service Dates: (1)

*Ending Date of Service: 5/2/2024

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)

☒ Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract \$ 550⁰⁰ Budget # A5B

Reason service cannot be provided by a District employee:

Not available

Signature of CONTRACTOR*: [Signature]

Date*: 1/25/24

Signature of District employee requesting service: [Signature]

Date: 1/25/24

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**

**INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES**

PART I

YES NO

1.	Has this category of worker already been classified an "employee" by the IRS? Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.		✓
2.	Is the individual working as an employee prescribed by the Education Code? Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.		✓
3.	Is the individual already an employee of the district in another capacity?		✓
4.	Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		✓
5.	Are there currently employees of the district doing substantially the same services as will be required of this individual?		✓
6.	Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district exercise this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		✓
7.	Are the services, as being provided, an integral part of school operations? Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance, and implies the maintenance of legal control.		✓

If the answer to of the above questions is "YES",

STOP HERE

Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

If all of the above are "NO", continue...

PART II

YES NO

8.	Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>		✓
9.	Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>		✓
10.	Can this relationship be terminated without the consent of both parties?		✓

If the answer to questions 8, 9, or 10 is "YES", there is a good possibility that an employment relationship exists. Questions 8 & 9 are indicators of district control that, in conjunction with other factors, imply an employment relationship. Go back to PART I and re-evaluate each question. If questions 1-7 are still all "NO", continue...

PART II - continued

YES NO

11.	Does the individual operate an independent trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	✓	
12.	Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	✓	

If either 11 or 12 are "NO", the individual is a district employee

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

YES NO

13.	Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	✓	
14.	Is this paid by the job or on a commission?	✓	
15.	Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	✓	

If 11 and 12 are "YES", 13 through 15 should also be "YES" and are items that should be written into the consultant contract. This individual is an independent contractor. A "YES" on questions 13 through 15 supports the district's conclusion and substantiates a "reasonable basis" for treatment as an independent contractor. While there are circumstances where the district might pay contractually provided expenses, these should be kept at a minimum to avoid giving the impression of an employment relationship.

Request for Taxpayer Identification Number and Certification

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

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

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. Lenny Johnson	
2 Business name/disregarded entity name, if different from above Ancient Artifacts	
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. <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► <small>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.</small> <input type="checkbox"/> 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) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
5 Address (number, street, and apt. or suite no.) See instructions. 3600 Becerra Way	Requester's name and address (optional)
6 City, state, and ZIP code Sacramento, CA 95821	
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.

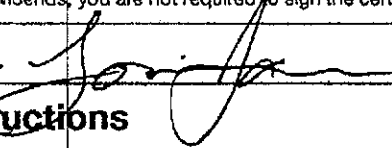
Social security number	
<div></div>	<div></div>
or	
Employer identification number	
<div></div>	<div></div>

Part II Certification

Under penalties of perjury, I certify that:

- 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
- 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
- I am a U.S. citizen or other U.S. person (defined below); and
- 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 ► 	Date ► 9/15/23
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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.

Ancient Artifacts

3600 Becerra Way
Sacramento, CA 95821
Phone 916.799.0321
Fax 1.877.216.2969
info@ancientartifacts.biz

INVOICE

INVOICE #4050224
DATE OF SERVICE: 02 MAY 24

TO:
Spinelli Elementary School
6401 Scotland Dr
Antelope, CA 95843
ATTN: Mary Buford

QUANTITY	DESCRIPTION	PRICE	TOTAL
2	Gold Rush Social Studies Presentation	550.00	\$550.00
SUBTOTAL			\$550.00
TOTAL DUE			\$550.00

Make all checks payable to: ***Ancient Artifacts***

Thank you!

Agenda Item: XIII-19



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tracey Seivert-Principal of North Country Elementary

Initials:
TS

SUBJECT: This agreement is for Mobile Ed Production, Inc. to present two interactive assemblies on April 16, 2024 to encourage & build growth mindsets and leadership skills while appreciating different cultures and music.

☒ **Action Item**

☐ **Information Item**

Attached Pages 6

BACKGROUND:

Consultant's Name: Mobile Ed Production, Inc.

Company Name (if applicable):

Services to be Rendered: Two Assemblies specializing in drumming to foster social emotional learning, student engagement, and a sense of community. Audience members become participants in this interactive show! The end performance is a drum performance focusing on teamwork, best effort, respect, and focus.

Date(s) of Service: April 16, 2024

Payment Per Hour: N/A

Total Amount of Contract: \$1,1795.00

Funding Source: Title 1, SPSA Goals #2 & #3

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the Mobile Ed Productions, Inc. assemblies at North Country Elementary.



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

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 30th day of January, 2024, 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: Mobile Ed Productions, Inc.

Address: 26018 W. Seven Mile Road, Redford, MI 48240

Phone: 800-433-7459

Taxpayer ID #: 38-2463141

*Full description of services to be provided:

Two Assemblies specializing in combining the joy of teamwork with drumming to exercise several important core values: best effort, respect, and focus. In each session, participants will enjoy an energizing drumming performance, learn about world cultures, and practice being team members and leaders. This program encourages students to build growth mindsets and leadership skills while appreciating different cultures and music.

*One Payment of \$1,795.00 for two assemblies for TK-2 and 3rd-6th grade students to foster Social and Emotional Learning (SEL), student engagement, and a sense of community. Audience members become participants in this interactive show where they can practice being excellent team members and musicians. The end of each session includes a group drum performance practicing teamwork! Payment will be upon completion of the assemblies.

*Beginning Date of Service: April 16, 2024

*Ending Date of Service: April 16, 2024

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)

☒ Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract \$ 1,795.00 Budget # 01-3010-0-5800-236-1110-1000-009-102

Reason service cannot be provided by a District employee: Specialty Service
One time money-not an ongoing position

Signature of CONTRACTOR*: <u><i>Heidi Hartman</i></u>	Date*: <u>1/30/24</u>
Signature of District employee requesting service: <u><i>T. SEWERT</i></u>	Date: <u>1/30/24</u>
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**

INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

When contracting with an individual for services the district must establish the nature of the employment relationship. This should occur prior to any services being performed and issuance of any payment. Once the legal relationship is determined, the method of payment is prescribed by law. The problem occurs in the area of who is or is not an employee. There is no clear-cut definition of what constitutes an employee. Instead, there are the twenty common law factors that must be analyzed by the district and the district makes the determination.

IRS Publication SWR 40, *Public Schools and Employment Taxes*, lists workers that have already been determined by IRS to be employees. These are individuals performing the duties of:

- Administrators
- Teachers/instructors
- Substitutes
- School bus drivers
- Clerical staff
- Athletic coaches
- Tutors
- Cafeteria workers
- Counselors
- Examination monitors
- Proctors
- Librarians

In addition to the categories above, the revenue agent recently reclassified the following categories as employees:

- Nurses
- Psychologists
- Intern psychologists
- Individuals "filling in" on an interim basis
- Specialty teacher (art, poetry, music, etc.)

What the district calls the individual is irrelevant to the analysis of the employment relationship. The IRS looks at the facts and the relationship on a case by case basis.

If the individual in question is not in one of the above categories, you may use the guidelines on the following page to analyze the employment relationship between the district and the individual. *We recommend the completed guidelines be kept on file with the District Consultant Contract for any future IRS inquiries.* The 20 common law factors have all been considered in developing the attached questionnaire.

INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES

PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Is the individual already an employee of the district in another capacity?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district exercise this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance, and implies the maintenance of legal control.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer to of the above questions is "YES",

STOP HERE

Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

If all of the above are "NO", continue...

PART II

	YES	NO
8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Can this relationship be terminated without the consent of <u>both</u> parties?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer to questions 8, 9, or 10 is "YES", there is a good possibility that an employment relationship exists. Questions 8 & 9 are indicators of district control that, in conjunction with other factors, imply an employment relationship. Go back to PART I and re-evaluate each question. If questions 1-7 are still all "NO", continue...

PART II - continued

	YES	NO
11. Does the individual operate an independent trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If either 11 or 12 are "NO", the individual is a district employee

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Is this paid by the job or on a commission?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If 11 and 12 are "YES", 13 through 15 should also be "YES" and are items that should be written into the consultant contract. This individual is an independent contractor. A "YES" on questions 13 through 15 supports the district's conclusion and substantiates a "reasonable basis" for treatment as an independent contractor. While there are circumstances where the district might pay contractually provided expenses, these should be kept at a minimum to avoid giving the impression of an employment relationship.

Request for Taxpayer Identification Number and Certification

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

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

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. Mobile Ed Productions, Inc.	
	2 Business name/disregarded entity name, if different from above	
	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. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> 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. <input type="checkbox"/> 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. 26018 W. Seven Mile Road	Requester's name and address (optional)
	6 City, state, and ZIP code Redford, MI 48240	
	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								
3	8		-	2	4	6	3	1 4 1

Part II Certification

Under penalties of perjury, I certify that:

- 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
- 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
- I am a U.S. citizen or other U.S. person (defined below); and
- 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 ▶ 	Date ▶ 1/30/2024
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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.



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tracey Seivert-Principal of North Country Elementary

Initials:
TS

SUBJECT: This agreement is for Sacramento Taiko Dan to present two assemblies on March 15, 2024 to promote traditional and contemporary styles of taiko drumming and expose our students to cultural awareness of Japanese Art.

☒ Action Item

☐ Information Item

Attached Pages ⁶_____

BACKGROUND:

Consultant's Name: Sacramento Taiko Dan

Company Name (if applicable):

Services to be Rendered: Two assemblies specializing in studying, preserving and promoting taiko drumming. Taiko is a Japanese style of percussion, which combines music, movement and spirit. The main features of this program focus on diversity, teamwork, and respect for others.

Date(s) of Service: March 15, 2024

Payment Per Hour: N/A

Total Amount of Contract: \$950.00

Funding Source: Title 1, SPSA Goals #2 & #3

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the Sacramento Taiko Dan assemblies at North Country Elementary.



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

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 30th day of January, 2024, 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: Sacramento Taiko Dan

Address: P.O. Box 189338
Sacramento, CA 95818

Phone: 916-212-6513 PERSONAL Cell Taxpayer ID #: 68-0229584
CLAIRE YEE (Booking Mgr)

*Full description of services to be provided:

Two Assemblies specializing in studying, preserving and promoting traditional and contemporary styles of taiko drumming. Taiko is a Japanese style of percussion, which combines music, movement and spirit. The spirit of the drummers produces the powerful sound of the drums, and creates a dynamic and visually exciting art form. They seek to provide the Sacramento metropolitan community with opportunities for greater cultural awareness and understanding of this traditional Japanese art form through performances and classes.

*One Payment of \$950.00 for two assemblies for TK-2 and 3rd-6th grade students to foster educational outreach to schools. The Taiko In Schools program, created in 1995, has introduced their energetic art form to over 13,000 Sacramento area children. Main features of this program include:

- Life lessons such as the importance of teamwork and respect for one another
- Enthusiasm and appreciation of cultural, gender, and age diversity

The success of Taiko In Schools can be shown in the increased demand for performances and the invitation by the California Arts Council to participate in the Exemplary Arts Education Partnership.

*Beginning Date of Service: March 15, 2024

*Ending Date of Service: March 15, 2024

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)

☒ Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract \$ 950.00 Budget # 01-3010-0-5800-236-1110-1000-009-102

Reason service cannot be provided by a District employee: Specialty Service
One time money-not an ongoing position

Signature of CONTRACTOR*: Clare Y. Yee

Date*: 2/1/2024

Signature of District employee requesting service: T. Seiver

Date: 2/1/24

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**

INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

When contracting with an individual for services the district must establish the nature of the employment relationship. This should occur prior to any services being performed and issuance of any payment. Once the legal relationship is determined, the method of payment is prescribed by law. The problem occurs in the area of who is or is not an employee. There is no clear-cut definition of what constitutes an employee. Instead, there are the twenty common law factors that must be analyzed by the district and the district makes the determination.

IRS Publication SWR 40, *Public Schools and Employment Taxes*, lists workers that have already been determined by IRS to be employees. These are individuals performing the duties of:

- Administrators
- Teachers/instructors
- Substitutes
- School bus drivers
- Clerical staff
- Athletic coaches
- Tutors
- Cafeteria workers
- Counselors
- Examination monitors
- Proctors
- Librarians

In addition to the categories above, the revenue agent recently reclassified the following categories as employees:

- Nurses
- Psychologists
- Intern psychologists
- Individuals "filling in" on an interim basis
- Specialty teacher (art, poetry, music, etc.)

What the district calls the individual is irrelevant to the analysis of the employment relationship. The IRS looks at the facts and the relationship on a case by case basis.

If the individual in question is not in one of the above categories, you may use the guidelines on the following page to analyze the employment relationship between the district and the individual. *We recommend the completed guidelines be kept on file with the District Consultant Contract for any future IRS inquiries.* The 20 common law factors have all been considered in developing the attached questionnaire.

INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES

PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Is the individual already an employee of the district in another capacity?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district exercise this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance, and implies the maintenance of legal control.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer to of the above questions is "YES",

STOP HERE

Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

If all of the above are "NO", continue...

PART II

	YES	NO
8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Can this relationship be terminated without the consent of both parties?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer to questions 8, 9, or 10 is "YES", there is a good possibility that an employment relationship exists. Questions 8 & 9 are indicators of district control that, in conjunction with other factors, imply an employment relationship. Go back to PART I and re-evaluate each question. If questions 1-7 are still all "NO", continue...

PART II - continued

	YES	NO
11. Does the individual operate an independent trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If either 11 or 12 are "NO", the individual is a district employee

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Is this paid by the job or on a commission?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If 11 and 12 are "YES", 13 through 15 should also be "YES" and are items that should be written into the consultant contract. This individual is an independent contractor. A "YES" on questions 13 through 15 supports the district's conclusion and substantiates a "reasonable basis" for treatment as an independent contractor. While there are circumstances where the district might pay contractually provided expenses, these should be kept at a minimum to avoid giving the impression of an employment relationship.

**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. SACRAMENTO Taiko Dan	
	2 Business name/disregarded entity name, if different from above	
	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. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> 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. <input checked="" type="checkbox"/> Other (see instructions) ► 501(C)(3)	
	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. P.O. Box 189338	Requester's name and address (optional)
	6 City, state, and ZIP code SACRAMENTO, CA 95818	
	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								
6	8	-	0	2	2	9	5	8
4								

Part II Certification

Under penalties of perjury, I certify that:

- 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
- 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
- I am a U.S. citizen or other U.S. person (defined below); and
- 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 ► Clair Y. Yee	Date ► 3/15/2024
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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.



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tracey Seivert, Principal North Country Elementary

Initials:
TS

SUBJECT: This agreement is for School Yard Rap LLC to present two assemblies/rallies on March 6, 2024 to our TK-2nd and 3rd-6th grade students.

☒ Action Item

☐ Information Item

Attached Pages 6

BACKGROUND:

Consultant's Name: School Yard Rap LLC

Company Name (if applicable):

Services to be Rendered: Two Rap Assemblies/Rallies specializing in curriculum, content, and music to educate and uplift the narrative of minorities. These assemblies will build awareness, and knowledge for equity in schools & communities.

Date(s) of Service: March 6, 2024

Payment Per Hour: N/A

Total Amount of Contract: \$5,000

Funding Source: Title One, Goals 2 & 3

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve the PSA for School Yard Rap LLC.



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

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 26th day of January, 2023, 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: School Yard Rap LLC

Address: 5132 N. Palm Ave. Fresno, CA 93704

Phone: 559-702-1397

Taxpayer ID #: 86-1338079

*Full description of services to be provided:

Two Rap Rallies specializing in curriculum, content, and music to educate & uplift the narrative of minorities. These assemblies will build awareness, and knowledge for equity in schools and communities.

*One Payment of \$5,000 for two rallies to TK-2 and 3rd-6th grade students to focus on educating, celebrating, and praising positive contributions of a diverse community. Payment will be upon completion of the Rallies.

*Beginning Date of Service: March 6, 2024

*Ending Date of Service: March 6, 2024

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)

☒ Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract \$ 5,000 Budget # 01-3010-0-5800-236-1110-1000-009-102

Reason service cannot be provided by a District employee: Specialty Service
One time money-not an ongoing position

Signature of CONTRACTOR*: 

Date*: 1/13/2024

Signature of District employee requesting service: <u>T. Seiver</u>	Date: <u>11/16/21</u>
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**

INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES

PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Is the individual already an employee of the district in another capacity?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district exercise this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance, and implies the maintenance of legal control.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer to of the above questions is "YES",

STOP HERE

Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

If all of the above are "NO", continue...

PART II

	YES	NO
8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Can this relationship be terminated without the consent of <u>both</u> parties?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer to questions 8, 9, or 10 is "YES", there is a good possibility that an employment relationship exists. Questions 8 & 9 are indicators of district control that, in conjunction with other factors, imply an employment relationship. Go back to PART I and re-evaluate each question. If questions 1-7 are still all "NO", continue...

PART II - continued

	YES	NO
11. Does the individual operate an independent trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If either 11 or 12 are "NO", the individual is a district employee

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Is this paid by the job or on a commission?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If 11 and 12 are "YES", 13 through 15 should also be "YES" and are items that should be written into the consultant contract. This individual is an independent contractor. A "YES" on questions 13 through 15 supports the district's conclusion and substantiates a "reasonable basis" for treatment as an independent contractor. While there are circumstances where the district might pay contractually provided expenses, these should be kept at a minimum to avoid giving the impression of an employment relationship.

Request for Taxpayer Identification Number and Certification

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

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

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. School Yard Rap LLC	
	2 Business name/disregarded entity name, if different from above School Yard Rap 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. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► S 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. <input type="checkbox"/> 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) _____ <i>(Applies to accounts maintained outside the U.S.)</i>
	5 Address (number, street, and apt. or suite no.) See instructions. 5132 N Palm Ave #313	Requester's name and address (optional)
	6 City, state, and ZIP code Fresno, CA 93704	
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									
8	6		-	1	3	3	8	0	7
									9

Part II Certification

Under penalties of perjury, I certify that:

- 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
- 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
- I am a U.S. citizen or other U.S. person (defined below); and
- 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 ► 	Date ► 11/29/2023
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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.*



SCHOOL YARD RAP: NORTH COUNTRY ELEMENTARY PROPOSAL QUOTE

SCHOOL YARD RAP

School Yard Rap was founded in 2015 and specializes in creating educational content and curriculum through the lens of History.

School Yard Rap's mission is to drastically improve the educational experiences of learners of all ages by providing curriculum, content, music, and professional development that uplifts the narratives of minorities. We work to build awareness, knowledge, and competencies for excellence and equity in schools and communities.

WHY

Students need to have moments to celebrate their culture and identity. Students need to be made aware of the positive contributions of a diverse community. Students need to be aware of social-emotional issues and solutions that would benefit them and their community. These things need to be taught in an inclusive and entertaining fashion by a professional able to handle diverse questions and populations.

WHAT

School Performance: School Yard Rap's live performance comprises incredible hip-hop music along with visuals that inform and amuse the student population about the history, social-emotional health, mental health, and experiences of many populations. Celebrating the accomplishments of African Americans and Women.

- One 30-minute assembly for Tk-2nd and one 45-minute assembly for 3rd-6th
- March 6th 2024
- Assembly Block Morning 8am - 11 am

DATE

March 6th 2024

COST

\$5,000



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2-21-2024

TO: Center Joint Unified School District Board of Trustees

FROM: Eugene Graham

Initials:

EDG

SUBJECT: Network Transport Lines to Schools

☒ **Action Item**

☐ **Information Item**

Attached Pages 182

BACKGROUND:

We opened an RFP for our network connections from our schools to the District Office. This is eRatable. We would like to upgrade from 1GB to 2GB connections to our schools while continuing to have a 10GB connection at the District Office for the schools to talk to. The District office then will give them Internet Access through these Transport Fiber Optic Lines. This is for a 5 year contract which we can upgrade speeds at anytime at the rates they bidded. Future upgrades will require hardware to be replaced at the District Office.

We received bids from Consolidated Communications (CCI), AT&T, and Comcast. Consolidated Communications is our current vendor, and they bid the lowest prices.

RECOMMENDED BOARD ACTION:

Approve selecting Consolidated Communications as our vendor for Transporting network connectivity to our schools from the District Office.

CENTER UNIFIED SCHOOL DISTRICT

E-Rate Bid Assessment Worksheet

Funding Year 2024 (YR27)

470 Application Number 240002635

Reviewed 01/15/2024

Notes:

* Percentage weights must add up to 100%. **Price must be weighted the heaviest.**

** Evaluated on a scale of 1 to 5: 1=worst, 5=best. Max score of 500

*** Weight x Raw Score

Vendor Scoring (use additional worksheets if necessary)

Data Transport Service RFP23-100

AT&T

Comcsat

Consolidated

Selection Criteria	Weight*
Price	35
Experience w/ the District	20
Implementation Timeline	20
Service Level Agreement	15
Quote Preparation/Responsiveness	10

100.00

Raw Score**	Weighted Score***
5	175
3	60
2	40
5	75
3	30

380

Raw Score**	Weighted Score***
3	105
3	60
4	80
5	75
5	50

370

Raw Score**	Weighted Score***
4	140
5	100
5	100
5	75
5	50

465

Raw Score**	Weighted Score***
	0
	0
	0
	0
	0

0

Bid reviewed by:

Eugene Graham

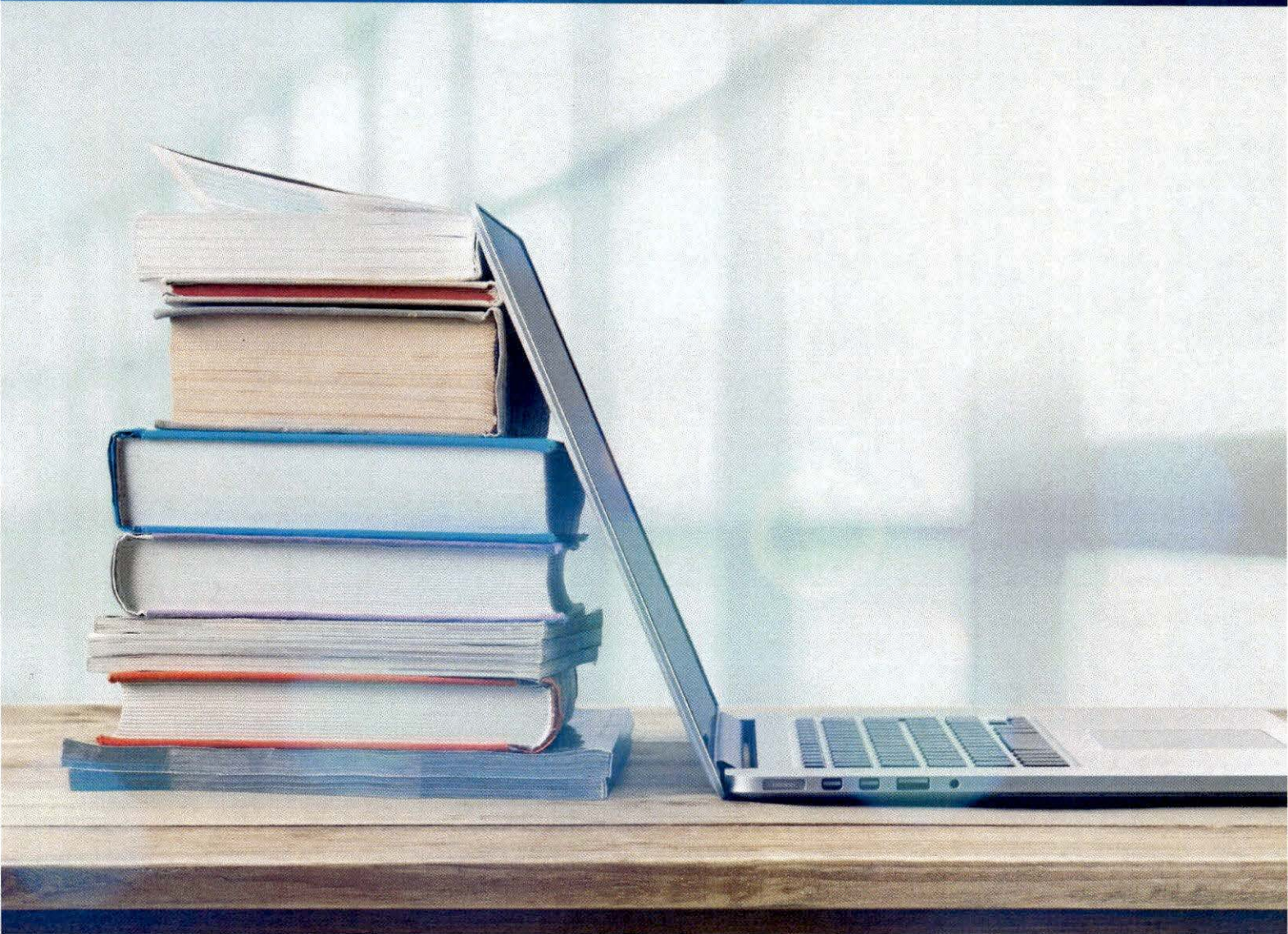
Loy Mattison

Tiffany Mattison

NOTES:

AT&T did not bid all sites

AT&T did not disclose Number of days to install



Center Joint Unified School District
RFP 24-100 Data Transport Service E-Rate YR 2024 (YR27)
January 9, 2024

LANCE COWLEY

Sr Account Manager
916.879.1139
lance.cowley@consolidated.com

RICK VOHS

Sales Engineer
916.749.9003
rick.vohs@consolidated.com

ERIC MAUCK

Manager
916.786.1304
eric.mauck@consolidated.com

CONFIDENTIALITY STATEMENT:

Consolidated Communications' response and related materials contain and embody confidential, commercial and/or financial information, trade secrets, know how, compilations, technology and other sensitive information and intellectual property of Consolidated Communications and/or its affiliates (the "Confidential Response"), which must be kept confidential.

Except as prohibited by law, the Confidential Response and any oral disclosures, whether or not marked or disclosed as confidential and proprietary, must be treated as such. Consolidated Communications requires that the Confidential Response and any related oral disclosures only be used by and disclosed to Center Joint Unified School District and its employees with a need to know and only to those employees that are aware of the obligation to keep such information confidential.

The Confidential Response and any oral disclosures must be kept confidential indefinitely in the same manner that **Center Joint Unified School District** keeps its own confidential and proprietary materials, but in no event less than a reasonable degree of care and that which is required by law. The Confidential Response or any oral disclosures shall not be provided to any unauthorized third party without Consolidated Communications' consent or used for any purpose other than this Request for Proposal and directly related activity. Consolidated Communications may require a separate non-disclosure agreement with any third party prior to any such disclosures.

If the **Center Joint Unified School District** believes that certain materials are thought to be subject to public access under a public records law and the materials are in fact subject to disclosure under the public records law, Consolidated Communications will make every effort to specifically mark only those sections that it deems to be exempt from public access upon written request. Under such circumstances the remaining information not exempted shall be disclosed only in accordance with law to the requesting party only. If any material is marked as exempted but is thought to be subject to public access by the **Center Joint Unified School District** or the third-party requestor, Consolidated Communications requires adequate notice prior to disclosure in order to preserve its rights at law and equity.

In the event of a conflict or inconsistency with this language directly above and a non-disclosure agreement in place between Consolidated Communications and **Center Joint Unified School District**, that non-disclosure agreement shall control but only to the extent there is conflict or inconsistency.

This proposal has been approved to be submitted on behalf of Consolidated Communications by:

Chaz Determan

Chaz Determan
Director of Sales-CA

Consolidated Communications

January, 9 2024
Center Joint Unified School District
Attn: Eugene Graham, Technology Coordinator

Dear Eugene,

On behalf of **CONSOLIDATED COMMUNICATIONS**, I want to thank you for the opportunity to respond to your request for services at Center Joint Unified School District.

We have prepared quotes for Data Transport Service.

Consolidated Communications delivers reliable, forward-looking solutions to meet your needs today and address the challenges you'll face tomorrow at a price that reflects your fiscal responsibility. Despite staffing and budgeting challenges in education, Consolidated Communications helps organizations like yours address these challenges while providing bandwidth solutions to meet online testing goals, support more electronic learning devices in the classroom, connect multiple campus locations, and ultimately enhance education in our shared community.

Consolidated is passionate about serving schools and libraries. Here's why we believe Consolidated is the right service provider for **Center Joint Unified School District**.

CCI proposes the following services to meet the needs of Center Joint Unified School District. This information briefly defines each service and its benefits. I am excited for this opportunity and am ready to answer questions or provide additional details as necessary.

Choosing Consolidated: Investing in your organization



We're focused on making network investment a priority to meet the changing needs of education and schools.

Consolidated Communications has helped hundreds of schools by delivering competitive prices, secure products, and local, responsive support.

The Consolidated difference

Schools and Libraries select their technology provider for various reasons. Consolidated Communications pricing is competitive, but we also know that you'll benefit from our hands-on approach to technology implementation and integration. We have purchasing and leasing options to meet your budget. **We always put customer satisfaction first.** In fact, it's our flexibility and personal attention that leads many organizations to choose Consolidated over other providers. We are available to answer questions, and our service team brings a consultative approach to your needs. We serve you throughout implementation and beyond.

You're an expert on your organization; we're an expert in technology solutions for financial services organizations. Together, we can make great things happen.

EXPERIENCE – Consolidated Communications has a long history of supporting education and schools. Our extensive experience and dedicated staff will help you develop a plan that fits the needs of your organization and achieves the goals you have set for this year and beyond.

CONSOLIDATED COMMUNICATIONS NETWORK – Consolidated Communications owns and manages a national fiber network. Our unmatched network can be easily scaled to meet additional capacity or changing technology requirements. Our fiber network relies on industry-leading technology from equipment vendors, such as Cisco, Calix, Ciena, and Juniper Networks, and provides redundancy and the ability to aggregate links to support applications with large bandwidth requirements. Our staff of engineers and skilled technicians ensures that we can address network issues and customer requirements quickly.

DEDICATED SUPPORT – We believe in the personal relationships and are committed to making you a top priority. We invite you to get to know your support team:

LANCE COWLEY

Sr Account Manager
916.879.1139
lance.cowley@consolidated.com

RICK VOHS

Sales Engineer
916.749.9003
rick.vohs@consolidated.com

ERIC MAUCK

Manager
916.786.1304
eric.mauck@consolidated.com

- 1.
- 2.

Response to RFP

NOTICE TO RESPONDERS

NOTICE IS HEREBY GIVEN that Center Joint Unified School District, acting by and through its Board of Education, hereinafter referred to as “the District” will receive up to, but no later than January 9, 2024 at 3:00 p.m. sealed RFPs from qualified Responders for the award of contracts for the following:

RFP 24-100
Data Transport Service E-Rate

QUESTIONS

All questions regarding this RFP are due on or before November 27, 2023 at 4:00 p.m. via email to eratetech@centerusd.org with the subject line of “RFP 24-100 questions.” Only questions submitted through this process will be accepted. All responses to questions regarding this RFP will be posted on our website December 1, 2023 at or before 4:00 p.m. It is the responsibility of the prospective Responder to check the website <https://www.centerusd.org/About-Us/Request-For-Proposal/index.html> for updates or addenda.

DUE DATE

RFPS are due at the District Office for time and date stamping at or before 3:00 p.m., January 9, 2024. One original proposal, two copies, and one digital copy (PDF format: flash drive preferred) of the RFP must be submitted in a sealed envelope, clearly **RFP 24-100 to Center Joint Unified School District, 8408 Watt Ave., Antelope, CA 95843.** Please allow at least 2 days for delivery of USPS Priority and Express Mail. All RFPs must be received, and time/date stamped in the **District Office** by the above due date and time. Sole responsibility rests with the Responder to see that their RFPs are received on time at the stated location. Any RFPs received after due date and time will be returned unopened to the Responder. No exceptions will be allowed. Faxed or emailed RFPs will not be accepted.

All Responders must conform and be responsive to this RFP, and all other documents comprising of the documents must be enclosed.

The RFP will be posted to the District website at <https://www.centerusd.org/About-Us/Request-For-Proposal/index.html>. Any additions or corrections will be addressed in the form of addenda posted to the same location on the website.

The District reserves the right to reject any and all RFPs for any reason whatsoever. The District may waive informalities or irregularities in RFPs received where such is merely a matter of form and not substance, and the correction or waiver of which is not prejudicial to other RFPs. The District reserves the right to negotiate any aspect of any proposal deemed responsive to this RFP. The issuance of this RFP and receipt of responses does not commit the District to award a contract. The District expressly reserves the right to postpone response opening for its own convenience, to accept or reject any or all responses (in whole or portions) received to this RFP, to negotiate with more than one Responder concurrently, or to cancel all or part of this RFP. Decisions to award contract(s) as a result of this RFP are final and without appeal.

If no proposals are received by RFP deadline, the District reserves the right to extend the deadline by seven (7) days and seek out proposals from multiple Service Providers. A new Form 470 and bidding process are not required.

Center Joint Unified School District reserves the right, in its sole discretion, to determine the criteria and process

whereby RFPs are evaluated and awarded.

The following documentation is required in the RFP Submittal:

1. Address all items in the RFP Scope of Work
2. Address all items in the RFP Proposal Format
3. Signed copies of addendums if applicable
4. Cost Proposal
5. Completed and signed Submittal pages

Detailed Specifications are contained under the Proposed Product and Services Section.

PURPOSE

Center Joint Unified School District is soliciting proposals from Responders for Telecommunications Service for a multi-year contract for Lit Fiber Optic Ethernet Transport Services – E-Ratable Service: The District is soliciting qualified contractors to submit an installation and ongoing service bid for a point-to-point Lit Fiber Optic Ethernet Transport Service. All equipment included in the Lit Fiber Optic will be owned and maintained by the awarded service provider with no option for transfer of ownership to the lessee.

The circuits included in this RFP are being re-bid because their contract terms are ending in the upcoming E-Rate funding year. The District does not currently contemplate changes to existing bandwidth needs or the A and Z location addresses for these connections. Should, as a result of this open and fair competitive bidding process, the District select the incumbent provider's proposal as the most cost-effective, it is the District's expectation that there be no interruption or change in service when migrating from the existing contract to the renewal contract. This requirement should not by any measure be construed as a preference to the incumbent provider(s) be selected as a result of the fair and open competitive bidding process.

The District reserves the right to retain all of the RFPs and to use any ideas in a RFP regardless of whether the proposal is selected. Submission of a proposal indicates acceptance by the Responder of the conditions contained in this request for RFPs, unless clearly stated and specifically noted in the proposal submitted and in the contract between the District and the Responder selected.

Proposals may be withdrawn by the proposer prior to the time fixed for the opening of RFPs but may not be withdrawn for a period of thirty (30) days after the date set for submittal of proposals. The successful proposer(s) shall not be relieved of the proposal submitted without the District's consent of proposer's recourse to Public Contract Code Sections 5100, et seq.

COMPLIANCE OF LAWS

The successful firm(s) shall comply with all applicable federal, state, and local statutes, rules, regulations and codes.

RFP SCHEDULE

November 20, 2023	RFP Released - Posted
November 27, 2023	Question Deadline
December 1, 2023	Questions Responses Posted
January 9, 2024	RFP Closing - RFP Due
RFP/Bid opening	Date of closing
RFP/Bid Selection	Before 471 filing date (approximately March 2024)
Purchase Orders	Contingent on E-RATE Award and District approval

ABOUT THE DISTRICT

The District is located in Sacramento County, the City of Antelope. The District operates five elementary schools, one middle school, one high school and one continuation high school. The District services approximately 4,300 K-12 students. More information about the District and its facilities can be found on the District's website at <https://www.centerusd.org/>.

SCOPE OF WORK

The Center Joint Unified School District (hereafter "District") is soliciting proposals from Responders for Telecommunication Service for a multi-year contract. The District is soliciting qualified contractors to submit an installation and ongoing service bid for a point-to-point Lit Fiber Optic (or point to multi point) Lit Fiber Optic Ethernet Transport Service. All equipment included in the Lit Fiber Optic option will be owned and maintained by the awarded service provider with no option for transfer of ownership to the lessee. The District expects all of the circuits listed in this RFP to be eligible for Federal E-rate and State CTF discounts.

Special construction costs MUST be separately identified on a per service basis. Non-recurring/special construction costs MUST NOT be billed until after circuit installation is complete and the District has verified installation. If providers are unable to accept this term, providers MUST provide an alternate proposal for billing and payment of non-recurring costs. The District will not be responsible for any easement/right of way costs incurred by the proposer while implementing the solution. The minimum point of entry (MPOE) and demarcations point at each site shall be determined by the District. All cost proposals MUST include pricing to install services to the MPOE and extension to the demarcation point. If special constructions costs are not specified or are specified as zero dollars, the proposer will be responsible for construction up to the MPOE and extension to the demarcation point at each site as determined by the District at no cost to the District.

REQUIREMENT FOR DATA TRANSPORT SERVICES

This section defines specifications for Telecommunications Services for Center Joint Unified School District. A list of school and site locations is enclosed.

1. All plans proposed should include detailed billing.
2. Host site (8408 Watt Ave., Antelope, CA 95873) connections must be able to:
 - Support the consolidated of remote site services as requested by the District (e.g. 10 remote sites between 500 Mbps up to 1 Gbps delivered to collector circuit of 10 Gbps).
 - Support IEEE 802.1Q VLAN Tagging which meets District VLAN tagging needs.
3. Cost Proposal will include:
 - Costs for Services by site – See Cost Proposal
 - Notes:
 - i. Existing Service is Consolidated Data Transport Services
 - ii. Existing Line 1 – District Office – has consolidation VLAN's from each of the

other listed sites to each host site. The District operates a “hub and spoke” network topology.

4. All sites must have the option to upgrade bandwidth incrementally as needed during the term of the contract.
5. All sites listed must have the option to downgrade bandwidth as needed during the term of the contract.
6. Five-year (60 Month) term and Three-year (36 Month) with option for (2) annual extensions. Contract extensions and associated pricing must be included in original contract. Unless otherwise agreed upon, the contract start date will be July 01, 2024.
7. Prices to remain firm through SLD approval, executions, and duration of the proposed contract. In the event of a price decrease for service or from the manufacturer, said decrease shall be passed on to the Center Joint Unified School District and documented with new price sheet sent to the District Office.
8. All equipment/services costs must be new and included and identified separately.
9. Manufacturer must warrant all parts and equipment.
10. Vendor must be a certified reseller of parts and equipment.
11. Vendor must participate in the California Tele-connect Program.
12. Vendor must certify that their equipment is not manufactured by, nor contains any components from, the list of vendors on “The Secure Networks Act”.
13. Bidding Contractor/Vendor may attach additional pertinent information they deem important to the selection, implementations, and overall success of the project.
14. During the contract term should the A or Z location for any circuit need to be changed the awarded proposer will work with the District to move services to the new A or Z locations at no additional cost to the District and without increasing the contract period or changing the contract end date.
15. Special construction cost must be separately identified on a per service basis. Non recurring/special construction cost must not be billed until after circuit installation is complete and the District has verified installation. The District will not be responsible for any easement/right of way costs incurred by the proposer while implementing the solution the MPO and demarcation point at each site shall be determined by. All cost proposals must include pricing to install services to the MPOE and extension to demarcation point at each site shall be determined by the District. All cost proposals must include pricing to install services to the MPOE and extension to demarcation point. If special construction costs are not specified or are specified as zero dollars, the proposer will be responsible for construction up to the MPOE and extension to the demarcation point at each site as determined by the District at no cost to the District.

Consolidated Communications’ Response: Read and understood.

RESPONDER SERVICE PROVIDER INFORMATION

1. Length of time business has provided this type of service.
2. Responder Service Level Agreement (SLA) for your proposal.
3. Indicate any and all options available or proposed.
4. Indicated if pricing reflects individual “port/demark charges, or for the entire point-to-point circuit.
5. Please show applicable discounts separately, if applicable.
6. An implantation timeline proposal starting July 1, 2024.
7. Indicate how charges will be incurred as services are implemented.
8. Responders must include 3 reference sites using your service 3 years or more. References from a
16. School, Library, or a County Office of Education in California are preferred.
 - Job Location

- Contact name and telephone number
- Date of contract
- Project Description
- Equipment/Service Installed

Consolidated Communications' Response: CCI (NASDAQ: CNSL) has a long history of stability and innovation spanning 122 years. An overview of our history is below:

COMPANY HISTORY

- Founded in 1894 in Mattoon, Illinois by Richard Lumpkin's Great Grandfather; corporate culture based on core values of community and service.
 - CCI Merged with SureWest in 2012. Combined Revenue of 600 million annual revenues. SureWest was formerly Roseville Telephone with over 100 years of experience in the greater Sacramento area.
 - CCI deploys leading-edge network equipment managed by a team of local technical and customer service teams averaging 12+ years of experience. Providing services in 11 states.
 - Well positioned broadband and enterprise focused company anchored by best-in-class network.
 - Robust product portfolio for commercial, consumer and carrier service offerings.
 - 40 Gig network, throughout the nation
 - Experienced, innovative management team driving industry-leading metrics.
 - First mover in launching on-network IPTV
 - Consistently grown video and data connections
- Premier clients throughout the nation. In the Sacramento Region, just a few include; Raley's, PG&E, Kaiser, Sutter, UC Davis, Safe Credit Union, Twin Rivers School District, Wells Fargo and all the Roseville School Districts.

RESPONDER SERVICE PROVIDER REQUIREMENTS

The Responder must meet or exceed minimum qualification requirements.

1. Service Providers are required to be in full compliance with all current requirements and future requirements issued by the SLD throughout the contractual period of any contract entered into as a result of this RFP.

Consolidated Communications' Response: Read and understood.

2. Service Providers are responsible for providing a valid SPIN (Service Provider Identification Number). More information about obtaining a SPIN may be found at this website: <https://www.usac.org/e-rate/service-providers/step-1-obtain-a-spin/>.

Consolidated Communications' Response: Read and understood. CCI's SPIN is 143002657.

3. Service Providers are responsible for providing a valid Federal Communications Commission (FCC) Registration Number (FRN) at the time the bid is submitted. More information about obtaining an FRN may be found at this website: <https://apps.fcc.gov/coresWeb/publicHome.do>.

Consolidated Communications' Response: Read and understood. CCI's FCC FRN is 0004370789.

- Service Providers are responsible for providing evidence of FCC Green Light Status at the time the bid is submitted. Any potential bidder found to be in Red Light Status will be disqualified from participation in the bidding process and will be considered non-responsive. More information about FCC Red and Green Light Status may be found at this website: http://www.fcc.gov/debt_consolidation/welcome.html.

Consolidated Communications' Response: Read and understood. CCI's green light status is shown below:

1/13/2020 Red Light Display System

Red Light Display System (RLDS)

Red Light Display System

Log In | Log Out | Red Light Display System

Logged in as Username: jms.dallas@consolidated.com (Log Out)

Back | Front | Help

Associated FRNs

Only FRNs with a [Manage Financial Info Permission](#) associated with your Username are displayed.

FRN	FRN Name	Status	Action
0001652312	Consolidated Communications of Texas Company	GREEN	View Details
0001688027	Consolidated Communications of Fort Bend Company	GREEN	View Details
0001824606	Consolidated Communications of Florida Company	GREEN	View Details
0003713930	Consolidated Communications of Minnesota Company	GREEN	View Details
0003713955	Consolidated Communications of Minnesota Company	GREEN	View Details
0003713997	Consolidated Communications Enterprise Services, Inc.	GREEN	View Details
0003750304	Orwell Communications, Inc.	GREEN	View Details
0003763455	Berkshire Cable Corporation	GREEN	View Details
0004069035	Consolidated Communications Enterprise Services, Inc.	GREEN	View Details
0004333712	Consolidated Communications of Illinois Company	GREEN	View Details
0004370789	Consolidated Communications of California Company	GREEN	View Details
0007287782	Consolidated Communications Enterprise Services, Inc.	GREEN	View Details
0007494776	Consolidated Communications Holdings, Inc.	GREEN	View Details
0008301434	Consolidated Communications Enterprise Services, Inc.	GREEN	View Details
0008394322	Consolidated Communications Enterprise Services, Inc.	GREEN	View Details
0010841211	Quality One Technologies, Inc.	GREEN	View Details
0021074570	Scott Kitchen	GREEN	View Details
0021564737	Consolidated Communications Enterprise Services, Inc.	GREEN	View Details

Red Light Help | FCC Debt Collection | Customer Service | FCC Fees | Web Policies / Privacy Policy

Red Light Display System Help Line: (877) 480-3201, option 6; TTY (202) 414-1255 (Mon.-Fri. 8 a.m.-6:00 p.m. ET)

Red Light Display System has a dedicated staff of customer service representatives standing by to answer your questions or concerns. You can email us at announcements@fcc.gov or fax us at (202) 418-7869.

- Products and services must be delivered before billing can commence. At no time may the Service Provider invoice before July 1, of the funding year.

Consolidated Communications' Response: Read and understood.

- Goods and services provided shall be clearly designated as "E-rate Eligible". Non-eligible goods and services shall be clearly called out as 100% non-eligible or shall be "cost allocated: to show the percentage of eligible costs per SLD guidelines.

Consolidated Communications' Response: Read and understood.

7. Within one (1) week of award, the awarded Service Provider must provide the District a bill of materials using a completed USAC "Item 21 Template". Subsequent schedules of values and invoices for each site must match Item 21 Attachment or subsequent service substitutions. A summary sheet must also be provided to provide the cumulative amount for all sites.

Consolidated Communications' Response: Read and understood.

8. In the event of questions during an E-rate pre-commitment review, post-commitment review and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.

Consolidated Communications' Response: Read and understood.

9. Services providers must comply with the FCC rules for Lowest Corresponding Price ("LCP"). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-to-bids/lowest-corresponding-price/>.


Consolidated Communications' Response: Read and understood.

RESPONDER SERVICE PROVIDER ACKNOWLEDGEMENTS

1. The Service Provider acknowledges that no change in the products and/or services specified in this document will be allowed without prior written approval from the District and a USAC service substitution approval with the exception of a Global Service Substitution.
2. The Service Provider acknowledges that its offer is considered to be the lowest corresponding price pursuant to § 54.511(b). Should it not be the lowest corresponding price, the service provider must disclose the conditions leading to the applicant being charged in excess of lowest corresponding price.
3. This offer is in full compliance with USAC's Free Services Advisory <https://www.usac.org/e-rate/applicant-process/competitive-bidding/free-services-advisory/>. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The service provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.
4. Starting Services/Advance Installation: The annual E-rate Funding Year begins on July 1 and expires on June 30 of each calendar year. Regardless of the contract "effective date", E-rate eligible goods and/or services requested in this RFP shall be delivered no earlier than the start of the 2024 funding year (July 1, 2024). If Category 1 services (Telecommunication Services and Internet access) will begin on or shortly after July 1 of a funding year, the service provider, in some cases, may need to undertake some construction and installation work prior to the beginning of that funding year. Within the limitations indicated below, the infrastructure costs of a service provider can be deemed to be delivered at the same time that the associated Category 1 services begin. That is, if services begin on July 1, then the delivery of service provider infrastructure necessary for those services can be considered as also delivered on July 1.
5. Early Funding Conditions:
 - Category 1

There are four conditions that must be met in order for USAC to provide support in a funding year for Category 1 infrastructure costs incurred prior to that funding year.

- Initiation of installation cannot take place before selection of the service provider pursuant to a posted Form 470 and in any event no earlier than six months prior to July 1 of the funding year.
- The Category 1 service must depend on the installation of the infrastructure.
- The underlying Category 1 service cannot have a service start date prior to July 1 of the funding year.
- No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year.


For more information, please refer to the FCC Order involving the Nassau County Board of Cooperative Educational Services (DA 02-3365 , released December 6, 2002). This FCC decision only applies to Priority 1 services (Telecommunications Services and Internet access).

The complete text can be found at the following URL:

<https://www.usac.org/e-rate/applicant-process/starting-services/>.

- Category 2

There is one condition that allows USAC to provide support in a funding year for Category 2 Installation costs incurred prior to that funding year. We also amend our rules for category two non-recurring services to permit applicants to seek support for category two eligible services purchased on or after April 1, three months prior to the start of funding year on July. This will provide schools with the flexibility to purchase equipment in preparation for the summer recess and provide the maximum amount of time during the summer to install these critical networks.

For more information, please refer to the FCC and Order and Further Notice of Proposed Rulemaking, FCC 14-99 , released July 23, 2014. This FCC decision only applies to Category 2 services (Internal Connections).

6. Invoicing

The Service Provider agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from USAC via the Form 474 Service Provider Invoice (SPI). The District will only be responsible for paying its non-discounted share of costs and does not intend to use the BEAR process (Form 472). The maximum percentage the District will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a Funding Commitment Decision Letter from the SLD and submission and certification of Form 486, the District shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the District decide that it is in the best interest of the District to file a Form 472, the District will inform the Service Provider of its intent.

All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the District will only be responsible for paying its non-discounted share.

Additionally, if the service qualifies for California Tele-connect Funds then the service provider will invoice the California PUC.

7. FCC/SLD Auditability

The E-rate program requires that all records be retained for at least ten (10) years from the last date of service provided on a particular funding request. Respondent hereby agrees to retain all books, records, and other documents relative to any Agreement resulting from this RFP for ten (10) years after final payment. The District, its authorized agents, and/or auditors reserves the right to perform or have performed an audit of the records of the Respondent and therefore shall have full access to and the right to examine any of said material's within a reasonable period of time during said period.

8. Procurement of Additional Goods and/or Services/Coterminous Expiration During the term of any Agreement resulting from this RFP, the District may elect to procure additional or like goods and/or services offered by the Respondent. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the District's Governing Board. All terms, conditions, warranties, obligations, maintenance and support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The District shall not enter into a separate Agreement for said goods or services. Respondents must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions.

Consolidated Communications' Response: Read and understood.

PROPOSAL FORMAT

Each proposal shall be submitted on forms supplied by District. Each proposal shall conform and be responsive to District specification. Responder shall furnish complete specifications and rates for all services requested. Additional pricing schedules detailing items listed on the proposal shall be attached to the proposal form.

All submitted proposals must provide at minimum, all requested information in the proposal document. Any portion not included will be cause for elimination from the quote process. The information should be organized as indicated in the proposal requirements. The District reserves the right to eliminate from further consideration any response, which is deemed to be substantially or materially unresponsive to the RFP.

All information submitted is to be considered public knowledge and will be subject to The Public Records Act or any other applicable laws.

Proposals shall include the following as a minimum:

1. Responder Service Provider Information
2. Letter of Agreement
3. Cost Proposals
4. Addendums
5. Completed and signed Submittal pages

Each response will be reviewed prior to the selection process for completeness and adherence to format. A response will be considered complete if all requested sections are included in the proper order and properly completed. Responders may also provide any and all recommendations for consideration such as installation, maintenance, support and design that is relevant to the total solution of the District's technology needs.

Consolidated Communications' Response: Read and understood.

SELECTION

Upon receipt of proposals, the District's staff will review each Responder's response to the RFP.

Consolidated Communications' Response: Read and understood.

EVALUATION PANEL

Our evaluation team will include a comprehensive group of experts with knowledge of the scope of services requested.

Consolidated Communications' Response: Read and understood.

EVALUATION CRITERIA

The Center Joint Unified School District reserves the right to select the firm that best meets the needs of the District, based on the criteria set forth herein. The District reserves the right to waive minor irregularities in the RFP and in the proposals submitted in response to the RFP.

Each response will be reviewed prior to the selection process for completeness and adherence to format. A response will be considered complete if all requested sections are included in the proper order and properly completed. Responders may also provide any and all recommendations for consideration such as installation, maintenance, support and design that is relevant to the total solution of the District's technology needs.

Proposals will be evaluated on the following:

- Responder cost, including unit prices, labor rates, travel/trip charges, etc. 35%
- Extent of experience with the district 20%
- Implementation timeline 20%
- Service level agreement 15%
- Quote preparation, thoroughness, and responsiveness to the RFP 10%

The successful responder will be chosen based upon best value. The district reserves the right to reject an or all bids.

Consolidated Communications' Response: Read and understood.

CONTRACT

The contract awarded as a result of this solicitation shall be a fixed price contract for which the offered price will include all labor, material, equipment, services, software, hardware, travel, shipping, and price administrative cost, associated with providing the products and services herein and offered by proposer.

Consolidated Communications' Response: Read and understood.

CONTRACT TYPE

Depending on the dollar amount of the award(s), the contract(s) resulting from this RFP may be required to be approved by the District's Governing Board. No minimum amount of work is guaranteed.

Consolidated Communications' Response: Read and understood.

CONTRACT FORMAT

It is mutually agreed by and between District and Responder that the District's acceptance of Responder's proposal, upon approval by the Governing Board, shall create a contract between the parties hereto. District and Responder with whom District chooses to contract if any, shall execute a Contract Signature page based on the

RFP, the response and the attached Letter of Agreement. The Contract will, by default, incorporate all requirements, terms and conditions contained in the RFP. In the event of any conflict between this RFP and the Contract Signature Page, the terms of the RFP will take precedence, unless otherwise specifically stated in a written amendment. District will not enter into any separate Contract of Agreement with Responder except as specifically stated herein.

Consolidated Communications' Response: Read and understood.

TERMS AND CONDITIONS

Compliance with Laws

This contract shall be in accordance with the laws in the State of California. All RFPs shall comply with the current federal, state, local and other laws relative hereto.

Insurance Requirements & Indemnity

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 the 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.

Fingerprinting

Education Code section 45125.1 applies to this Agreement. Responder will certify that, pursuant to Education Code Section 45125.1, Responder will have conducted the required criminal background check of all its employees who may have contact with District pupils or unsupervised access to any District campus and shall certify that none of those employees 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). Upon verification from the DOJ that those persons fingerprinted have no record of a serious or violent felony, the Responder will so certify by signing and submitting to the Governing Board of District the certification form attached.

Failure to comply with these terms or permitting unsupervised access by an employee whose name has not been cleared by the DOJ as certified by the Responder shall constitute grounds for termination of this Agreement.

Attorney Fees

In the event a suit or action is instituted in connection with any controversy arising out of this contract, the prevailing party shall be entitled to receive, in addition to its costs, such sum as the court may adjudge reasonable as to attorney's fees and costs.

Governing Law and Venue

In the event of litigation, the RFP documents and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate state or federal court located in Sacramento County.

RFP Acceptance or Rejection

This RFP does not commit the District to award a contract, to pay any cost incurred in the preparation of this RFP or to procure contract for services or supplies. The District reserves the right to accept or reject any or all RFPs received in response to this request, to negotiate terms that will be in the best interest of the District or cancel in whole or in part this RFP. All submitted RFPs and information included therein shall become public records upon delivery to the District. All firms submitting an RFP should note that the execution of any contract would be contingent upon governing Board Approval.

Term/Extension

Pursuant to Education Code, Sections 17596 and 81644, it is the intent of the District to award a single term contract for the specified service. If this is a multi-term contract and assuming funds are appropriated to support continuation of services for succeeding fiscal periods, the original contract may be renewed annually for a total time of contract not to exceed five (5) consecutive fiscal years.

Board Contract

No business entity, including any agent of such entity, shall directly or indirectly contact any Board member immediately before or during the RFP process of any project on which the business entity intends to or has submitted an RFP. Any responder violating this policy shall be deemed disqualified from the RFP process. Should such contact come to light after the RFP is awarded and the entity was deemed the successful Responder, the Board reserves the right to cancel any contract awarded, in which case, the Responder shall be liable for any damage incurred by the District. The Board shall exercise its best judgement for the benefit of the District is making a decision whether to proceed or not, depending on all of the facts and circumstances.

Termination of Contracts/Purchase Orders

The District reserves the right to terminate all purchase orders or contracts with due cause by giving a ten (10) calendar day written notice or may terminate without cause by giving a thirty (30) calendar day written notice. Due cause for termination of contract shall include, but not be limited to, failure to provide services required within a reasonable time period, and/or for reasons of unsatisfactory services. Purchase orders or contracts which extend into a subsequent fiscal year will automatically terminate if the District does not appropriate funds for the goods and/or services under the purchase order or contract.

Patents, Etc.

Responder shall hold the District, its officers, agents, servants, and employees harmless and free from liability of any nature or kind on account of use (by publisher, manufacturer, or author) of any copyrighted or non-copyrighted composition, secret process, patented invention, article or appliance furnished or used under this

RFP.

Failure to Fulfill Contract

When any Responder shall fail to deliver any article or service or shall deliver any article or service which does not conform to the specifications, the District may, at its sole discretion, annul and set aside the contract entered into with said Responder, either in whole or in part, and make and enter into a new contract for the same items in such manner as seems to the Board of Education to be to the best advantage of the District. Any failure for furnishing such articles or services by reason of the failure of the Responder, as above stated, shall be a liability against such Responder and his sureties. The Board of Education reserves the right to cancel any articles or services which the successful Responder may be unable to furnish because of economic conditions, governmental regulations or other similar causes beyond the control of the Responder provided satisfactory proof is furnished to the Board of Education, if requested.

Contract Exclusive

The provisions of the contract shall in no way prohibit the District from making purchases from another supplier for the same services as herein listed.

Proprietary Information

There can be no portions of the submitted quote to be treated as proprietary and confidential information even if they are marked as such. Due to the California Public Records Act all information submitted is to be considered open for public review.

Conflict of Interest

The successful Responder shall affirm that, to the best of its knowledge, there exists no actual or potential conflict between family, business, or financial interest of the Responder and services under this Agreement. The successful Responder agrees to advise Owner of any actual or potential conflicts of interest that may develop subsequent to the date of execution of this Agreement.

Debarment, Suspension, and Other Responsibility Matters

As requires by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part, 85, Sections 85, 105, and 85.110—

This applicant certifies that it and its principles:

Are not presently debarred, suspended, proposed for debarment, declared intelligible, or voluntarily excluded from covered transactions by any Federal department or agency;

Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connections with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery bribery, falsification or destruction of records, making false statements or receiving stolen property;

Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of the certification; and

Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of the certification; and

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this.

BID PROTEST

A Responder may file a protest against the award of the Contract to any other Responder by following District bid protest procedures. The protest must be in writing, filed within three (3) business days after RFP award notification, and must set forth all grounds for the protest. These requirements are to be strictly construed. Untimely protests, and/or grounds not set forth in the protest will not be considered. Further, the failure to comply with these protest requirements will constitute a waiver of the right to challenge and forever bar the Responder from challenging, whether before the District or any administrative or judicial tribunal, any particular RFP(s), the RFP process or any ground not set forth in the protest. The District will provide a written response within 30 working days to any timely RFP protest.

E-Rate Participation

The District is participating in the Federal Universal Service Discount program for schools and libraries, (E-Rate), offered by the Federal Communications Commissions (FCC), via the Schools and Libraries Division (SLD). The proposal and the contract negotiated implementing this proposal, are conditional and subject to full E-Rate funding by the SLD. The District reserves the right to cancel or in any manner reduce the scope of this procurement in the event the SLD does not completely fund the request for funding submitted referencing this proposal.

E-Rate Spin

Each vendor providing services to the District as part of the E-Rate program must have a Service Provider Identification Number (SPIN). Vendor is responsible to apply to and receive from the Schools and Libraries Division a valid SPIN. Schools and Libraries Division can be reached online at: <http://www.usac.org/sl>.

Brands

When a particular brand or brand and model number are named in connection with any item, it is named as a standard of quality and utility only. A Bidder may submit a bid to furnish an item other than that named, but the item offered by the Bidder must state in the Bid Form the brand with its model number, if any, which he will furnish. The District shall be the sole judge of whether an offered item is the equal of the named item. If the Bidder fails to write in the brand and model number of the item to be furnished, it is understood the bidder will furnish the item named by the District as the standard of quality and utility.

Samples

Where the Bidder quotes on a brand named as a standard of the quality and utility desired, a sample of the item will not be required unless specifically requested. If the bid submitted is on any other brand or make than that so named, a sample thereof must be furnished, if requested, or the bid on the item will not be considered. The sample submitted shall be the exact item the Bidder proposes to furnish. Samples of items, when requested, must be furnished free of expense to the District.

Delivery

All items shall be delivered in quantities specified in the contract F.O.B., at the points within the District as specified in the contract. Deliveries in advance of the time specified in the contract shall not be accepted unless the Bidder has obtained prior approval from the District. Unless otherwise specified, if an item is not delivered as specified in the contract or if the Bidder delivers an item which does not conform to the Specifications, the Board of Trustees may, at its option, annul and set aside the contract, either in whole or in part, and may enter into a new contract in accordance with law for furnishing such item. Any additional cost or expense incurred by the District in making of such contract or any additional cost of supplying an item by reason of the failure of the Bidder, as described in this paragraph, shall be paid by the Bidder or his surety.

Public Works Contractor Registration Certification

If the bids for this Project are due on or after March 1, 2015, then pursuant to Labor Code sections 1725.5 and 1771.1, all contractors and subcontractors that wish to bid on, be listed in a bid proposal, or enter into a contract to perform public work must be registered with the Department of Industrial Relations. No bid will be accepted, not any contract entered into without proof of the contractor's and subcontractor's current registration with the Department of Industrial Relations to perform public work. If awarded a Contract, the Bidder and its subcontractors, of any tier, shall maintain active registration with the Department of Industrial Relations for the duration of the Project. To this end, Bidder shall sign and submit with its Bid the Public Works Contractor Registration Certification on the form provided, attesting to the facts contained therein. Failure to submit this form may render the Bid non-responsive. In addition, each Bidder shall provide the registration number for each listed subcontractor in the space provided in the Designation of Subcontractors Form.

***Consolidated Communications' Response:* Read and understood.**

List of Sites

CENTER JOINT UNIFIED SCHOOL DISTRICT				
School Name	Address	City	ST	Zip
District Office	8408 Watt Ave	Antelope	CA	95843
(Arthur S.) Dudley Elementary	8000 Aztec Way	Antelope	CA	95843-4486
Center High	3111 Center Court Ln.	Antelope	CA	95843-9111
(Cyril) Spinelli Elementary	3401 Scotland Dr.	Antelope	CA	95843-2226
McClellan High (Continuation)	8725 Watt Ave.	Antelope	CA	95843-9116
North Country Elementary	3901 Little Rock Dr.	Antelope	CA	95843-6231
Oak Hill Elementary	3909 North Loop Blvd.	Antelope	CA	95843-4539
Wilson C. Riles Middle	4747 PFE Rd.	Roseville	CA	95747
Rex Fortune	461 Upland Drive	Roseville	CA	95747
Sacramento County Office of Education (SCOE)	10474 Mather Blvd.	Mather	CA	95655

Any other location within the Greater Antelope/Sacramento Area designated by the District

Consolidated Communications' Response: Read and understood.

Cost Proposal

RFP 24-100

Responder Company Name: Consolidated Communications Enterprise Services, Inc.

Responder Name: Chaz Determan

Responder Title: Director of Sales-CA

Responder SPIN: 143002657

Responder Phone: 916.759.7245

Please complete exhibit "D" for pricing and terms

Proposers are permitted to propose optional services not specifically requested by the District as part of the RFP, however the District shall be under no obligation to consider, nor adopt, any such services.

Responding to Request For Proposal No. 24-100 due January 9, before 3:00 PM

Consolidated Communications' Response: Read and understood.

RFP Form

RFP 24-100

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: Consolidated Communications Enterprise Services, Inc dba Consolidated Communications

Legal Status: (i.e., sole proprietorship, partnership, corporation): Corporation

Tax I.D. Number (Sole Proprietorship Only): 02-0636464

Address: 114 Vernon St
Roseville, CA 95678

Authorized Representative: Chaz Determan
Signature

Chaz Determan
Name (Print or Type)

Director of Sales-CA
Title

01/09/2024
Date

(916) 759-7245
Phone

916.786.1259
Fax

chaz.determan@consolidated.com
E-mail address



Center Joint Unified School District

8408 Watt Avenue * Antelope, CA 95843
916-338-6330 * Fax 916-338-6411

BOARD OF TRUSTEES

Nancy Anderson
Jeremy Hunt
Milad H. J'Beily
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT

Scott A. Loehr

Established 1858

Letter of Agreement – RFP 24-100

Pursuant to the terms of Center Joint Unified School District's RFP # 24-100 for Data Transport Service, (Name of Company) Consolidated Communications Enterprise Services, Inc.'s response to RFP # 24-100 dated (mm/dd/yyyy) 01/09/2024, (Name of Company) Consolidated Communications Enterprise Services, Inc. will provide the equipment and services per RFP #24-100 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 Center Joint Unified School District for E-Rate Year 2024 (Year 27), 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 effectively immediately. The District shall not be responsible for any costs to Bidder prior to termination.

Center Joint Unified School District

Consolidated Communications Enterprise Systems, Inc.

Chaz Determan

Authorized Representative Signature

Authorized Representative Signature

Date: _____

Date: 12/21/2023

Name: Eugene Graham

Name: Chaz Determan

Title: Technology Coordinator

Title: Director of Sales-CA

Address: 8408 Watt Avenue
Sacramento, CA 95843

Address: 114 Vernon St, Roseville, CA 95678

Email: egraham@centerusd.org

Email: chaz.determan@consolidated.com

Phone: (916) 338-6336

Phone: (916) 759-7245

Fingerprint Certification

RFP 24-100

Responder Certification

I, Chaz Determan, am an authorized representative of/doing business as (Name or Responder/consultant) Consolidated Communications Enterprise Systems, Inc., 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© 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 9 day of January, 20 24, in Placer County, California.

Chaz Determan
Name of Responder/Consultant (please print)

Director of Sales-CA
Name/Title of Authorized Representative (printed)

Chaz Determan
(Signature)

Statement of Non-Conflict of Interest

RFP 24-100

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, nor have they been since January 1, 2001.

Chaz Determan

Signature

Chaz Determan

Printed Name

Director of Sales-CA

Title

Consolidated Communications

Responder

01/09/2024

Date

Insurance Acknowledgment

RFP 24-100

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 the 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 the 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 the 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 by the Buyer.

Chaz Determan

Signature

Chaz Determan

Printed Name

Director of Sales-CA

Title

Consolidated Communications

Responder

01/09/2024

Date

Implementation

Your Dedicated Account Team

LANCE COWLEY

Sr. Account Manager

916.879.1139

lance.cowley@consolidated.com

RICK VOHS

Sales Engineer

916.749.9003

rick.vohs@consolidated.com

ERIC MAUCK

Account Manager

916.786.1304

eric.mauck@consolidated.com

Each project begins with a kick-off meeting with the customer's key personnel and your Consolidated team. All timeframes and implementation commitments will be documented and prioritized. Both parties will then review and agree to the project plan prior to the implementation deadline.

Consolidated's high level view of the project plan is provided below. The project will start by holding a project kickoff meeting with customer's key personnel and Consolidated's team members. All final timeframes and implementation commitments (and any occurrence of default) will be memorialized and handled in accordance with the parties' agreement, as applicable.

- **PROJECT KICK-OFF**
 - Introduction of key personnel
 - Project Scope
- **PROJECT PLANNING**
 - Particular attention paid to identifying needs and resources
- **PROJECT PLAN ACCEPTANCE BY BOTH PARTIES**
- **STATUS / INFORMATIONAL MEETINGS**
- **CORE SERVICES PROVISIONING**
- **IMPLEMENTATION MANAGEMENT**
 - Order Processing
 - Configuration and Addressing Needs
 - Site installation scheduling
 - Site test and turn up
- **OVERALL PROJECT TRACKING**
 - Escalation of any problems

PROJECT COMPLETION AND FOLLOW-UP

Section 3: References

Organizations with some of the country's most critical communication networks rely on continuous connectivity from Consolidated Communications to maintain essential operations and competitiveness.

We welcome you to contact these current customers to learn from their first-hand experiences

TWIN RIVERS UNIFIED SCHOOL DISTRICT

Contact Name: Debbie Gordon, Mgr Contracts & E-Rate

Telephone Number: 916.566.3400 ext 55500

Date of Contract: 5 years, Current contract dated 2021

Project Description: Multiple SIP/PRI's, Centrex, T1 circuits, Internet & WAN/Broadband services

Equipment/Services Installed: Adtran, MRV's & ASR900 Series

DRY CREEK JOINT UNION SCHOOL DISTRICT

Contact Name: Bryan Wilke, Director of Technology

Telephone Number: 916.770.8869

Date of Contract: 25 years, Current contract updating July 2021

Project Description: Multiple PRI's, Centrex, T1 circuits, Internet, WAN/Broadband services

Equipment/Services Installed: Adtran, MRV's & ASR900 Series

SAN JUAN UNIFIED SCHOOL DISTRICT

Contact Name: Peter Skibitski, IT Director

Telephone Number: 916.971.5735

Date of Contract: 3 years, Current contract dated 3/12/2021

Project Description: Internet, WAN/Broadband services

Equipment/Services Installed: Adtran, MRV's & ASR900 Series

Appendix

Includes:

- A – CES SLA
- B -
- C -
- D -
- E -

Attachment A- Commercial & Carrier Data Services Combined SLA

SERVICE LEVEL AGREEMENT

A. INTRODUCTION. This document ("SLA") defines the performance criteria for the domestic Dedicated Internet Service provided to Customer by Consolidated Communications Enterprise Services, Inc. If these performance standards are not met for this identified Service, Customer may be entitled to receive credits as set out here and in the Agreement. This SLA applies only to a Customer who is current in all payments for Service(s), and who is not otherwise in default under any agreement with Consolidated Communications Enterprise Services, Inc.

This SLA covers the following areas: (1) network availability; (2) installation intervals; (3) network monitoring; and (3) response time. It applies solely to performance within the network of Consolidated Communications Enterprise Services, Inc.; Consolidated Communications Enterprise Services, Inc. is not responsible for performance within the network(s) of Customer, or of third parties. Each SLA Service Commitment is subject to the General Provisions set out in section C.

B. SLA SERVICE COMMITMENTS:

1) Network Availability

- a) Dedicated Internet service will be available for not less than 99.9% of the time in any calendar month.
- b) "Availability" means the number of minutes that access to the Internet is available for Customer's use. Excluded from the calculation of availability are scheduled maintenance, incidents caused in whole or part by Customer or its agent or representative (including employees), *force majeure* events, incidents of five (5) minutes or less, and events that are not service-impacting, *i.e.*, events must be reported by Customer to Consolidated Communications Enterprise Services, Inc. and documented by Consolidated Communications Enterprise Services, Inc. through creation of a trouble ticket.
- c) If Consolidated Communications Enterprise Services, Inc. availability does not meet the Network Availability performance standard set out above, Customer will be entitled to a credit as set out below for the period during which the Service was interrupted. An interruption ("Interruption") begins when Customer reports a service, facility, or circuit to be fully interrupted and makes it available to Consolidated Communications Enterprise Services, Inc. for testing and repair. An Interruption ends when Consolidated Communications Enterprise Services, Inc. advises the Customer that the Service, facility, or circuit is again available for use. All Interruptions during any one 24-hour period shall be considered a single Interruption for purposes of this SLA, and only the length of individual Interruptions in excess of ten (10) minutes shall be combined for purposes of establishing the credit. Credit allowances are calculated on the basis of a 30-day month; and the credit shall be a pro rata allowance against the recurring base Service charge for the interrupted Service, based on the duration of the Interruption, as follows:

<u>Interruption Duration</u>	<u>Credit Amount</u>
Less than 1 hour	No credit
At least 1 hour, up to but less than 6 hours	1/8 day
6 hours or more	1/8 day for each additional 3 hour period (up to 1 full day's credit per 24 hour period)

- d) So as to accommodate normal initial installation and deployment issues which are covered elsewhere in this SLA, this SLA commences 45 days after the relevant Service is first made available to Customer for use.

2) Installation Intervals



- a) Consolidated Communications Enterprise Services, Inc. commits to an installation interval of no more than ten (10) business days for DSL and DS-1 circuits, and 90 business days for DS-3 and Ethernet circuits, subject to all other provisions in the Agreement.
- b) The installation interval is measured from the date Consolidated Communications Enterprise Services, Inc. acknowledges a completed Service Order from Customer under this Agreement that includes the information necessary to permit Consolidated Communications Enterprise Services, Inc. to complete and activate Customer's Service(s).
- c) If Consolidated Communications Enterprise Services, Inc. cannot meet the stated installation interval, Customer will receive a credit for 100% of the base installation charges paid or payable by Customer for any circuit not activated within the time frames set out above.
- d) No credit is available for missed installations caused in whole or part by Customer or its agent or representative (including Customer's employees, consultants and any other provider(s) utilized by Customer.) This includes any subsequent change sought by Customer in its Service Order, any lack of Customer cooperation or access in installation, failure of Customer (or its agent or representative) to meet its own installation-related obligations, or other Customer-caused action that hinders timely completion by Consolidated Communications Enterprise Services, Inc.
- e) This commitment is also governed by the *force majeure* provision in the Agreement. Consolidated Communications Enterprise Services, Inc. is not responsible under this SLA for any event that constitutes *force majeure*, including equipment failures and failures by a local or long distance service provider, connecting Internet provider or Internet service providers with whom Consolidated Communications Enterprise Services, Inc. interconnects or peers.

3) Network Monitoring

- a) Services are monitored by Consolidated Communications Enterprise Services, Inc. 24 hours per day, 7 days per week.
- b) Consolidated Communications Enterprise Services, Inc. will inform Customer whenever scheduled maintenance activities are of a type that could cause an Interruption or a significant and material degradation in Customer's Service while such activities are being performed. Such notice will be given at least 5 business days prior to the planned maintenance. Notice will be provided to Customer at the contact information provided by Customer.
- c) Consolidated Communications Enterprise Services, Inc. will use commercially reasonable efforts to inform Customer of any other significant Services-affecting problems within fifteen (15) minutes of becoming aware of their occurrence, or as soon thereafter as is practicable, provided Customer maintains current and accurate contact information with Consolidated Communications Enterprise Services, Inc.
- d) A credit is not available in connection with this service commitment.

4) Response Time

- a) Consolidated Communications Enterprise Services, Inc. commits to a response time of one (1) hour or less for Service Interruptions or significant and material degradation of Service that are reported to it, based on the time from Customer's first clear communication of a Service issue as described below. Consolidated Communications Enterprise Services, Inc. response may be telephonic or remote, including a response via the Internet where the Service remains available.
- b) Consolidated Communications Enterprise Services, Inc. commits to a mean time to repair ("MTTR") of four (4) hours for Services to the extent that they are provisioned and delivered end-to-end or otherwise entirely within the control of Consolidated Communications Enterprise Services, Inc.
- c) "Response time" or "mean-time-to-repair" is calculated from the time that the Customer reports a Service Interruption or other significant and material Service problem to Consolidated Communications Enterprise Services, Inc. makes the circuit available to Consolidated Communications Enterprise Services, Inc. for repair, and a trouble ticket is opened. It ends at the time that Consolidated Communications Enterprise Services, Inc. advises the Customer that its Service is available for use by

the Customer and the trouble ticket is closed. The MTTR average is determined by the cumulative time of a Service Interruption in the measuring period divided by the total number of trouble tickets per customer for that period. In the absence of any other agreed period, the MTTR is measured each billing month.

- d) This commitment also does not apply to any *force majeure* event that is beyond the reasonable control of Consolidated Communications Enterprise Services, Inc., or to services, equipment or facilities not provided by Consolidated Communications Enterprise Services, Inc.
- e) Consolidated Communications Enterprise Services, Inc. will issue a credit allowance equaling 1/8 day of the base monthly recurring charge for bandwidth (excluding burstable bandwidth) for the affected line or circuit if it fails to meet this time to repair commitment, without regard to the actual MTTR.

C. GENERAL PROVISIONS OF THIS SLA

Credits under this SLA are not cumulative with respect to any Service or Interruption. Customer will get the highest SLA credit for the event that applies. No SLA credit can exceed the Customer's total base monthly recurring charge for the affected Service(s).

Credits are calculated against the actual net price to Customer, after deduction of all discounts and other special pricing arrangements. Credits are not applied to governmental fees, taxes, surcharges and similar additional charges defined as Taxes in the Agreement.

These credits are Customer's sole and exclusive remedy with respect to items covered in this SLA. Credits cover monthly recurring charges, and are not available to cover usage for either tiered or burstable bandwidth.

A credit will be made available on the bill for the period of the Interruption; provided, however, that if a credit cannot be made available in that time, it will be made available on the next succeeding bill or as promptly thereafter as it can be provided after the qualification for a credit and its amount are determined.

If Consolidated Communications Enterprise Services, Inc. does not meet one of the performance criteria detailed in this SLA for each of more than 3 consecutive months in any twelve (12) month period, Customer may terminate the Agreement with respect to the affected Service(s) without any early termination charge, but subject to payment for such Service(s) through termination.

As a condition of receiving any credits, Customer must cooperate with Consolidated Communications Enterprise Services, Inc. to address all reported Services issues and related problems.

CENTER JOINT UNIFIED SCHOOL - ERATE YR 2024 (YR27)

Exhibit D

We are requesting a Hub and spoke (Point to Multi Point) typography

Service Provider Name	Consolidated Communications
SPIN	143002657
Date of Quote	1/9/2024
Estimated Percentage of taxes and surcharges**	Approx 10-15%

HUB for Point to Multi point COLLECTOR CIRCUIT

LOCATION A^^			LOCATION Z^^			10 Gbps - three (3) year term with two one year options to extend					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	See list below:			None	None	\$ 1,479.00	n/a	no days	Fiber EVC

LOCATION A^^			LOCATION Z^^			20 Gbps - three (3) year term with two one year options to extend					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	See list below:			None	None	\$ 2,300.00	N/a	60 days	Fiber Evc

LOCATION A^^			LOCATION Z^^			1 Gbps - three (3) year term with two one year options to extend					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	none	None	\$ 699.99	\$ 900.00	No days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	none	None	\$ 699.99	\$ 900.00	No Days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	none	None	\$ 699.99	\$ 900.00	No days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	none	None	\$ 699.99	\$ 900.00	No days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	none	None	\$ 699.99	\$ 900.00	No days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	none	None	\$ 699.99	\$ 900.00	No days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	none	None	699.99	900	No days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville, 95747	none	None	699.99	900	No days	Fiber EVC

LOCATION A^^			LOCATION Z^^			2 Gbps - three (3) year term with two one year options to extend					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	none	None	\$ 975.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	none	None	\$ 975.00	n/a	60 Days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	none	None	\$ 975.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	none	None	\$ 975.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	none	None	\$ 975.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	none	None	\$ 975.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	none	None	975	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville, 95747	none	None	975	n/a	60 days	Fiber EVC

LOCATION A^^			LOCATION Z^^			5 Gbps - three (3) year term with two one year options to extend					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	none	None	\$ 1,175.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	none	None	\$ 1,175.00	n/a	60 Days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	none	None	\$ 1,175.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	none	None	\$ 1,175.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	none	None	\$ 1,175.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	none	None	\$ 1,175.00	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville,95747	none	None	1175	n/a	60 days	Fiber EVC
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville,95747	none	None	1175	n/a	60 days	Fiber EVC

*Per the 2023 Eligible Services List special construction consists of one-time costs of physically deploying new or upgraded network facilities and the services required to complete that deployment, i.e., construction of network facilities.

**Number of days to install: Indicate the number of calendar days required to install service from date of service order. Note that failure to meet indicated number of days may result in termination of contract due to non-performance. The FCC's Second Modernization Order allows only a single-year extension for installation of services that have special construction charges making the final deadline for installation of services ordered in Funding Year 2024 June 30, 2025.

^^School reserves the right to change A and/or Z locations to meet the overall needs of the School

**If taxes and surcharges vary by the type of circuit, please indicate the variances in notes at the bottom of the worksheet.

CENTER JOINT UNIFIED SCHOOL - ERATE YR 2024 (YR27)

Exhibit D

We are requesting a Hub and spoke (Point to Multi Point) typography

Service Provider Name	Consolidated Communications
SPIN	143002657
Date of Quote	1/9/2024
Estimated Percentage of taxes and surcharges**	We cant quote taxes (generally 10-15%)

HUB for Point to Multi point COLLECTOR CIRCUIT

LOCATION A^^			LOCATION Z^^			10 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	See list below			None	none	\$ 1,459.00	n/a	None	Fiber Evc

LOCATION A^^			LOCATION Z^^			20 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	See list below			None	None	\$ 2,250.00	n/a	60 Days	Fiber Evc

LOCATION A^^			LOCATION Z^^			1 Gbps - five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	none	None	\$ 649.99	\$ 900.00	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Center High	3111 Center Court Ln.	Antelope, 95843	none	None	\$ 649.99	\$ 900.00	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	none	None	\$ 649.99	\$ 900.00	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	McClellan High	8725 Watt Ave.	Antelope, 95843	none	None	\$ 649.99	\$ 900.00	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	none	None	\$ 649.99	\$ 900.00	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	none	None	\$ 649.99	\$ 900.00	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	none	None	649.99	900	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Rex Fortune	461 Upland Drive	Roseville, 95747	none	None	649.99	900	No days	Fiber EVC

LOCATION A^^			LOCATION Z^^			2 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	none	None	\$ 950.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Center High	3111 Center Court Ln.	Antelope, 95843	none	None	\$ 950.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	none	None	\$ 950.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	McClellan High	8725 Watt Ave.	Antelope, 95843	none	None	\$ 950.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	none	None	\$ 950.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	none	None	\$ 950.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	none	None	950	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Rex Fortune	461 Upland Drive	Roseville, 95747	none	None	950	n/a	No days	Fiber EVC

LOCATION A^^			LOCATION Z^^			5 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	none	None	\$ 1,150.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Center High	3111 Center Court Ln.	Antelope, 95843	none	None	\$ 1,150.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	none	None	\$ 1,150.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	McClellan High	8725 Watt Ave.	Antelope, 95843	none	None	\$ 1,150.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	none	None	\$ 1,150.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	none	None	\$ 1,150.00	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	none	None	1150	n/a	No days	Fiber EVC
Center It Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Rex Fortune	461 Upland Drive	Roseville, 95747	none	None	1150	n/a	No days	Fiber EVC

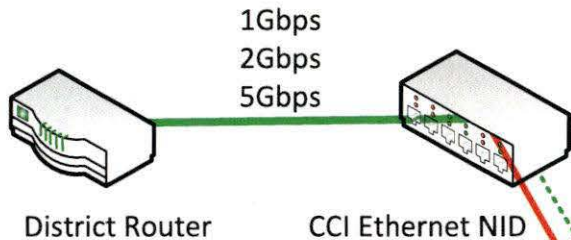
*Per the 2023 Eligible Services List special construction consists of one-time costs of physically deploying new or upgraded network facilities and the services required to complete that deployment, i.e., construction of network facilities, design and engineering, and project management.

^Number of days to install: Indicate the number of calendar days required to install service from date of service order. Note that failure to meet indicated number of days may result in termination of contract due to non-performance. The FCC's Second Modernization Order allows only a single-year extension for installation of services that have special construction charges making the final deadline for installation of services ordered in Funding Year 2024 June 30, 2025.

^^School reserves the right to change A and/or Z locations to meet the overall needs of the School

**If taxes and surcharges vary by the type of circuit, please indicate the variances in notes at the bottom of the worksheet.

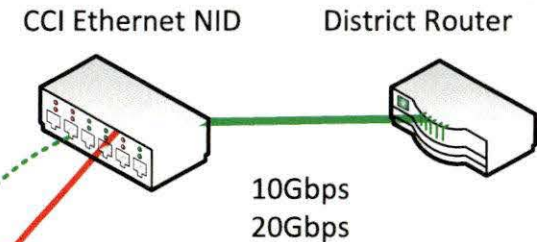
Remote Addresses See List to Right



Sites

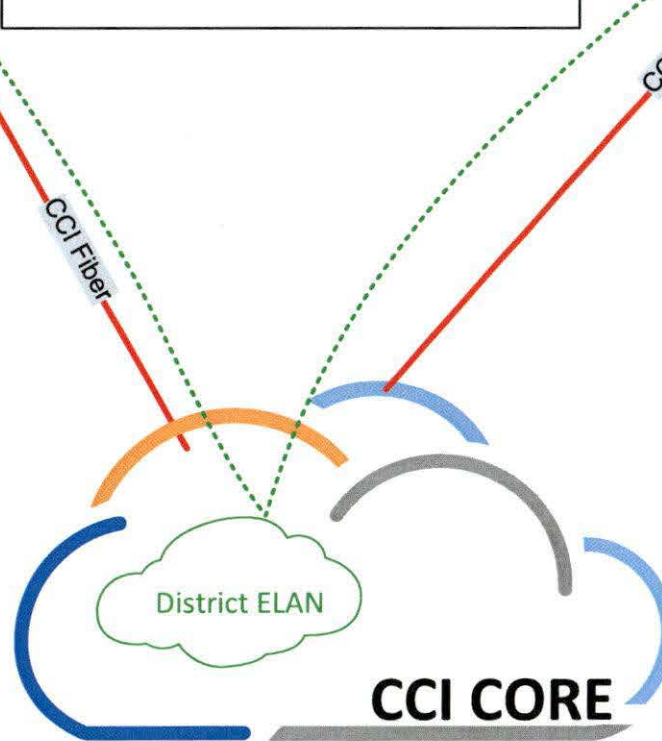
8000 Aztec Way Antelope, 95843
3111 Center Court Ln. Antelope, 95843
3401 Scotland Dr. Antelope, 95843
8725 Watt Ave. Antelope, 95843
3901 Little Rock Dr. Antelope, 95843
3909 North Loop Blvd. Antelope, 95843
4747 PFE Rd. Roseville, 9574
7461 Upland Drive Roseville, 95747







8408 Watt Ave. Antelope, 95843 HOST Site



Switched Ethernet ELAN Service Technical Summary:

CCI will provide a Leased Lit solution via Switched Ethernet (E-LAN) supporting IEEE 802.1Q VLAN Tagging as defined in the RFP and attached response. All services will be delivered using CCI owned or partner fiber transport at the proposed bandwidth option selected by the district from the attached response. Hand off will be via Ethernet NID and fiber UNI at each address.



Center Joint Unified		Legend Key	
Date:	12/13/2023	 CCI NID	 Customer Router
Prepared By:	Rick Vohs	 FIBER (SM)	 Ethernet
Version:	1	 Type II Fiber	 EVC



Office: 916-599-7001
lb5439@att.com
www.att.com

January 5, 2024

Center Joint Unified School District
8408 Watt Ave
Antelope CA 95843

Dear Eugene Graham,

On behalf of AT&T, I thank Center Joint Unified School District for the opportunity to respond to your RFP. AT&T's response is for the specific erate eligible service requested.

AT&T is submitting a proposal for our AT&T Switched Ethernet On-Demand (ASEoD) for the WAN.

In your RFP you mentioned being able to upgrade/downgrade speeds during the duration of the contract. ASEoD allows you to upgrade speeds via a web portal in near real-time. So, if you contract with us, you can upgrade the service whenever you choose.

ASEoD Product Highlights are:

- Self-service portal to make changes to speed, Class of Service and add locations.
- Fiber is dedicated to you and is not shared with other users.
- **Special construction charges do not apply to the provided addresses.**

This response does not take the place of a signed contract. If AT&T is selected, please contact us so we can provide the appropriate contract(s). Contracts need to be executed prior to the 471-filing deadline. Delays in signing required contracts may impact SLD funding as well as installation intervals.

Please contact me if you have any questions or would like to purchase our offering. Our typical timeframe to obtain contracts is 5 days, please allow enough time prior to closing of 471 filing window to obtain a contract. These contracts are generated specific to each customer. We welcome the opportunity to offer our services.

The information and pricing is valid for the funding period known as E-Rate Funding Year 2024. Taxes, Fees & Surcharges are not included in our pricing.

Sincerely,

Lee Beringsmith
Sales Marketing/Program Support-Erate
AT&T Contractor



Center Joint Unified School District

8408 Watt Avenue * Antelope, CA 95843

916-338-6330 * Fax 916-338-6411

Established 1858
Loehr

BOARD OF TRUSTEES

Nancy Anderson Jeremy Hunt

Milad H. J'Beily

Delrae M. Pope

Donald E. Wilson

SUPERINTENDENT

Scott A.

RFP 24-100

Data Transport Service - E-rate YR 2024 (YR27)

AT&T'S GENERAL RESPONSE TO CENTER JOINT UNIFIED SCHOOL DISTRICT E-RATE RFP FOR DATA TRANSPORT SERVICE RFP NO 24-100 ("AT&T'S GENERAL RESPONSE")

AT&T Corp. ("AT&T") is submitting this Response pursuant to the terms and conditions of (a) the attached proposed AT&T Master Agreement (sometimes referred to as the AT&T Unified Agreement); (b) corresponding Pricing Schedule(s); (c) the attached AT&T E-Rate Rider (d) any related transactional documents (collectively, the "Proposed Contract Documents"); and (e) the responses, answers, clarifications and supplemental terms and conditions set forth in and/or incorporated into this Response, including the E-Rate Response Supplement to RFP. *Center Joint Unified School District* may be referred to as the "Customer" within this Response.

The pricing submitted in this Response assumes use of the Proposed Contract Documents as the basis of any final, negotiated contract between the parties.

AT&T takes a general exception to all the terms and conditions contained in the RFP. This applies whether or not such exception is identified in the Response in the section of the RFP to which the exception corresponds. AT&T takes such a general exception primarily because the RFP does not contain the product-related contractual terms and conditions necessary for AT&T to properly deliver the products and services described in the Response. AT&T may have also taken specific exceptions to certain RFP provisions but has not made a final, complete comment on every such provision. Please note that AT&T's General Response, and the general exception above, applies in all instances, including those where specific comments/exceptions have been made and those where such comments/exceptions have not been made. The absence of any individual response to a specific section of the RFP cannot be considered a waiver of any objection or an agreement to that section's provisions. Similarly, the inclusion of any specific comment/exception does not remove the applicability of this general exception.

Note that included within this "AT&T's General Response" section of the Response, in the interest of efficiency, are statements that apply to provisions throughout the RFP and should be read as applicable to any and all such related provisions. In that regard, note that:

- AT&T clarifies that only the physical response materials become Customer property. Any other pre-existing or newly developed intellectual property of AT&T, its suppliers or its third parties, provided in this Response or which is used or developed during the project remains the

intellectual property of AT&T or its suppliers. AT&T would be willing to negotiate with Customer regarding rights to use that intellectual property.

- The information and pricing in this Response is valid for a period of 90 days from the date on the Response cover page.
- The Response is a direct reflection of the entire scope of work as presented here, as of the date of submission. Acceptance of only part of the quote may require mutual agreement/adjustment to the final configuration, subsequent pricing and implementation schedule.
- Regarding any proposed waiver of informalities and irregularities, AT&T agrees, except to the extent the waiver of informalities or irregularities portions of this provision as used here and throughout this Response implies AT&T waives rights to protest the award decision. To that end, AT&T reserves all protest rights afforded bidders/respondents participating in the contracting process.
- Any purchase orders issued for services as provided under any contract that results from the RFP must clearly provide that the purchase is made via the mutually agreed contract and not subject to the preprinted terms of that purchase order form.
- Any third-party software used with the services will be governed by the written terms and conditions of the third-party software supplier's software license documentation applicable to such software.
- Title to software remains with AT&T or its supplier and such software used with the services will be governed by the corresponding software license agreement to the extent not in conflict with law or any final contract between AT&T and Customer.
- To the extent any portion of this project may be funded in whole or in part with grants, loans or payments from government funding sources other than Customer, AT&T and Customer will need to reach mutual agreement on AT&T's participation.
- The information and pricing submitted with this Response is subject to change on account of any error or omission in the information provided by Customer or upon further investigation(s) as to the exact requirements of any order. For the price(s) quoted herein, AT&T will provide the items of equipment and services specifically listed in its Response. Work which is not shown or described in the Response will require mutual agreement/adjustment to the final configuration, subsequent pricing and implementation schedule.
- This Response is ©2023 AT&T Intellectual Property. All rights reserved. AT&T, AT&T logo, and all other marks contained herein are trademarks of AT&T Intellectual Property and/or AT&T affiliated companies. This Response is AT&T Proprietary and, except to the extent required by law, confidential.
- This Response is conditioned upon negotiation of mutually acceptable terms and conditions.
- Pricing proposed herein is based upon the specific product and locations outlined in this Response. Any changes or variations in the proposed terms and conditions, the products/services/quantities, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.
- Subsidiaries and affiliates of AT&T Inc. provide products and services under the AT&T brand. AT&T Corp. is an AT&T company, is the proposer for itself and on behalf of its service-providing affiliates.

Notwithstanding anything to the contrary set forth in the RFP, neither AT&T nor Customer is under any obligation with respect to the RFP until both parties have agreed upon and executed a mutually acceptable final contract.

It is AT&T's goal to provide the best communications services at the best value for all of our customers using the highest ethical and legal standards. Given the long and successful history of AT&T, we are confident, if AT&T is selected, this will be a successful contracting process, leading to a successful project performance.

E-RATE RESPONSE SUPPLEMENT TO RFP ("E-Rate Response Supplement")

As noted in AT&T's response to **Center Joint Unified School District E-Rate RFP for Data Transport Service RFP No 24-100**, this *E-Rate Response Supplement to RFP* supplements the response as it relates to certain E-Rate related topics. In some places, the below refers to the AT&T E-Rate Rider, which is part of the Proposed Contract Documents in AT&T's response.

- **EXPERIENCE.** The AT&T family of companies ("AT&T") has been participating in the E-Rate program for schools and libraries since the program's inception and can provide a wide range of E-Rate-eligible services to assure your schools and libraries are connected. For example, AT&T can provide the following under the E-rate program: Fiber Broadband, LAN, Ethernet, MPLS, Internet access and eligible infrastructure components. AT&T is proud to bring its telecommunications expertise and knowledge of the E-Rate program to you, helping to provide eligible K-12 schools and public libraries with affordable access to advanced telecommunications services.
- **ATT COMPLIANCE WITH FCC RULES.** AT&T will follow all Service Provider requirements for the USF Schools and Libraries Program as set forth on the USAC website and FCC rules.
- **SPIN and FCC REGISTRATION.** Pacific Bell Telephone Company will provide the services hereunder. Evidence of Pacific Bell Telephone Company's most recent Service Provider Annual Certification Form can be found at the following link: Spin Contact Search (usac.org) Proof of AT&T's "green-light" status is attached hereto. Pacific Bell Telephone Company's Service Provider Identification Number ("SPIN") is 143002665, and its Federal Communications Commission Registration Number is 0001551530.
- **E-RATE COMPLIANCE TRAINING.** AT&T has a policy that all individuals who perform, or who directly supervise anyone who performs, activities related to the E-Rate program are required to complete annual E-Rate Compliance training. AT&T E-rate Training material is based on FCC/USAC E-rate program rules and information primarily from the SLD website @ <http://www.universalservice.org/sl/>.
- **INVOICING (SPI and BEAR billing).** AT&T can accommodate both SPI and BEAR billing methods to provide E-Rate discounts and agrees to adhere to the E-Rate rules applicable to each method. (*See Section 10 of the AT&T E-Rate Rider*).
- **COMMENCEMENT OF WORK.** See Section 6 of the AT&T E-Rate Rider for options for timing of commencement of work (Customer will select an option in Section 6).
- **SERVICE IMPLEMENTATION AND CUSTOMER INITIATED CHANGE REQUESTS.** AT&T shall implement the proposed solution in accordance with the bandwidth, design, and locations specified in the E-rate 470 and any related RFP. During the implementation process, AT&T shall supply details concerning the necessary network handoff type and Customer Premises Equipment (CPE) prerequisites for connection to the Customer's network. The Customer shall be solely responsible for acquiring any required equipment. AT&T disclaims any liability for new equipment or upgrades needed to connect to AT&T's Network Terminating Equipment (NTE) as part of the proposed solution.

Furthermore, any increases in bandwidth or the addition of sites must adhere to E-Rate program regulations. AT&T shall not be held accountable for Customer-initiated network upgrades or site additions that do not comply with E-Rate program guidelines. The following link directs to the Universal Service Administration Company (USAC) website, which contains a comprehensive set of E-rate program rules: [E-Rate - Universal Service Administrative Company \(usac.org\)](http://E-Rate - Universal Service Administrative Company (usac.org)).

- **TIMELY INFORMATION AND DOCUMENTATION.** AT&T will provide timely information and documentation, in response to reasonable requests, in accordance with the USF Schools and Libraries Program as set forth on the USAC website and FCC Rules.

- **INVOICE PRE-APPROVAL.** AT&T will comply with all applicable E-rate rules, but E-rate rules do not require AT&T to pre-submit invoice copies for Applicant approval prior to filing.
- **LOWEST CORRESPONDING PRICE.** AT&T complies with all USAC guidelines and FCC Rules, including those around the Lowest Corresponding Price.
- **NATIONAL SECURITY THREATS.** AT&T is compliant with the 2019 Protecting Against National Security Threats Order and the FCC rules implementing this Act within the E-rate program as first outlined in November 2020 in DA 20-1418, the 2021 Eligible Services List. [Eligible Services List - Universal Service Administrative Company \(usac.org\).](#)
- **RECORD RETENTION.** AT&T will follow all FCC rules (47 CFR 54.516 Audits and Inspections) around document retention, audits and inspections. Any additional record retention and audit requirements will be as set forth in the Proposed Contract Documents.
- **AMORTIZATION OR INSTALLATION PAYMENTS OF SPECIAL CONSTRUCTION CHARGES.** AT&T does not offer the option to amortize or provide for installment payments of special construction charges. If you would like information about possible financing options through an AT&T affiliate, please inquire with your AT&T Account Team.
- **PROGRAM INTEGRITY ASSURANCE (“PIA”) REVIEW.** AT&T will comply with applicable E-Rate rules and respond to E-Rate PIA reviews with details requested by the reviewer to the extent we are able to do so.
- **CALIFORNIA TELECONNECT FUND PARTICIPATION.** For Customers that may receive services in California, the AT&T family of companies has been participating in the California Telecommunications Fund (CTF) Program since the program's inception. Evidence of AT&T's eligibility can be found at the following website: [California Teleconnect Fund](#)
- **OKLAHOMA UNIVERSAL SERVICE FUND.** For Customers that may receive services in Oklahoma, AT&T participates as a Service Provider in the Oklahoma Universal Service Fund (OUSF) program and follows all rules and regulations per Oklahoma Corporation Commission Website @ [Oklahoma Universal Service Fund](#).

The RFP contains several provisions and references related to the Federal Schools and Libraries Program, commonly known as “E-Rate” or the “E-Rate Program”. Please review the E-Rate Rider in full and refer to the E-Rate Rider for additional information about the contract terms that will apply with regard to the E-Rate Program.

Proposal Validity Period—The information and pricing contained in this proposal is valid for a period of 90 days from the date written on the proposal cover page, or until the E-rate filing window closes for the upcoming E-rate Funding year, whichever occurs later, unless rescinded or extended in writing by AT&T.

Proposal Pricing—Pricing proposed herein is based upon the specific product/service/equipment mix and locations outlined in this proposal and is subject to AT&T's proposed terms and conditions for those products and services and the AT&T E-Rate Rider unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

Providers of Service—Subsidiaries and affiliates of AT&T Inc. provide products and services under the AT&T brand.

Software—Any software used with the products and services provided in connection with this Proposal will be governed by the written terms and conditions applicable to such software. Title to software remains with AT&T or its supplier. Customer must comply with all such terms and conditions, and they will take precedence over any agreement between the parties as relates to such software.

Disclaimer—For purposes of this Proposal, the identification of certain services as “eligible” or “non-eligible” for E-Rate funding is not dispositive, nor does it guarantee that this or any other services in this Proposal will be deemed eligible for such funding. Any conclusions regarding the eligibility of services for E-Rate funding must be based on several factors, many of which have yet to be determined relative to the proposed services and

equipment described herein. Such factors will include, without limitation, the ultimate design configuration of the network, the specific products and services provisioned to operate the network, the type of customer, and whether the services are used for eligible educational purposes at eligible locations. In its proposal, AT&T will take guidance from the "Eligible Services List" and the specific sections on product and service eligibility on the Universal Service Administrative Company ("USAC") website www.usac.org/e-rate. This site provides a current listing of eligible products and services, as well as conditionally eligible and ineligible services. This guidance notwithstanding, the final determination of eligibility will be made by the USAC after a review of the customer's E-Rate application for this proposal. If AT&T is awarded the bid for this project, AT&T will provide assistance on the E-Rate application solely on matters relative to the functionality of the services and products which comprise the network. Nevertheless, the responsibility for the E-Rate application is with the customer. AT&T is not responsible for the outcome of the USAC's decision on these matters.

End User Equipment—E-Rate recipients must cost allocate any non-ancillary ineligible components that are bundled with eligible products or services. Cost allocations are the responsibility of E-Rate Applicants. For additional information, reference USAC website @ www.usac.org/e-rate and Cost Allocation Guidelines for Services @ www.usac.org/e-rate/applicant-process/before-you-begin/eligible-services-overview/cost-allocations-for-services/.

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PROPOSAL DUE DATE

RFPs must be submitted by **January 9,**
2024
Before 3:00 PM

SUBMIT RESPONSE TO

CENTER JOINT UNIFIED SCHOOL DISTRICT ATTN:
Eugene Graham, Technology Coordinator 8408 Watt
Ave.

Sacramento, CA 95843
Phone: (916) 338-6336

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Notice to Responders

NOTICE IS HEREBY GIVEN that Center Joint Unified School District, acting by and through its Board of Education, hereinafter referred to as “the District” will receive up to, but no later than January 9, 2024 at 3:00 p.m. sealed RFPs from qualified Responders for the award of contracts for the following:

RFP 24-100 Data Transport Service E-rate

Questions

All questions regarding this RFP are due on or before November 27, 2023 at 4:00 p.m. via email to: eratetech@centerusd.org with the subject line of “RFP 24-100 questions”. Only questions submitted through this process will be accepted. All responses to questions regarding this RFP will be posted on our website December 1, 2023 at or before 4:00 p.m. It is the responsibility of the prospective Responder to check the website <https://www.centerusd.org/About-Us/Request-For-Proposal/index.html> for updates or addenda.

Due Date

RFPs are due at the District Office for time and date stamping at or before 3:00 p.m., January 9, 2024. One original proposal, two copies, and one digital copy (PDF format: flash drive preferred) of the RFP must be submitted in a sealed envelope, clearly marked **RFP 24100 to Center Joint Unified School District, 8408 Watt Ave., Antelope, CA 95843.** Please allow at least 2 days for delivery of USPS Priority and Express Mail. All RFPs must be received, and time/date stamped in the **District Office** by the above due date and time. Sole responsibility rests with the Responder to see that their RFPs are received on time at the stated location. Any RFPs received after due date and time will be returned unopened to the Responder. No exceptions will be allowed. Faxed or emailed RFPs will not be accepted.

All Responders must conform and be responsive to this RFP, and all other documents comprising of the documents must be enclosed.

The RFP will be posted to the District website at <https://www.centerusd.org/AboutUs/Request-For-Proposal/index.html>. Any additions or corrections will be addressed in the form of addenda posted to the same location on the website.

The District reserves the right to reject any and all RFPs for any reason whatsoever. The District may waive informalities or irregularities in RFPs received where such is merely a matter of form and not substance, and the correction or waiver of which is not prejudicial to other RFPs.

AT&T's Response:

AT&T takes exception to the waiver of “*informalities or irregularities*” portion of this provision as used here and throughout this RFP to the extent that it implies AT&T waives rights to protest the award decision. To that end, AT&T reserves all protest rights afforded bidders/respondents participating in the government procurement process.

The District reserves the right to negotiate any aspect of any proposal deemed responsive to this RFP. The issuance of this RFP and receipt of responses does not commit the District to award a contract. The District expressly reserves the right to postpone response opening for its own convenience, to accept or reject any or all responses (in whole or portions) received to this RFP, to negotiate with more than one Responder concurrently, or to cancel all or part of this RFP.

AT&T's Response:

AT&T's proposal represents a packaged offer to the Customer and cannot at the discretion of the Customer be broken apart by the selection or rejection of distinct portions or provisions.

AT&T's proposal hereunder is a direct reflection of the entire scope of work as presented here, as of the date of submission. Acceptance of only part of the quote may require mutual agreement/adjustment to the final configuration, subsequent pricing and Implementation schedule.

AT&T is willing to immediately commence negotiation of a mutually agreeable contract or serving arrangement with the Customer to deal with a potential partial award by the Customer. AT&T reserves the right, consistent with this RFP and/or applicable local and state procurement statutes, ordinances, guidelines and other applicable authorities, to contest an award made under this RFP.

Decisions to award contract(s) as a result of this RFP are final and without appeal.

AT&T's Response:

AT&T reserves the right, consistent with this RFP and/or applicable local and state procurement statutes, ordinances, guidelines and other applicable authorities, to contest an award made under this RFP.

If no proposals are received by RFP deadline, the District reserves the right to extend the deadline by seven (7) days and seek out proposals from multiple Service Providers. A new Form 470 and bidding process is not required.

Center Joint Unified School District reserves the right, in its sole discretion, to determine the criteria and process whereby RFPs are evaluated and awarded.

AT&T's Response:

To the extent the evaluation criteria is consistent with the E-Rate rules, AT&T agrees. AT&T understands and reserves the right, consistent with this RFP and/or applicable local and state procurement statutes, ordinances, guidelines and other applicable authorities, to contest an award made under this RFP.

The following documentation is required in the RFP Submittal:

1. Address all items in the RFP Scope of Work
2. Address all items in the RFP Proposal Format
3. Signed copies of addendums if applicable
4. Cost Proposal
5. Completed and signed Submittal pages

Purpose

The Center Joint Unified School District (hereafter "District") is soliciting proposals from

Responders for Telecommunications Service for a multi-year contract for Lit Fiber Optic Ethernet Transport Services – E-Rateable Service:

The District is soliciting qualified contractors to submit an installation and ongoing service bid for a point-to-point Lit fiber optic Ethernet Transport Service. All equipment included in the Lit Fiber Optic will be owned and maintained by the awarded service provider with no option for transfer of ownership to the lessee.

AT&T's Response:

We are proposing AT&T Switched Ethernet on Demand (ASEoD) (with multiple bandwidth options. Each bandwidth is offered with the option of a 36 or 60 month term contract. The 36 month term includes 2 one-year optional renewals. Please refer to your RFP Response Package for proposal details including product, pricing and contract information.

Please note: Proposed prices do not include applicable taxes, surcharges or fees. Taxes, surcharges and fees are subject to change during the proposed contract term.

The circuits included in this RFP are being re-bid because their contract terms are ending in the upcoming E-Rate funding year. The District does not currently contemplate changes to existing bandwidth needs or the A and Z location addresses for these connections. Should, as a result of this open and fair competitive bidding process, the District select the incumbent provider's proposal as the most cost-effective, it is the District's expectation that there be no interruption or change in service when migrating from the existing contract to the renewal contract. This requirement should not by any measure be construed as a preference to the incumbent provider(s); rather, it is to outline the District's expectations for contract renewals should the incumbent provider(s) be selected as a result of the fair and open competitive bidding process.

AT&T's Response:

AT&T will use due care, but AT&T does not assume responsibility for interactions with non-AT&T pre-existing systems.

For clarification, no one can guarantee that Customer will never have an outage -- "uninterrupted service for all users." Too many factors such as fire, storms, accidents, third-party actions, etc. are outside AT&T's control. AT&T will provide the level of redundancy and reliability as specified in our proposal.

AT&T will provide the services as outlined in its proposal Response and resulting contract documents in a manner mutually agreed by the parties.

The District reserves the right to retain all of the RFPs and to use any ideas in a RFP regardless of whether the proposal is selected.

AT&T's Response:

AT&T agrees that the physical response materials become the property of the Customer. However, any intellectual property of AT&T, AT&T manufacturers or other third parties included in AT&T's Response will remain the property of the respective owner and no title shall transfer by disclosure of such intellectual property as part of this Response.

AT&T clarifies that the Customer may use its RFP Response as needed in connection with this RFP and the analysis of the AT&T Response; provided that AT&T's Response may not be shared with third-party vendors competing for this RFP and that the Customer will protect AT&T's Response as a confidential document under the terms of applicable open records policies and laws and consistent with the proprietary/confidential language in the proposal Response.

Submission of a proposal indicates acceptance by the Responder of the conditions contained in this request for RFPs, unless clearly stated and specifically noted in the proposal submitted and in the contract between the District and the Responder selected.

AT&T's Response:

AT&T takes exception to the portion of this provision that implies that bidder's mere execution and submission of a proposal acts as an acceptance of the terms and conditions in the RFP. AT&T submits this RFP response subject to the specific exceptions, qualifications and additional information provided in the Response.

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, AT&T submits this Response subject to the provisions of this Response and the terms and conditions contained in the attached Proposed Contract Documents and not pursuant to the terms and conditions contained within or referenced to in this RFP. Pricing set forth in the Response assumes the use of the Proposed Contract Documents as the fundamental contractual document between the parties.

The Terms and Conditions which are contained within this RFP document, do not contain the product- and service-related contractual terms necessary for AT&T to properly deliver the products and services described in the Response. In that regard, please note that AT&T takes a general exception to the terms and conditions contained within or referenced to in this RFP document. This exception is taken regardless of whether AT&T has specifically referenced the Proposed Contract Documents in response to any individual provision in the RFP.

Should AT&T be selected as your vendor under this RFP, AT&T will work cooperatively with the *Customer* to finalize and/or clarify any contractual provisions required for compliance with the RFP and AT&T's Response to it, and to expedite any purchases made pursuant to this AT&T offer.

Proposals may be withdrawn by the proposer prior to the time fixed for the opening of RFPs but may not be withdrawn for a period of thirty (30) days after the date set for submittal of proposals.

The successful proposer(s) shall not be relieved of the proposal submitted without the District's consent or proposer's recourse to Public Contract Code Sections 5100, et seq.

AT&T's Response:

Proposal Validity Period—The information and pricing contained in this proposal is valid for a period of 90 days from the date written on the proposal cover page or until the E-Rate filing window closes for the upcoming E-Rate Funding year, whichever occurs later, unless rescinded or extended in writing by AT&T.

Compliance with Laws

The successful firm(s) shall comply with all applicable federal, state, and local statutes, rules, regulations and codes.

AT&T's Response:

AT&T's Response is submitted under applicable laws and regulations current at the time of contract execution. AT&T shall comply with all laws applicable to AT&T. Changes in laws and regulations may require changes in pricing and performance.

All terms and conditions relating to compliance with laws shall be as set forth in the Proposed Contract Documents, in particular Section 10.12 ("*Compliance with Laws*") of the Unified Agreement. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

RFP Schedule

November 20, 2023	RFP Released - Posted
November 27, 2023	Question Deadline
December 1, 2023	Questions Responses Posted
January 9, 2024	RFP Closing - RFP Due
RFP/Bid opening	Date of closing
RFP/Bid Selection	Before 471 filing date (approximately March 2024)
Purchase Orders	Contingent on E-RATE Award and District approval

AT&T's Response:

With respect to purchases made via this proposal being contingent on E-Rate funding, AT&T responds as follows: The E-Rate rules require that, at the time Applicants apply for E-Rate funding, they must have a binding contract in place, unless the services are month-to-month or tariff.

<https://www.usac.org/e-rate/service-providers/step-3-winning-the-bid/>

Accordingly, AT&T proposes the following language be included in the definitive agreement for non-appropriations and E-Rate funding termination right. While AT&T does not agree to make this contract "contingent", AT&T would agree to the inclusion of a right to terminate the agreement if E-Rate funding is denied. Such non-appropriation and termination right would be subject to the following:

SERVICES WILL NOT COMMENCE UNTIL AT&T RECEIVES NOTIFICATION THAT E-RATE FUNDS HAVE BEEN COMMITTED; IF E-RATE FUNDING FOR SERVICES IS DENIED, AGREEMENT WILL TERMINATE AS TO THOSE SERVICES UNLESS AND UNTIL A NEW AGREEMENT (REPLACING THIS AGREEMENT) IS EXECUTED.

A. Scope: Customer agrees to use best efforts to obtain funding from the USAC/SLD. AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer's notification to proceed with the order, and verification of funding approval, and, for Internal Connections (IC), a verification of Form 486 approval by the USAC/SLD. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation.

B. Funding Denial Agreement Termination: If a funding request is denied by the USAC/SLD, the Agreement, with respect to such Service(s), shall terminate sixty (60) days from the date of the FCDL in which E-Rate funding is denied or on the 30th day following the final appeal of such denial, and Customer will not incur termination liability. In the event Services are to be provided pursuant to a multi-year arrangement (whether by contract or tariff), this termination right applies only to the first year of the multi-year agreement.

About the District

The District is located in Sacramento County, the City of Antelope. The District operates five elementary schools, one middle school, one high school and one continuation high school. The District serves approximately 4,300 K-12 students. More information about the District and its facilities can be found on the District's website at <https://www.centerusd.org/>.

Scope of Work

The Center Joint Unified School District (hereafter "District") is soliciting proposals from Responders for Telecommunication Service for a multi-year contract. The District is soliciting

qualified contractors to submit an installation and ongoing service bid for a point to-point Lit Fiber Optic (or point to multi point) Lit Fiber Optic Ethernet Transport Service. All equipment included in the Lit Fiber Optic option will be owned and maintained by the awarded service provider with no option for transfer of ownership to the lessee.

AT&T's Response:

We are proposing AT&T Switched Ethernet on Demand (ASEoD) with multiple bandwidth options. Each bandwidth is offered with the option of a 36 or 60 month term contract. The 36 month term includes 2 one-year optional renewals. Please refer to your RFP Response Package for proposal details including product, pricing and contract information.

Please note: Proposed prices do not include applicable taxes, surcharges or fees. Taxes, surcharges and fees are subject to change during the proposed contract term.

The district expects all of the circuits listed in this RFP to be eligible for Federal Erate and State CTF discounts.

AT&T's Response:

AT&T's identification of certain services as "eligible" or "non-eligible" for Universal Service ("E-Rate") funding is not dispositive. Any conclusions regarding the eligibility of services for E-Rate funding are based on several factors, many of which are not within AT&T's reasonable control. AT&T will take guidance from the "Eligible Services List" and the specific sections on product and service eligibility on the Schools and Libraries Division ("SLD") of the Universal Service Administrative Company ("USAC") website: <https://www.usac.org/e-rate/>. This site provides a current listing of eligible products and services, as well as conditionally eligible and ineligible services. This guidance notwithstanding, the final determination of eligibility will be made by the SLD, and AT&T does not represent or guarantee the eligibility of any service or product.

AT&T is experienced with CTF and works through its Regulatory Department to ensure its contracts are timely filed with the CPUC and includes the eligible CTF products/services. Please note that the final determination of a customer's CTF eligibility is made by the CPUC and that it is the Customer's responsibility for the outcome of the CPUC's decision on these matters. AT&T abides by all CTF requirements. Evidence of AT&T's participation in the CTF Program can be found at the following website: [here](#).

AT&T Services eligible for CTF discounts can be found at: <https://www.corp.att.com/erate/california-teleconnect-fund-program/>.

Special construction costs MUST be separately identified on a per service basis. Nonrecurring/special construction costs MUST NOT be billed until after circuit installation is complete and District has verified installation. If providers are unable to accept this term, providers MUST provide an alternate proposal for billing and payment of non-recurring costs. The District will not be responsible for any easement/right of way costs incurred by the proposer while implementing the solution. The minimum point of entry (MPOE) and demarcations point at each site shall be determined by the District. All costs proposals MUST include pricing to install services to the MPOE and extension to the demarcation point. If special construction costs are not specified or are specified as zero dollars, the proposer will be responsible for construction up to the MPOE and extension to the demarcation point at each site as determine by the District at no cost to the District.

AT&T's Response:

There are no special construction charges associated with the services proposed specific to this RFP Response.

Requirements for Data Transport Services

This section defines specifications for Telecommunications Services for the Center Joint Unified School District. A list of school and site locations is enclosed.

1. All plans proposed should include detailed billing.
2. Host site (8408 Watt Ave., Antelope, CA 95873) connections must be able to:
 - Support the consolidated of remote site services as requested by the District (e.g. 10 remote sites between 500 Mbps up to 1 Gbps delivered to collector circuit of 10Gbps).
 - Support IEEE 802.1Q VLAN Tagging which meets District VLAN tagging needs.
3. Cost Proposal will include:
 - Costs for Services by site – See Cost Proposal
 - Notes:
 - i. Existing Service is Consolidated Data Transport Services
 - ii. Existing Line 1– District Office– has consolidation VLAN's from each of the other listed sites to each host site. The District operates a "hub and spoke" network topology.
4. All sites listed must have the option to upgrade bandwidth incrementally as needed during the term of the contract.

AT&T's Response:

AT&T's proposal hereunder is a direct reflection of the scope of work as presented here, as of the date of submission. Changes /modifications made after submission will require mutual agreement/adjustment to the new scope and performance requirements. For the prices quoted AT&T will provide services for the listed sites. Any additional services will be provided at additional cost.

Any increases in bandwidth or the addition of sites must adhere to E-Rate program regulations. AT&T shall not be held accountable for Customer-initiated network upgrades or site additions that do not comply with E-Rate program guidelines. The following link directs to the Universal Service Administration Company (USAC) website, which contains a comprehensive set of E-rate program rules: [E-Rate - Universal Service Administrative Company \(usac.org\)](http://E-Rate - Universal Service Administrative Company (usac.org)).

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, all terms and conditions relating to amendments/changes shall be as set forth in the Proposed Contract Documents. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

For clarification, any supplement to or modification of any provision of the Unified Agreement or changes in scope during the term of the contract must be in writing, mutually agreed and signed by authorized representatives of both parties.

5. All sites listed must have the option to downgrade bandwidth as needed during the term of the contract.

AT&T's Response:

AT&T's proposal hereunder is a direct reflection of the scope of work as presented here, as of the date of submission. Changes /modifications made after submission will require mutual agreement/ adjustment to the new scope, subsequent pricing and performance requirements. For the prices quoted AT&T will provide services for the listed sites. Any additional services will be provided at additional cost.

For clarification, all terms and conditions relating to amendments/changes and termination shall be as set forth in the Proposed Contract Documents, in particular Section 10.5 ("Amendments and Waivers") and

Section 8 ("*Suspension and Termination*"), respectively, of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

For clarification, any supplement to or modification of any provision of the Unified Agreement or changes in scope during the term of the contract must be in writing, mutually agreed and signed by authorized representatives of both parties.

6. Five-year (60 Month) term and Three-year (36 Month) term with option for two (2) annual extensions. Contract extensions and associated pricing must be included in original contract.

AT&T's Response:

We are proposing AT&T Switched Ethernet on Demand (ASEoD) with multiple bandwidth options. Each bandwidth is offered with the option of a 36 or 60 month term contract. The 36 month term includes 2 one-year optional renewals. Please refer to your RFP Response Package for proposal details including product, pricing and contract information.

Please note: Proposed prices do not include applicable taxes, surcharges or fees. Taxes, surcharges and fees are subject to change during the proposed contract term.

Unless otherwise agreed upon, the contract start date will be July 01, 2024.

AT&T's Response:

Please see the attached E-rate rider.

Unless the parties otherwise agree, billing, and/or service will not begin for this contract until July 1, 2024.

7. Prices to remain firm through SLD approval, execution, and duration of the proposed contract.

AT&T's Response:

AT&T cannot agree to this section as written. The prices provided in this response are consistent with the AT&T E-Rate Pricing Policy which was developed by AT&T for compliance with E-Rate pricing regulations.

The information and pricing contained in this proposal is valid for a period of 90 days from the date written on the proposal cover page or until the E-Rate filing window closes for the upcoming E-Rate Funding year, whichever occurs later, unless rescinded or extended in writing by AT&T.

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, all terms and conditions relating to pricing, invoicing and payment shall be as provided in the Proposed Contract Documents.

In the event of a price decrease for service or from the manufacturer, said decrease shall be passed on to the Center Joint Unified School District and documented with new price sheet sent to the District Office.

AT&T's Response:

The prices/discounts bid are market competitive rates, which would remain available for the stated duration; but AT&T is unable to agree now to pass on future price reductions.

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, all terms and conditions relating to pricing, payment and invoicing shall be as set forth in the Proposed Contract Documents, in particular Section 4 ("*Pricing and Billing*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

8. All equipment/services costs must be new and included and identified separately.

AT&T's Response:

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, except as may be set forth in AT&T's Response or the Proposed Contract Documents, all terms and conditions relating to product condition and warranty shall be as set forth in the Proposed Contract Documents. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

9. Manufacturer must warrant all parts and equipment.

AT&T's Response:

See AT&T's General Response. All terms and conditions relating to warranties shall be as set forth in the Proposed Contract Documents, in particular Section 6 ("*Limitations of Liability and Disclaimers*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

While AT&T does not provide any direct warranty, AT&T will pass through to the *Customer* any equipment or software warranties available from its Purchased Equipment suppliers to the extent that AT&T is permitted to do so under its contracts with those suppliers.

10. Vendor must be a certified reseller of parts and equipment.

11. Vendor must participate in the California Teleconnect Program.

AT&T's Response:

AT&T does participate in the California Teleconnect Fund. The AT&T family of companies has been participating in the California Telecommunications Fund (CTF) Program since the program's inception.

Evidence of AT&T's eligibility can be found at the following website: [California Teleconnect Fund](#).

12. Vendor must certify that their equipment is not manufactured by, nor contains any components from, the list of vendors on "The Secure Networks Act".

AT&T's Response:

AT&T is compliant with the 2019 Protecting Against National Security Threats Order and the FCC rules implementing this Act within the E-rate program as first outlined in November 2020 in DA 20-1418, the 2021 Eligible Services List. [Eligible Services List - Universal Service Administrative Company \(usac.org\)](#).

13. Bidding Contractor/Vendor may attach additional pertinent information they deem important to the selection, implementation, and overall success of the project.

14. During the contract term should the A or Z location for any circuit need to be changed the awarded proposer will work with the District to move services to the new A or Z locations at no additional cost to the District and without increasing the contract period or changing the contract end date.

AT&T's Response:

AT&T's proposal hereunder is a direct reflection of the scope of work as presented here, as of the date of submission. Changes /modifications made after submission will require mutual agreement/adjustment to the new scope, subsequent pricing and performance requirements. For the prices quoted AT&T will provide services for the listed sites. Any additional services will be provided at additional cost.

For clarification, all terms and conditions relating to amendments/changes and termination shall be as set forth in the Proposed Contract Documents, in particular Section 10.5 ("*Amendments and Waivers*") and Section 8 ("*Suspension and Termination*"), respectively, of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

For clarification, any supplement to or modification of any provision of the Unified Agreement or changes in scope during the term of the contract must be in writing, mutually agreed and signed by authorized representatives of both parties.

AT&T can agree to an extension of the contract period to the end of the E-rate funding year; however, it would not be able to agree on an abbreviation of the contract period if the full contract term has not yet been met.

15. Special construction cost must be separately identified on a per service basis. Non recurring/special construction cost must not be billed until after circuit installation is complete and the District has verified installation. The District will not be responsible for any easement/right of way costs incurred by the proposer while implementing the solution the MPO and demarcation point at each site shall be determined by the District. All cost proposals must include pricing to install services to the MPOE and extension to demarcation point. If special construction costs are not specified or are specified as zero dollars, the proposer will be responsible for construction up to the MPOE and extension to the demarcation point at each site as determined by the District at no cost to the District.

AT&T's Response:

There are no special construction charges associated with the services proposed specific to this RFP Response.

Responder Service Provider Information

1. Length of time business has provided this type of service.

AT&T's Response:

The AT&T family of companies ("AT&T") has been participating in the E-Rate program for schools and libraries since the program's inception and can provide a complete range of E-Rate-eligible services to assure your schools and libraries are connected. AT&T is proud to bring its telecommunications expertise and knowledge of the E-Rate program to you, helping to provide all eligible K-12 schools and public libraries with affordable access to advanced telecommunications services.

2. Responder Service Level Agreement (SLA) for your proposal.

AT&T's Response:

AT&T is bidding its standard Service Level Agreements (SLAs) for its products and services which are available for review at: <http://serviceguidenew.att.com/>.

Please select the appropriate service, then navigate to the Service Level Agreement section of that Service Guide.

3. Indicate any and all options available or proposed.

AT&T's Response:

Please refer to your RFP Response Package for proposal details including product, pricing and contract information.

4. Indicated if pricing reflects individual "port /demark charges, or for the entire pointto-point circuit.

AT&T's Response:

Please refer to your RFP Response Package for proposal details including product, pricing and contract information.

5. Please show applicable discounts separately, if applicable.
6. An implementation timeline proposal starting July 1, 2024.

AT&T's Response:

Please see the attached E-Rate rider.

Project timeline and installation schedule will be mutually agreed following award.

7. Indicate how charges will be incurred as services are implemented.

AT&T's Response:

Unless the parties otherwise agree, billing, and/or service will not begin for this contract until July 1, 2024.

8. Responders must include 3 reference sites using your service 3 years or more. References from a School, Library or a County Office of Education in California are preferred.
 - Job Location
 - Contact name and telephone number
 - Date of contract
 - Project Description
 - Equipment/Service Installed

AT&T's Response:

Many AT&T customers are willing to discuss their services and their working relationship with us. However, because most businesses carefully protect their proprietary business and network information, they ask us to limit the types of requests that they receive about these services. Since these customers provide reference information as a courtesy to AT&T, we strictly honor their requests for how these contacts are made. If AT&T is selected, we will work with you to obtain reference contacts required to meet your needs.

Responder Service Provider Requirements

The Responder must meet or exceed minimum qualification requirements.

1. Service Providers are required to be in full compliance with all current requirements and future requirements issued by the SLD throughout the contractual period of any contract entered into as a result of this RFP.

AT&T's Response:

AT&T will follow all Service Provider requirements for the USF Schools and Libraries Program as set forth on the USAC website and FCC rules.

The AT&T family of companies has been participating in the E-Rate program for schools and libraries since the program's inception. AT&T has a policy that all individuals who perform, or who directly supervise anyone who performs, activities related to the E-Rate program are required to complete annual E-Rate Compliance training. Further, individuals who are newly assigned to E-Rate activities are required to complete online E-Rate Compliance training prior to engaging in such activities. AT&T E-rate Training material is based on FCC/USAC E-Rate program rules and information primarily from the SLD website @ <http://www.universalservice.org/sl/>. In addition, AT&T maintains a team of Regional E-rate Subject Matter Specialists who provide E-rate Sales and Compliance direction to E-rate Sellers and our Operational Support teams. Further, there are other AT&T staff members in Compliance, Legal and Regulatory organizations who provide supplemental E-rate guidance as required.

2. Service Providers are responsible for providing a valid SPIN (Service Provider Identification Number). More information about obtaining a SPIN may be found at this website: <https://www.usac.org/e-rate/service-providers/step-1-obtain-a-spin/>.

AT&T's Response:

Pacific Bell Telephone Company SLD SPIN specific to AT&T Switched Ethernet on Demand (ASEoD) in this RFP is 143002665.

3. Service Providers are responsible for providing a valid Federal Communications Commission (FCC) Registration Number (FRN) at the time the bid is submitted. More information about obtaining an FRN may be found at this website: <https://apps.fcc.gov/coresWeb/publicHome.do>.

AT&T's Response:

Pacific Bell Telephone Company's Federal Communications Commission Registration Number is 0001551530.

4. Service Providers are responsible for providing evidence of FCC Green Light Status at the time the bid is submitted. Any potential bidder found to be in Red Light Status will be disqualified from participation in the bidding process and will be considered non-responsive. More information about FCC Red and Green Light Status may be found at this website: http://www.fcc.gov/debt_collection/welcome.html.

AT&T's Response:

Proof of AT&T's green-light status is attached hereto.

5. Products and services must be delivered before billing can commence. At no time may the Service Provider invoice before July 1, of the funding year.

AT&T's Response:

AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer notification to proceed with the order without funding approval or verification in writing from the Customer to proceed based on funding approval by the USAC/SLD, whichever occurs first. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation. Please see the attached E-Rate Rider for more information.

AT&T will be glad to coordinate all its activities on the site with Customer, and will endeavor to meet all mutually agreed implementation dates; however, AT&T shall not be liable for any problems caused by force majeure, delays due to any fault of Customer, and/or any contractor or subcontractor employed by Customer, or network delays, or for problems resulting from causes beyond the reasonable control of AT&T.

6. Goods and services provided shall be clearly designated as "E-rate Eligible". Noneligible goods and services shall be clearly called out as 100% non-eligible or shall be "cost allocated" to show the percentage of eligible costs per SLD guidelines.

AT&T's Response:

AT&T understands, however, AT&T's identification of certain services as "eligible" or "non-eligible" for Universal Service ("E-Rate") funding is not dispositive. Any conclusions regarding the eligibility of services for E-Rate funding are based on several factors, many of which are not within AT&T's reasonable control. AT&T will take guidance from the "Eligible Services List" and the specific sections on product and service eligibility on the Schools and Libraries Division ("SLD") of the Universal Service Administrative Company ("USAC") website: <https://www.usac.org/e-rate/>. This site provides a current listing of eligible products and services, as well as conditionally eligible and ineligible services. This guidance notwithstanding, the final determination of eligibility will be made by the SLD, and AT&T does not represent or guarantee the eligibility of any service or product.

7. Within one (1) week of award, the awarded Service Provider must provide the District a bill of materials using a completed USAC "Item 21 Template". Subsequent schedules of values and invoices for each site must match Item 21 Attachment or subsequent service substitutions. A summary sheet must also be provided to provide the cumulative amount for all sites.

AT&T's Response:

USAC "Item 21 Template" was discontinued in 2017 and replaced by the "Bulk Upload Template". AT&T will assist in the preparation of the "Bulk Upload Template" in accordance with E-Rate rules and regulations, but customer will remain responsible for the content of the Bulk Upload Template.

8. In the event of questions during an E-rate pre-commitment review, postcommitment review and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.

AT&T's Response:

AT&T will provide timely information and documentation, in response to reasonable requests, in accordance with the USF Schools and Libraries Program as set forth on the USAC website and FCC Rules.

9. Services providers must comply with the FCC rules for Lowest Corresponding Price ("LCP"). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-tobids/lowest-corresponding-price/>.

AT&T's Response:

The prices provided in this response are consistent with the AT&T E-Rate Pricing Policy which was developed by AT&T for compliance with E-Rate pricing regulations.

Responder Service Provider Acknowledgements

1. The Service Provider acknowledges that no change in the products and/or services specified in this document will be allowed without prior written approval from the School and a USAC service substitution approval with the exception of a Global Service Substitution.

AT&T's Response:

AT&T will follow all Service Provider requirements for the USF Schools and Libraries Program as set forth on the USAC website and FCC rules.

2. The Service Provider acknowledges that its offer is considered to be the lowest corresponding price pursuant to § 54.511(b). Should it not be the lowest corresponding price, the service provider must disclose the conditions leading to the applicant being charged in excess of lowest corresponding price.

AT&T's Response:

The prices provided in this response are consistent with the AT&T E-Rate Pricing Policy which was developed by AT&T for compliance with E-Rate pricing regulations.

3. This offer is in full compliance with USAC's Free Services Advisory <https://www.usac.org/e-rate/applicant-process/competitive-bidding/free-services-advisory/>. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The service provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.

AT&T's Response:

AT&T will follow all Service Provider requirements for the USF Schools and Libraries Program as set forth on the USAC website and FCC rules. Any samples, testing, or demo equipment submitted by AT&T will be submitted under the condition that such samples will be returned by the Customer within 30 business days after the trial period is completed.

4. Starting Services/Advance Installation: The annual E-rate Funding Year begins on July 1 and expires on June 30 of each calendar year. Regardless of the contract "effective date", E-rate eligible goods and/or services requested in this RFP shall be delivered no earlier than the start of the 2024 funding year (July 1, 2024). If Category 1 services (Telecommunication Services and Internet access) will begin on or shortly after July 1 of a funding year, the service provider, in some cases, may need to undertake some construction and installation work prior to the beginning of that funding year. Within the limitations indicated below, the infrastructure costs of a service provider can be deemed to be delivered at the same time that the associated Category 1 services begin. That is, if services begin on July 1, then the delivery of service provider infrastructure necessary for those services can be considered as also delivered on July 1.

AT&T's Response:

AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer notification to

proceed with the order without funding approval or verification in writing from the Customer to proceed based on funding approval by the USAC/SLD, whichever occurs first. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation. Please see the attached E-Rate Rider for more information.

AT&T will be glad to coordinate all its activities on the site with Customer, and will endeavor to meet all mutually agreed implementation dates; however, AT&T shall not be liable for any problems caused by force majeure, delays due to any fault of Customer, and/or any contractor or subcontractor employed by Customer, or network delays, or for problems resulting from causes beyond the reasonable control of AT&T.

5. Early Funding Conditions:

- Category 1

There are four conditions that must be met in order for USAC to provide support in a funding year for Category 1 infrastructure costs incurred prior to that funding year.

- Initiation of installation cannot take place before selection of the service provider pursuant to a posted Form 470 and in any event no earlier than six months prior to July 1 of the funding year.
- The Category 1 service must depend on the installation of the infrastructure.
- The underlying Category 1 service cannot have a service start date prior to July 1 of the funding year.
- No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year.

For more information, please refer to the FCC Order involving the Nassau County Board of Cooperative Educational Services (DA 02- 3365 , released December 6, 2002). This FCC decision only applies to Priority 1 services (Telecommunications Services and Internet access).

The complete text can be found at the following URL:


<https://www.usac.org/e-rate/applicant-process/starting-services/>.

- Category 2

AT&T's Response:

We are **NOT** proposing Category 2 services in this RFP Response.

There is one condition that allows USAC to provide support in a funding year for Category 2 installation costs incurred prior to that funding year. We also amend our rules for category two non-recurring services to permit applicants to seek support for category two eligible services purchased on or after April 1, three months prior to the start of funding year on July 1. This will provide schools with the flexibility to purchase equipment in preparation for the summer recess and provide the maximum amount of time during the summer to install these critical networks.

For more information, please refer to the FCC Report and Order and Further Notice of Proposed Rulemaking ([FCC 14-99](#) , released July 23, 2014). This FCC decision only applies to Category 2 services (Internal Connections).

6. Invoicing

The Service Provider agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from USAC via the Form 474 Service Provider Invoice (SPI). The School will only be responsible for paying its non-discounted share of costs and does not intend to use the BEAR process (Form 472). The maximum percentage the School will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a Funding Commitment Decision Letter from the SLD and submission and certification of Form 486, the School shall pay only the discounted amount beginning with the billing cycle immediately following said approval.

Alternatively, should the School decide that it is in the best interest of the School to file a Form 472, the School will inform the Service Provider of its intent.

AT&T's Response:

AT&T can accommodate both SPI and BEAR billing methods to provide E-Rate discounts and agrees to adhere to the E-Rate rules applicable to each method. For SPI billing, AT&T will provide discounts as follows:

When customers designate their choice of SPI billing for services provided by most AT&T affiliates, the AT&T invoice will reflect the full amount charged for the services as well as the application of the discount and the amount of the customer's non-discounted portion. In order to receive discounts, however, customers will be required to provide detailed information to AT&T regarding which products, services, circuits or billed telephone numbers are attributable to each of its USAC Funding Request Numbers and file the SLD required Form 486. AT&T will provide customer with the appropriate forms for delivering this information upon AT&T's receipt of the Funding Commitment Decision Letter (FCDL) from the Schools and Libraries Division of USAC (SLD). Upon receipt of the required information, discounts will appear on

the customer bill within 2-3 bill cycles. Customer will be responsible to pay all amounts not paid for through the E-Rate program.

When a customer requests the Service Provider Invoice (SPI) method of billing for services provided by some AT&T affiliates, (such as AT&T Corp, Alascom and TCG), AT&T utilizes the AT&T Reimbursement Form (ARF) process to obtain its E-Rate discounts. Under this process, customer registers via an online customer account profile web page located at: <https://www.erate.att.com/arf/index.cfm>. Once the accounts are submitted by the customer online and calculated by AT&T, AT&T utilizes various methods for applying the E-rate discounts for the customer when the SPI discount method is selected. Under any of these methods, AT&T will seek reimbursement from the SLD. For more information regarding ARF, see <https://www.erate.att.com/arf/index.cfm>. Customer must file the SLD required Form 486 in order to receive any discounts under the E-Rate program.

If the customer elects BEAR invoicing method it will be handled in accordance with E-Rate rules. Beginning with the 2016 Program Year, the BEAR process changed substantially. No longer will the BEAR be routed through the service provider for payment. BEARs will be submitted directly by the applicant to USAC and payments will be made directly to the applicant via an EFT transaction. More information on the change in this process can be found at: <https://www.usac.org/e-rate/service-providers/step-5-invoicing/>.

All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the School will only be responsible for paying its non-discounted share.

AT&T's Response:

Customer will be responsible to pay all amounts not paid for through the E-Rate program, unless the non-payment is solely a result of AT&T's violation of E-Rate rules. Customer will also be responsible for the timely filing of the Form 486 with USAC and providing such other documentation that may be required to enable AT&T to timely invoice USAC for the discounted portion of the Customer bill. If AT&T is solely responsible for failing to timely request payment from USAC and the parties are unable to obtain an extension of the deadline, Customer will not be liable for any portion of the bill that becomes uncollectible from the SLD as a result. Customer will agree to assist and fully cooperate with AT&T in pursuing all extensions and/or USAC appeals.

Additionally, if the service qualifies for California Teleconnect Funds then the service provider will invoice the California PUC.

AT&T's Response:

The process for receiving CTF discounts is as follows:

If Applicant is not currently receiving CTF discounts on AT&T services:

Customer must first obtain approval from the California Public Utilities Commission before CTF discounts can be provided. Once approved, Customer must forward to AT&T a copy of their approval letter along with an [AT&T California Teleconnect Fund \(CTF\) Discount Request Form](http://www.kn.att.com/products/das/CTFDiscountRequestForm) (which can be found at <http://www.kn.att.com/products/das/CTFDiscountRequestForm>).

Once AT&T receives the initial request to receive CTF discounts, it will apply CTF discounts within 2 to 3 bill cycles. Customer will continue to receive CTF discounts for eligible services, as requested on [AT&T California Teleconnect Fund \(CTF\) Discount Request Form](#), on an ongoing basis.

If Applicant is already receiving CTF discounts on AT&T services:

If Customer is already receiving CTF discounts on some AT&T services and wishes to have recently awarded eligible services that were not previously provided by AT&T to also receive CTF discounts then Customer may either:

Request CTF discounts on additional services by submitting supplemental [AT&T California Teleconnect Fund \(CTF\) Discount Request Form](#) with Billed Telephone # (BTN/WTN) for new services on the form. AT&T form can be found at <http://www.kn.att.com/products/das/CTFDiscountRequestForm>. Completed form can be emailed or faxed to AT&T.

Upon receipt of CTF form (or notification at time service is ordered), Customer will receive CTF discounts within 2-3 bill cycles from the order.

OR

Simply request CTF discounts when placing order for new services from AT&T Customer representative.

The process for obtaining E-Rate discounts is as follows:

The California Public Utility Commission requires that CTF recipients who also receive E-Rate discounts, must utilize the Service Provider Invoice (SPI) billing method to obtain their E-Rate discounts. SPI discounts will be provided by AT&T as follows:

When Customers designate their choice of SPI billing for services provided by most AT&T local exchange affiliates, the AT&T invoice will reflect the full amount charged for the services as well as the application of the discount and the amount of the Customer's non-discounted portion. In order to receive discounts, however, Customers will be required to provide detailed information to AT&T regarding which products, services, circuits or billed telephone numbers are attributable to each of its USAC Funding Request Numbers and file the SLD required Form 486. AT&T will provide Customer with the appropriate forms for delivering this information upon AT&T's receipt of the Funding Commitment Decision Letter (FCDL) from the Schools and Libraries Division of USAC (SLD). Upon receipt of the required information, discounts will appear on the Customer bill within 2-3 bill cycles. Customer will be responsible to pay all amounts not paid for through the E-Rate program.

When a Customer requests the Service Provider Invoice (SPI) method of billing for services provided by some AT&T affiliates, (such as AT&T Corp, Alascom and TCG), AT&T utilizes the AT&T Reimbursement Form (ARF) process to obtain its E-Rate discounts. Under this process, Customer registers via an online Customer account profile web page located at: <https://www.erate.att.com/arf/index.cfm>. Once the accounts are submitted by the Customer online and calculated by AT&T, AT&T utilizes various methods for applying the E-Rate discounts for the Customer when the SPI discount method is selected. Under any of these methods, AT&T will seek reimbursement from the SLD. For more information regarding ARF, see <https://www.erate.att.com/arf/index.cfm>. Customer must file the SLD required Form 486 in order to receive any discounts under the E-Rate program.

7. FCC/SLD Auditability

The E-rate program requires that all records be retained for at least ten (10) years from the last date of service provided on a particular funding request. Respondent hereby agrees to retain all books, records, and other documents relative to any Agreement resulting from this RFP for ten (10) years after final payment. The School, its authorized agents, and/or auditors reserves the right to perform or have performed an audit of the records of the Respondent and therefore shall have full access to and the right to examine any of said materials within a reasonable period of time during said period.

AT&T's Response:

AT&T will follow all Service Provider requirements for the USF Schools and Libraries Program as set forth on the USAC website and FCC rules (47 CFR 54.516 Audits and Inspections) around document retention, audits and inspections. Any additional record retention and audit requirements will be as set forth in the Proposed Contract Documents.

8. Procurement of Additional Goods and/or Services/Coterminous Expiration
During the term of any Agreement resulting from this RFP, the School may elect to procure additional or like goods and/or services offered by the Respondent. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the School's Governing Board. All terms, conditions, warranties, obligations, maintenance and support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The School shall not enter into a separate Agreement for said goods or services. Respondents must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions.

AT&T's Response:

AT&T's proposal for a given project is a direct reflection of the scope of work as presented there, as of the date of submission. For the price(s) quoted herein, AT&T will provide the items of equipment and services specifically listed in its proposal Response. Equipment or services which are not shown or described in a proposal will require mutual agreement/adjustment to the final configuration, subsequent pricing and implementation schedule.

Proposal Format

Each proposal shall be submitted on forms supplied by District. Each proposal shall conform and be responsive to District specification. Responder shall furnish complete specifications and rates for all services requested. Additional pricing schedules detailing items listed on the proposal shall be attached to the proposal form.

AT&T's Response:

AT&T's proposal for a given project is a direct reflection of the scope of work as presented there, as of the date of submission. For the price(s) quoted herein, AT&T will provide the items of equipment and services specifically listed in its proposal Response. Equipment or services which are not shown or described in a proposal will require mutual agreement/adjustment to the final configuration, subsequent pricing and implementation schedule.

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, all terms and conditions relating to pricing, payment and invoicing shall be as set forth in the Proposed Contract Documents, in particular Section 4 ("*Pricing and Billing*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

All submitted proposals must provide at a minimum, all requested information in the proposal document. Any portion not included will be cause for elimination from the quote process. The information should be organized as indicated in the proposal requirements. The School reserves the right to eliminate from further consideration any response, which is deemed to be substantially or materially unresponsive to the RFP.

All information submitted is to be considered public knowledge and will be subject to The Public Records Act or any other applicable laws.

AT&T's Response:

AT&T respectfully requests that information in this document be held confidential by Customer, to the extent allowed under applicable law and that AT&T be notified of any request to disclose such information and be allowed to participate in any action or take action necessary to protect the information from disclosure.

Proposals shall include the following as a minimum:

1. Responder Service Provider Information
2. Letter of Agreement
3. Cost Proposals
4. Addendums
5. Completed and signed Submittal pages

Each response will be reviewed prior to the selection process for completeness and adherence to format. A response will be considered complete if all requested sections are included in the proper order and properly completed. Responders may also provide any and all recommendations for consideration such as installation, maintenance, support and design that is relevant to the total solution of the District's technology needs.

Selection

Upon receipt of proposals, the District's staff will review each Responder's response to the RFP.

Evaluation Panel

Our evaluation team will include a comprehensive group of experts with knowledge of the scope of services requested.

AT&T's Response:

For clarification, Customer may use AT&T's RFP Response as needed in connection with this RFP and the analysis of the AT&T Proposal; provided that AT&T's Proposal Response may not be shared with third-party vendors competing for this RFP and that Customer will protect AT&T's Proposal as a confidential document under the terms of applicable open records policies and laws and that AT&T be notified of any request to disclose such information and be allowed to participate in any action or take action necessary to protect the information from disclosure.

Evaluation Criteria

The Center Joint Unified School District reserves the right to select the firm that best meets the needs of the District, based on the criteria set forth herein. The District reserves the right to waive minor irregularities in the RFP and in the proposals submitted in response to the RFP.

AT&T's Response:

AT&T takes exception to the waiver of "*minor irregularities*" portion of this provision as used here and throughout this RFP to the extent that it implies AT&T waives rights to protest the award decision. To that end, AT&T reserves all protest rights afforded bidders/respondents participating in the government procurement process.

Each response will be reviewed prior to the selection process for completeness and adherence to format. A response will be considered complete if all requested sections are included in the proper order and properly completed. Responders may also provide any and all recommendations for consideration such as installation, maintenance, support and design that is relevant to the total solution of the District's technology needs.

Proposals will be evaluated on the following:

- Responder cost, including unit prices, labor rates, travel/trip charges, etc. 35%
- Extent of experience with the district 20%
- Implementation timeline 20%
- Service level agreement 15%
- Quote preparation, thoroughness, and responsiveness to the RFP 10%

The successful responder will be chosen based upon best value. The district reserves the right to reject any or all bids.

AT&T's Response:

To the extent the evaluation criteria is consistent with the E-Rate rules, AT&T agrees. AT&T understands and reserves the right, consistent with this RFP and/or applicable local and state procurement statutes, ordinances, guidelines, and other applicable authorities, to contest an award made under this RFP.

Contract

The contract awarded as a result of this solicitation shall be a fixed price contract for which the offered price will include all labor, material, equipment, services, software, hardware, travel, shipping, and price administrative cost, associated with providing the products and services listed herein and offered by proposer.

AT&T's Response:

For the price(s) quoted herein, AT&T will provide only the items of equipment and/or services specifically listed in this bid response. Any additional equipment or services beyond those herein will be provided at additional charges. Our pricing is predicated on the requirements as set forth by the bid Response, and use of terms and phrases, such as "*all-inclusive*", "*offered price will include all*" or similar terms does not require AT&T to provide equipment or services beyond those specifically noted in our quote.

Notwithstanding anything contained in this RFP to the contrary, all terms and conditions relating to pricing, payment and invoicing shall be as set forth in the Proposed Contract Documents, in particular Section 4 ("*Pricing and Billing*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Contract Type

Depending on the dollar amount of the award(s), the contract(s) resulting from this RFP may be required to be approved by the District's Governing Board. No minimum amount of work is guaranteed.

AT&T's Response:

AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer notification to proceed with the order, and

verification of approval by the School's Governing Board. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation.

Contract Format

It is mutually agreed by and between District and Responder that the District's acceptance of Responder's proposal, upon approval by the Governing Board, shall create a contract between the parties thereto. District and Responder with whom District chooses to contract if any, shall execute a Contract Signature page based on the RFP, the response and the attached Letter of Agreement. The Contract will, by default, incorporate all requirements, terms and conditions contained in the RFP.

AT&T's Response:

AT&T submits this RFP response subject to the specific exceptions and additional information provided in the Response.

The information described in the Response is not intended to be the final expression between the parties. AT&T's Response is submitted subject to the provisions of its Response and the terms and conditions of the Proposed Contract Documents; and AT&T reserves the right to negotiate the terms and conditions of the final contract. The information contained in this Response, or any part thereof, shall only be made a part of any resulting written contract between AT&T and the Customer to the extent agreed to by both parties. Upon being awarded the business, the parties shall enter into good faith negotiations of the final contract.

In the event of any conflict between this RFP and the Contract Signature Page, the terms of the RFP will take precedence, unless otherwise specifically stated in a written amendment. District will not enter into any separate Contract of Agreement with Responder except as specifically stated herein.

AT&T's Response:

See AT&T's General Response. Notwithstanding anything contained in this RFP and associated attachments, exhibits and addenda to the contrary, all terms and conditions relating to contract documents, order of priority as well as entire agreement or integration clause shall be as set forth in the Proposed Contract Documents, in particular Section 1.1 ("*Overview of Documents*"), 1.2 ("*Priority of Documents*") and Section 10.16 ("*Entire Agreement*"), respectively, of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Terms and Conditions

AT&T's Response:

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, AT&T submits this RFP Response subject to the provisions of this Response and the terms and conditions contained in the attached Proposed Contract Documents and not pursuant to the terms and conditions contained within or referenced to in this RFP document, **including, without limitation, the proposed Terms and Conditions below, which AT&T takes exception to in their entirety.** Pricing set forth in the Response assumes the use of the Proposed Contract Documents as the fundamental contractual document between the parties. This exception is taken regardless of whether AT&T has specifically referenced the Proposed Contract Documents in response to any individual provision in the RFP.

The terms and conditions which are contained within this RFP, do not contain the product- and service-related contractual terms necessary for AT&T to properly deliver the products and services described in the Response.

Should AT&T be selected as your vendor under this RFP, AT&T will work cooperatively with the Customer to finalize and/or clarify any contractual provisions required for compliance with the RFP and AT&T's Response to it, and to expedite any purchases made pursuant to this AT&T offer.

Compliance with Laws

This contract shall be in accordance with the laws in the State of California. All RFPs shall comply with the current federal, state, local and other laws relative thereto.

AT&T's Response:

AT&T's Response is submitted under applicable laws and regulations current at the time of contract execution. AT&T shall comply with all laws applicable to AT&T. Changes in laws and regulations may require changes in pricing and performance.

See AT&T's General Response. All terms and conditions relating to compliance with laws shall be as set forth in the Proposed Contract Documents, in particular Section 10.12 ("*Compliance with Laws*") of the Unified Agreement. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Insurance Requirements & Indemnity

CLARIFICATION:

AT&T can agree to the insurance requirements as indicated by the modifications noted by AT&T.

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.

AT&T's Response:

See AT&T's General Response. All terms and conditions relating to damages and penalties, liquidated or otherwise and limitation of liability shall be as set forth in the Proposed Contract Documents, in particular the Pricing Schedule(s) and Section 6 ("*Limitations of Liability and Disclaimers*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

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 professionalcommercial general liability insurance coverage in a sum of not less than \$1,000,000 per occurrence and in the aggregate, and such certificate ~~or policy~~ shall name-include the District as an additional insured by endorsement as respects this contract.

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.

AT&T's Response:

See AT&T's General Response. Notwithstanding anything contained in this RFP and associated attachments and exhibits to the contrary, all terms and conditions relating to indemnification and holding the Customer harmless shall be as set forth in the Proposed Contract Documents, in particular Section 7 ("*Third Party Claims*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the

applicable Pricing Schedule(s) may apply.

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 with statutory limits 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.

AT&T's Response:

See AT&T's General Response. All terms and conditions relating to independent contractors and/or the independent status of AT&T as well as indemnification and holding the Customer harmless shall be as set forth in the Proposed Contract Documents, in particular Section 10.3 ("*Independent Contractor*") and Section 7 ("*Third Party Claims*"), respectively, of the Unified Agreement. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Fingerprinting

Education Code section 45125.1 applies to this Agreement. Responder will certify that, pursuant to Education Code Section 45125.1, Responder will have conducted the required criminal background check of all its employees who may have contact with District pupils or unsupervised access to any District campus and shall certify that none of those employees 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). Upon verification from the DOJ that those persons fingerprinted have no record of a serious or violent felony, the Responder will so certify by signing and submitting to the Governing Board of District the certification form attached.

Failure to comply with these terms or permitting unsupervised access by an employee whose name has not been cleared by the DOJ as certified by the Responder shall constitute grounds for termination of this Agreement.

AT&T's Response:

AT&T will comply with all legally required background check requirements and will work with the Customer to address any additional background check policies consistent with applicable collective bargaining agreements, privacy concerns and AT&T policies.

Any additional background checks, beyond those which are legally required, will be as mutually agreed and at Customer's expense.

AT&T employees must volunteer to participate in any additional background checks or fingerprinting.

Attorney Fees

In the event a suit or action is instituted in connection with any controversy arising out of this contract, the prevailing party shall be entitled to receive, in addition to its costs, such sum as the court may adjudge reasonable as to attorney's fees and costs.

AT&T's Response:

AT&T cannot agree to this section as written. For clarification, AT&T does not agree to pay attorney's fees and expenses incurred by the Customer.

Governing Law and Venue

In the event of litigation, the RFP documents and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate state or federal court located in Sacramento County.

AT&T's Response:

See AT&T's General Response. Notwithstanding anything contained in this RFP and associated attachments and exhibits to the contrary, all terms and conditions relating to governing law and venue shall be as set forth in the Proposed Contract Documents, in particular Section 10.11 ("*Governing Law*") of the Unified Agreement. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

RFP Acceptance or Rejection

This RFP does not commit the District to award a contract, to pay any cost incurred in the preparation of this RFP or to procure contract for services or supplies. The District reserves the right to accept or reject any or all RFPs received in response to this request, to negotiate terms that will be in the best interest of the District or cancel in whole or in part this RFP.

AT&T's Response:

AT&T understands Customer's right to abandon the RFP prior to finalization of a contract. Once a contract is signed, the provisions of that agreement will apply. AT&T reserves the right, consistent with this RFP and/or applicable local and state procurement statutes, ordinances, guidelines, and other applicable authorities, to contest an award made under this RFP.

AT&T's proposal represents a packaged offer to the Customer and cannot at the discretion of the Customer be broken apart by the selection or rejection of distinct portions or provisions. AT&T's proposal hereunder is a direct reflection of the entire scope of work as presented here, as of the date of submission. Acceptance of only part of the quote may require mutual agreement/adjustment to the final configuration, and implementation schedule.

See AT&T's General Response. Notwithstanding anything contained in the RFP to the contrary, after contract award, all terms and conditions relating to termination as well as pricing, payment and invoicing shall be as set forth in the Proposed Contract Documents.

AT&T is willing to immediately commence negotiation of a mutually agreeable contract or serving arrangement with the Customer to deal with a potential partial award by the Customer.

All submitted RFPs and information included therein shall become public records upon delivery to the District. All firms submitting a RFP should note that the execution of any contract would be contingent upon governing Board Approval.

AT&T's Response:

AT&T respectfully requests that information in this document be held confidential by Customer, to the extent allowed under applicable law and that AT&T be notified of any request to disclose such information and be allowed to participate in any action or take action necessary to protect the information from disclosure.

Term/Extension

Pursuant to Education Code, Sections 17596 and 81644, it is the intent of the District to award a single term contract for the specified service. If this is a multi-term contract and assuming funds are appropriated to support continuation of services for succeeding fiscal periods, the original contract may be renewed annually for a total time of contract not to exceed five (5) consecutive fiscal years.

AT&T's Response:

Any renewal option would be exercisable only via mutual written consent.

Board Contact

No business entity, including any agent of such entity, shall directly or indirectly contact any Board member immediately before or during the RFP process of any project on which the business entity intends to or has submitted a RFP. Any Responder violating this policy shall be deemed disqualified from the RFP process. Should such contact come to light after the RFP is awarded and the entity was deemed the successful Responder, the Board reserves the right to cancel any contract awarded, in which case, the Responder shall be liable for any damage incurred by the District. The Board shall exercise its best judgment for the benefit of the District in making a decision whether to proceed or not, depending on all of the facts and circumstances.

AT&T's Response:

Notwithstanding anything contained in this RFP to the contrary, all terms and conditions relating to Default, Termination and Remedies shall be as set forth in the Proposed Contract Documents, in particular Section 8 ("*Suspension and Termination*") and Section 6 ("*Limitations of Liability and Disclaimers*") respectively of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Termination of Contracts/Purchase Orders

The District reserves the right to terminate all purchase orders or contracts with due cause by giving a ten (10) calendar day written notice or may terminate without cause by giving a thirty (30) calendar day written notice. Due cause for termination of contract shall include, but not be limited to, failure to provide services required within a reasonable time period, and/or for reasons of unsatisfactory service. Purchase orders or contracts which extend into a subsequent fiscal year will automatically terminate if

the District does not appropriate funds for the goods and/or services under the purchase order or contract.

AT&T's Response:

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, all terms and conditions relating to termination shall be as set forth in the Proposed Contract Documents, in particular Section 8 ("*Suspension and Termination*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Should the parties agree that the method of purchase for any products/services provided under this RFP shall be via Customer's purchase order, such purchase orders must clearly provide that the purchase is made pursuant to the mutually agreed contract documents and is not subject to the preprinted terms of that purchase order form.

Patents, Etc.

The Responder shall hold the District, its officers, agents, servants, and employees harmless and free from liability of any nature or kind on account of use (by publisher, manufacturer, or author) of any copyrighted or non-copyrighted composition, secret process, patented invention, article or appliance furnished or used under this RFP.

AT&T's Response:

See AT&T's General Response. All terms and conditions relating to patent and/or copyright infringement indemnity shall be as set forth in the Proposed Contract Documents, in particular Section 7 ("*Third Party Claims*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Failure to Fulfill Contract

When any Responder shall fail to deliver any article or service or shall deliver any article or service which does not conform to the specifications, the District may, at its sole discretion, annul and set aside the contract entered into with said Responder, either in whole or in part, and make and enter into a new contract for the same items in such manner as seems to the Board of Education to be to the best advantage of the District. Any failure for furnishing such articles or services by reason of the failure of the Responder, as above stated, shall be a liability against such Responder and his sureties. The Board of Education reserves the right to cancel any articles or services which the successful Responder may be unable to furnish because of economic conditions, governmental regulations or other similar causes beyond the control of the Responder provided satisfactory proof is furnished to the Board or Education, if requested.

AT&T's Response:

AT&T cannot agree to this section as written. AT&T does not agree that the Customer shall be the sole interpreter of a "*fail to deliver any articles or service or shall deliver any article or service which does not conform to the specifications*" and AT&T reserves its rights with respect to any interpretation.

AT&T will provide services and, as appropriate, install, implement and cutover the system components called for in the agreed specifications for final acceptance of the services by the Customer. The services and components provided will operate in accordance with the manufacturer's specifications, the RFP specifications as responded to by AT&T and the agreement of the parties. When the work and components specified in this Response complete manufacturer-recommended test protocols, acceptance

occurs. Acceptance shall not exceed 30 days following Implementation.

For clarification, AT&T will endeavor to meet all mutually agreed to contract obligations/delivery dates; however, AT&T shall not be liable for any problems caused by force majeure, delays due to any fault of the Customer and/or any contractor or subcontractor employed by the Customer, manufacturer (to include Equipment which may be on "back order") or network delays, or for problems resulting from causes beyond the reasonable control of AT&T. AT&T will notify the Customer of any Equipment that would be on a "back order" status and the implementation dates will be adjusted as mutually agreed between the parties but would not constitute a breach of contract.

AT&T would request notification of any work not completed per contracted specifications. AT&T must have an opportunity to remedy any instance that the Customer identifies as not being performed per contracted specifications. Further, if AT&T is unable to complete the work, AT&T does not agree to pay excess costs since it has no control over the price a secondary vendor might charge the Customer or circumstances beyond AT&T's control might impose.

AT&T's liability responsibilities will be as provided in Proposed Contract Documents. All terms and conditions relating to termination as well as damages and penalties, liquidated or otherwise, shall be as set forth in the Proposed Contract Documents, in particular Section 8 ("*Suspension and Termination*") and Section 6 ("*Limitations of Liability and Disclaimers*"), respectively, of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Contract Exclusive

The provisions of the contract shall in no way prohibit the District from making purchases from another supplier for the same services as herein listed.

Proprietary Information

There can be no portions of the submitted quote to be treated as proprietary and confidential information even if they are marked as such. Due to the California Public Records Act all information submitted is to be considered open for public review.

AT&T's Response:

AT&T respectfully requests that information in this document be held confidential by Customer, to the extent allowed under applicable law and that AT&T be notified of any request to disclose such information and be allowed to participate in any action or take action necessary to protect the information from disclosure.

Conflict of Interest

The successful Responder shall affirm that, to the best of its knowledge, there exists no actual or potential conflict between family, business, or financial interest of the Responder and services under this Agreement. The successful Responder agrees to advise Owner of any actual or potential conflicts of interest that may develop subsequent to the date of execution of this Agreement.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part, 85, Sections 85, 105 and 85.110—

The applicant certifies that it and its principles:

Are not presently debarred, suspended, proposed for debarment, declared intelligible, or voluntarily excluded from covered transactions by any Federal department or agency;

AT&T's Response:

Notwithstanding anything to the contrary, including the foregoing, in lieu of the foregoing, AT&T certifies that as of the date hereof, the undersigned AT&T representative is unaware of any disqualification or debarment that would negatively affect AT&T's ability to provide the products and services.

Have not within a three-year period preceding this application 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 public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery bribery, falsification or destruction of records, making false statements or receiving stolen property;

Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of the certification; and

Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

AT&T's Response:

With regard to "*one or more public transactions (Federal, State or local) terminated for cause or default*", AT&T is unaware of any prior experience on a public project that would impair or limit its ability to meet its obligations under any contract. AT&T is a large company with millions of customers, an international presence and significant contractual relations. As such, it would be exceedingly burdensome for AT&T to attempt to review all prior projects to provide information in response to this request.

For more than 138 years, AT&T has made it our goal to provide the best communications services at the best value for all of our customers using the highest ethical and legal standards.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this.

BID PROTEST

A Responder may file a protest against the award of the Contract to any other Responder by following District bid protest procedures. The protest must be in writing, filed within three (3) business days after RFP award notification, and must set forth all grounds for

the protest. These requirements are to be strictly construed. Untimely protests and/or grounds not set forth in the protest will not be considered. Further, the failure to comply with these protest requirements will constitute a waiver of the right to challenge and forever bar the Responder from challenging, whether before the District or any administrative or judicial tribunal, any particular RFP(s), the RFP process or any ground not set forth in the protest. The District will provide a written response within 30 working days to any timely RFP protest.

AT&T's Response:

AT&T reserves the right, consistent with this RFP and/or applicable local and state procurement statutes, ordinances, guidelines and other applicable authorities, to contest an award made under this RFP.

E-Rate Participation

The District is participating in the Federal Universal Service Discount program for schools and libraries (E-Rate), offered by the Federal Communications Commissions (FCC), via the Schools and Libraries Division (SLD). The proposal and the contract negotiated implementing this proposal, are conditional and subject to full E-Rate funding by the SLD. The District reserves the right to cancel or in any manner reduce the scope of this procurement in the event the SLD does not completely fund the request for funding submitted referencing this proposal.

AT&T's Response:

With respect to purchases made via this proposal being contingent on E-Rate funding, AT&T responds as follows: The E-Rate rules require that, at the time Applicants apply for E-Rate funding, they must have a binding contract in place, unless the services are month-to-month or tariff.

<https://www.usac.org/e-rate/service-providers/step-3-winning-the-bid/>

Accordingly, AT&T proposes the following language be included in the definitive agreement for non-appropriations and E-Rate funding termination right. While AT&T does not agree to make this contract "contingent", AT&T would agree to the inclusion of a right to terminate the agreement if E-Rate funding is denied. Such non-appropriation and termination right would be subject to the following:

SERVICES WILL NOT COMMENCE UNTIL AT&T RECEIVES NOTIFICATION THAT E-RATE FUNDS HAVE BEEN COMMITTED; IF E-RATE FUNDING FOR SERVICES IS DENIED, AGREEMENT WILL TERMINATE AS TO THOSE SERVICES UNLESS AND UNTIL A NEW AGREEMENT (REPLACING THIS AGREEMENT) IS EXECUTED.

A. Scope: Customer agrees to use best efforts to obtain funding from the USAC/SLD. AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer's notification to proceed with the order, and verification of funding approval, and, for Internal Connections (IC), a verification of Form 486 approval by the USAC/SLD. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation.

B. Funding Denial Agreement Termination: If a funding request is denied by the USAC/SLD, the Agreement, with respect to such Service(s), shall terminate sixty (60) days from the date of the FCDL in which E-Rate funding is denied or on the 30th day following the final appeal of such denial, and Customer will not incur termination liability. In the event Services are to be provided pursuant to a multi-year arrangement (whether by contract or tariff), this termination right applies only to the first year of the multi-year agreement.

E-Rate Spin

Each vendor providing services to the District as part of the E-Rate program must have a Service Provider Identification Number (SPIN). Vendor is responsible to apply to and receive from the Schools and Libraries Division a valid SPIN. Schools and Libraries Division can be reached online at: <http://www.usac.org/sl>.

AT&T's Response:

Pacific Bell Telephone Company's SLD SPIN specific to AT&T Switched Access on Demand (ASEoD) in this RFP is 143002665

Brands

When a particular brand or brand and model number are named in connection with any item, it is named as a standard of quality and utility only. A Bidder may submit a bid to furnish an item other than that named, but the item offered by the Bidder must state in the Bid Form the brand with its model number, if any, which he will furnish. The District shall be the sole judge of whether an offered item is the equal of the named item. If the Bidder fails to write in the brand and model number of the item to be furnished, it is understood the bidder will furnish the item named by the District as the standard of quality and utility.

Samples

Where the Bidder quotes on a brand named as a standard of the quality and utility desired, a sample of the item will not be required unless specifically requested. If the bid submitted is on any other brand or make than that so named, a sample thereof must be furnished, if requested, or the bid on the item will not be considered. The sample submitted shall be the exact item the Bidder proposes to furnish. Samples of items, when requested, must be furnished free of expense to the District.

AT&T's Response:

Any samples, testing, or demo equipment submitted by AT&T will be submitted under the condition that such samples will be returned by the Customer within 30 business days after the trial period is completed.

Delivery

All items shall be delivered in quantities specified in the contract F.O.B., at the points within the District as specified in the contract. Deliveries in advance of the time specified in the contract shall not be accepted unless the Bidder has obtained prior approval from the District. Unless otherwise specified, if an item is not delivered as specified in the contract or if the Bidder delivers an item which does not conform to the Specifications, the Board of Trustees may, at its option, annul and set aside the contract, either in whole or in part, and may enter into a new contract in accordance with law for furnishing such item. Any additional cost or expense incurred by the District in the making of such contract or any additional cost of supplying an item by reason of the failure of the Bidder, as described in this paragraph, shall be paid by the Bidder or his surety.

AT&T's Response:

AT&T will not agree to an FOB Destination provision, as the terms of the Proposed Contract Documents and associated pricing quoted herein assumes FOB Shipping. However, if FOB Destination is required,

AT&T is willing to negotiate such terms with the understanding that the final prices (not reflected in this bid Response) may increase as a result.

AT&T does not agree to pay excess costs (also known as “cover damages”) since it has no control over the price a secondary vendor might charge **Customer**. For clarification, AT&T’s liability responsibilities will be as provided in Proposed Contract Documents. All terms and conditions relating to damages and penalties, liquidated or otherwise, as well as termination shall be as set forth in the Proposed Contract Documents, in particular Section 6 (“*Limitations of Liability and Disclaimers*”) and Section 8 (“*Suspension and Termination*”), respectively, of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

Public Works Contractor Registration Certification

If the bids for this Project are due on or after March 1, 2015, then pursuant to Labor Code sections 1725.5 and 1771.1, all contractors and subcontractors that wish to bid on, be listed in a bid proposal, or enter into a contract to perform public work must be registered with the Department of Industrial Relations. No bid will be accepted, nor any contract entered into without proof of the contractor’s and subcontractors’ current registration with the Department of Industrial Relations to perform public work. If awarded a Contract, the Bidder and its subcontractors, of any tier, shall maintain active registration with the Department of Industrial Relations for the duration of the Project. To this end, Bidder shall sign and submit with its Bid the Public Works Contractor Registration Certification on the form provided, attesting to the facts contained therein. Failure to submit this form may render the Bid non-responsive. In addition, each Bidder shall provide the registration number for each listed subcontractor in the space provided in the Designation of Subcontractors Form.

AT&T’s Response:

AT&T did not find the aforementioned form in this request for proposal.

AT&T Corp is registered with the California Department of Industrial Relations. The Registration Number is Registration No. 1000024973. The Effective Date: 07.01.20 – 06.30.26.

For additional information, please click on the following website. [Registrations \(salesforce-sites.com\)](https://salesforce-sites.com/Registrations)

List of Sites

CENTER JOINT UNIFIED SCHOOL DISTRICT				
School Name	Address	City	ST	Zip
District Office	8408 Watt Ave	Antelope	CA	95843
(Arthur S.) Dudley Elementary	8000 Aztec Way	Antelope	CA	95843-4486
Center High	3111 Center Court Ln.	Antelope	CA	95843-9111
(Cyril) Spinelli Elementary	3401 Scotland Dr.	Antelope	CA	95843-2226
McClellan High (Continuation)	8725 Watt Ave.	Antelope	CA	95843-9116
North Country Elementary	3901 Little Rock Dr.	Antelope	CA	95843-6231
Oak Hill Elementary	3909 North Loop Blvd.	Antelope	CA	95843-4539
Wilson C. Riles Middle	4747 PFE Rd.	Roseville	CA	95747
Rex Fortune	461 Upland Drive	Roseville	CA	95747
Sacramento County Office of Education (SCOE)	10474 Mather Blvd.	Mather	CA	95655

AT&T's Response:

Our proposal does not include service to the 2 Roseville sites as 10 G Ethernet service is not available to those locations.

Any other location within the Greater Antelope/Sacramento Area designated by the District

Cost Proposal

RFP 24-100

Responder Company Name: AT&T
Responder Name: Ryan Addison
Responder Title: Associate Director Project & Program Mgmt
Responder SPIN: 143002665
Responder Phone: 916 559-7001 (Bidder Lee Beringsmith)

Please see Exhibit 'D' for completion of Cost Proposal

AT&T's Response:

Please refer to your RFP Response Package for proposal details including product, pricing and contract information.

Please note: Proposed prices do not include applicable taxes, surcharges or fees. Taxes, surcharges and fees are subject to change during the proposed contract term.

Proposers are permitted to propose optional services not specifically requested by the District as part of the RFP, however the District shall be under no obligation to consider, nor adopt, any such services.

Responding to Request For Proposal No. 24-100 due January 9, 2024 before 3:00 PM

RFP Form

RFP 24-100

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 ***SUBJECT TO THE EXCEPTIONS, CLARIFICATIONS AND RESPONSES

SPECIFIED IN AT&T'S PROPOSAL RESPONSE ***. ^{RA} The entire RFP Package is submitted, together with this RFP Form.

Name of Company: AT&T Legal

Status (i.e., sole proprietorship, partnership, corporation): Corporation Tax I.D.

Number (Sole Proprietorship Only): N/A

Address: 421 F ST, Marysville, CA 95901



Signature

***ALL INFORMATION IS PROVIDED TO THE EXTENT OF THE

UNDERSIGNED'S KNOWLEDGE AND BELIEF*** ^{RA}

Ryan Addison

Name (Print or Type)

Associate Director Project & Program Mgmt

Title

Authorized Representative:

12/28/23

Date

(916) 559-7001 (Bidder Lee Beringsmith)

Phone

(N/A)

Fax

lb5439@att.com (Bidder Lee Beringsmith)

E-mail address



Center Joint Unified School District BOARD OF TRUSTEES

Anderson Jeremy Hunt

Nancy

Milad H. J'Beily

8408 Watt Avenue * Antelope, CA 95843

Delrae M. Pope

916-338-6330 * Fax 916-338-6411

Donald E. Wilson

SUPERINTENDENT Scott A. Loehr

Established 1858

Letter of Agreement - RFP 24-100

Pursuant to the terms of Center Joint Unified School District's RFP # 24-100 for Data Transport Service, (Name of Company) AT&T's response to RFP #24-100 dated (mm/dd/yyyy) _____, (Name of Company) _____ will provide the equipment and services per RFP # 24-100 effective the date of issuance of Center Joint Unified School District Purchase Order(s) *****SUBJECT TO THE EXCEPTIONS, CLARIFICATIONS AND RESPONSES SPECIFIED IN AT&T'S PROPOSAL RESPONSE *****.

(Name of Company) _____ 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 2024 (Year 27), and Center Joint Unified School District Board of Education approval.

AT&T's Response:

With respect to purchases made via this proposal being contingent on E-Rate funding, AT&T responds as follows: The E-Rate rules require that, at the time Applicants apply for E-Rate funding, they must have a binding contract in place, unless the services are month-to-month or tariff.

<https://www.usac.org/e-rate/service-providers/step-3-winning-the-bid/>

Accordingly, AT&T proposes the following language be included in the definitive agreement for non-appropriations and E-Rate funding termination right. While AT&T does not agree to make this contract "contingent", AT&T would agree to the inclusion of a right to terminate the agreement if E-Rate funding is denied. Such non-appropriation and termination right would be subject to the following:

SERVICES WILL NOT COMMENCE UNTIL AT&T RECEIVES NOTIFICATION THAT E-RATE FUNDS HAVE BEEN COMMITTED; IF E-RATE FUNDING FOR SERVICES IS DENIED, AGREEMENT WILL TERMINATE AS TO THOSE SERVICES UNLESS AND UNTIL A NEW AGREEMENT (REPLACING THIS AGREEMENT) IS EXECUTED.

A. Scope: Customer agrees to use best efforts to obtain funding from the USAC/SLD. AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation

- activities) until after AT&T receives Customer's notification to proceed with the order, and verification of funding approval, and, for Internal Connections (IC), a verification of Form 486 approval by the USAC/SLD. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation.

B. Funding Denial Agreement Termination: If a funding request is denied by the USAC/SLD, the Agreement, with respect to such Service(s), shall terminate sixty (60) days from the date of the FCDL in which E-Rate funding is denied or on the 30th day following the final appeal of such denial, and Customer will not incur termination liability. In the event Services are to be provided pursuant to a multi-year arrangement (whether by contract or tariff), this termination right applies only to the first year of the multi-year agreement.

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 District shall not be responsible for any costs to Bidder prior to termination.

Center Joint Unified School District _____

AT&T _____

(Name of Company)

Authorized Representative Signature

Authorized Representative Signature

Date: _____

Date: _____

Name: Eugene Graham

Name: _____

Title: Technology Coordinator

Title: _____

Address: 8408 Watt Avenue

Address: _____

Sacramento, CA 95843

Email: egraham@centerusd.org

Email: _____

Phone: (916) 338-6336

Phone: _____

Fingerprint Certification

RFP 24-100

AT&T's Response:

AT&T will comply with all legally required background check requirements and will work with the Customer to address any additional background check policies consistent with applicable collective bargaining agreements, privacy concerns and AT&T policies.

Any additional background checks, beyond those which are legally required, will be as mutually agreed and at the Customer's expense.

AT&T employee would have to voluntarily agree to additional Background checks and fingerprinting.

Responder Certification

I, Ryan Addison, am an authorized representative of/doing business as (Name of Responder/consultant) AT&T, and hereby certify *** TO THE BEST OF THE UNDERSIGNED'S KNOWLEDGE AND BELIEF*** ^{RA} 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*** TO THE BEST OF THE UNDERSIGNED'S KNOWLEDGE AND BELIEF*** ^{RA}.

Executed this 28TH day of December, 2023, in Dane County, Wisconsin ~~California~~.

AT&T

Name of Responder/Consultant (please print)

Ryan Addison/ Associate Director Project & Program Mgmt

Name/Title of Authorized Representative (printed)



(Signature)

Statement of Non-Conflict of Interest

RFP 24-100

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.

AT&T's Response:

AT&T is not aware of any conflict of interest that could materially and adversely affect AT&T's ability to perform under a proposed agreement with the Customer. AT&T is publicly owned, and with millions of shareholders, it is impossible for AT&T to determine whether any the Customer employee or any member of his or her immediate family may be a shareholder in AT&T, Inc. Further, AT&T and its affiliates' employ approximately 160,000 individuals and AT&T cannot practically identify possible connections between all AT&T employees and any employees of the Customer or any component office.

In lieu of the certification proposed above, the undersigned can affirm to the best of the undersigned's knowledge and belief, after a reasonable inquiry, that none of the individuals directly involved in the preparation of this RFP have a familial relationship with any employee of the Customer; however, the Customer should make such an inquiry of its own employees, directors, and officers prior to entering into an agreement with AT&T and take the necessary steps to ensure such individuals remain in compliance with these requirements.



Signature

***ALL INFORMATION IS PROVIDED TO THE
EXTENT OF THE UNDERSIGNED'S
KNOWLEDGE AND BELIEF*** RA

Ryan Addison

Printed Name

Associate Director Project & Program Mgmt

Title

AT&T

Responder

12/28/23

Date

Insurance Acknowledgement

RFP 24-100

Notice to Bidders regarding Indemnity and Insurance Requirements

CLARIFICATION:

AT&T can agree to the insurance requirements as indicated by the modifications noted by AT&T.

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.

AT&T's Response:

AT&T takes exception to the portion of this provision that implies that bidder's mere execution and submission of a proposal acts as an acceptance of the terms and conditions in the RFP. AT&T submits this RFP response subject to the specific exceptions, qualifications and additional information provided in the Response.

See AT&T's General Response. Notwithstanding anything contained in this RFP to the contrary, AT&T submits this Response subject to the provisions of this Response and the terms and conditions contained in the attached Proposed Contract Documents and not pursuant to the terms and conditions contained within or referenced to in this RFP. Pricing set forth in the Response assumes the use of the Proposed Contract Documents as the fundamental contractual document between the parties.

The Terms and Conditions which are contained within this RFP document, do not contain the product- and service-related contractual terms necessary for AT&T to properly deliver the products and services described in the Response. In that regard, please note that AT&T takes a general exception to the terms and conditions contained within or referenced to in this RFP document. This exception is taken regardless of whether AT&T has specifically referenced the Proposed Contract Documents in response to any individual provision in the RFP.

Should AT&T be selected as your vendor under this RFP, AT&T will work cooperatively with the **Customer** to finalize and/or clarify any contractual provisions required for compliance with the RFP and AT&T's Response to it, and to expedite any purchases made pursuant to this AT&T offer.

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.

AT&T's Response:

See AT&T's General Response. All terms and conditions relating to damages and penalties, liquidated or otherwise and limitation of liability shall be as set forth in the Proposed Contract Documents, in particular the Pricing Schedule(s) and Section 6 ("*Limitations of Liability and Disclaimers*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

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~~commercial general liability insurance coverage in a sum ~~of not less than~~ \$1,000,000 per occurrence and in the aggregate, and such certificate ~~or policy~~ shall ~~name include~~ the District as an additional insured by endorsement as respects this contract.

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.

AT&T's Response:

See AT&T's General Response. Notwithstanding anything contained in this RFP and associated attachments and exhibits to the contrary, all terms and conditions relating to indemnification and holding the Customer harmless shall be as set forth in the Proposed Contract Documents, in particular Section 7 ("*Third Party Claims*") of the Unified Agreement and all subsections thereto. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

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 with statutory limits 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.

AT&T's Response:

See AT&T's General Response. All terms and conditions relating to independent contractors and/or the independent status of AT&T as well as indemnification and holding the Customer harmless shall be as set forth in the Proposed Contract Documents, in particular Section 10.3 ("*Independent Contractor*") and Section 7 ("*Third Party Claims*"), respectively, of the Unified Agreement. In addition, terms and conditions in the applicable Pricing Schedule(s) may apply.

I have read and understand the above requirements and agree to be bound by them for any work performed for the Buyer *****SUBJECT TO THE EXCEPTIONS, CLARIFICATIONS AND RESPONSES SPECIFIED IN AT&T'S PROPOSAL RESPONSE ***** RA.



Signature

*****ALL INFORMATION IS PROVIDED TO THE EXTENT OF THE UNDERSIGNED'S KNOWLEDGE AND BELIEF***** RA.

Ryan Addison _____

Printed Name

Associate Director Project & Program Mgmt

Title

AT&T _____

Responder

12/28/23 _____

Date

E-rate Proposal for Center Joint Unified School District



To:
Eugene Graham
Technology Director
Center Joint Unified School District
8408 Watt Ave
Antelope CA 95843

From:
Lee Beringsmith
AT&T SPECIALIZED SALES-ACCOUNT MANAGEMENT
421 F St
Marysville CA 95901
Office: 916-559-7001
Email: lb5439@att.com

Introduction

In response to Center Joint Unified School District Form 470 bid #240002635, I'm providing information on an AT&T solution that may meet your requirements and qualify for E-rate funding. The solution includes the following components:

- AT&T Switched Ethernet on Demand (ASEoD) is a transport service that transmits Ethernet traffic among multiple locations and uses AT&T Network on Demand to provision and scale bandwidth and other network services. AT&T Switched Ethernet on Demand (ASEoD) provides user-friendly, web-based network configuration and management and simplified contracting for most network services.
- AT&T will deliver an AT&T Switched Ethernet Service with a ground-breaking Network on Demand capability that's built on a Software Defined Wide Area Network service, allowing improved visibility into routing, switching and other networking infrastructure. The modernized service will support application-based routing along with the ability to centrally control and update network policies with a completely digital and user-friendly, web-based network configuration and management online tool, for more cost-effective network operations.

Features and Benefits

The solution gives you the following:

- **Dynamic Bandwidth Speeds of 2 Mbps to 100 Gbps**--are available and include four physical port speeds and multiple logical channel Committed Information Rates (CIRs). This feature helps you satisfy your networking needs and lets you easily increase speed and capacity in the future. So, instead of losing time because of slow network response, you can help ensure that vital information is available when and where you need it.
- **Any-to-Any Connections**--enables you, via Ethernet Virtual Connections (EVCs), to configure any port so that it connects to any other port in your network. As a result, a single Ethernet connection can provide your locations with access to various remote resources, such as virtual connections to primary and backup data hosts.
- **A Self-Service Portal**--provides an intuitive, user-friendly interface that enables easy, near-real-time provisioning, network scaling and management. The portal lets you add sites, deploy or change services, and scale bandwidth to meet changing demands. As a result, you can quickly and easily optimize your infrastructure and focus on your core business instead of handling time-consuming IT tasks.

E-rate Proposal for Center Joint Unified School District



Advantages of AT&T

Working with AT&T gives you the following advantages:

- **E-rate Experience**—AT&T has participated in the E-rate program for schools and libraries since the program's inception in 1998, and we're one of the program's largest service providers. We're proud to bring our technology, expertise, E-rate knowledge, and education experience to your school or library, helping expand affordable access to advanced telecommunication services. For more information about AT&T and its participation in the E-rate program, go to www.corp.att.com/erate and download the E-rate brochure.
- **Service and Support**—We offer you easy access to assistance, whether through online tools or by phone. You also get support and guidance from highly trained staff with years of networking experience. Our account teams, who work closely with you, are focused on the education industry and are well versed in the issues and challenges that today's educators face.
- **Performance**—You expect communication services that work, and we can deliver. We've made substantial investments each year to improve our technology infrastructure so that we can provide superior performance.



E-rate Proposal for Center Joint Unified School District



- **Complete Solutions**—AT&T offers a wide range of solutions. We can work with a variety of products and technologies and can assess your needs to recommend potential solutions.
- **Community Focus**—At AT&T, we're proud of our strong record of corporate citizenship. Annually, we contribute millions of dollars through corporate, foundation, and employee giving to support education and community programs.

IT CAN WAIT 

*To learn more about
the problem of
distracted driving and
how to help, visit
www.itcanwait.com.*

E-rate Proposal for Center Joint Unified School District



Solution Pricing

Pricing for AT&T Switched Ethernet on Demand (ASEoD) is based on the following term: 36 months with two optional 12 month extensions or 60 months.

There are Special Construction costs of \$48,767.04 for a 36 month term and \$45,719.10 should you select a 60 month term. These charges are required to provide fiber to several of your locations.

Note: MRC = monthly recurring charge and NRC = non-recurring charge

Product	Service Provider Identification Number (SPIN)
AT&T Switched Ethernet on Demand (ASEoD)	143002665

AT&T is proposing an ASEoD network that will include eight of your locations in a single network. Monthly charges for all sites are billed and maintained by AT&T.

The billing elements are the Ethernet port 10G, and the Committed Information Rate (CIR) per location. Using AT&T's Business Direct portal allows you to increase or decrease the port CIR for any location within the AT&T local serving area. The changes are effective on a real time basis, within 5 minutes of entering the change. Bandwidth can be changed at any location daily and the monthly charges prorated. There may be times that need increased bandwidth, or summer months and or holidays with reduced needs.

Data traffic with the Switched Ethernet network is flexible and can be designed for any to any connectivity, or point to point, so your particular requirements can be met.

The following locations are included in the proposed **any to any design**:

Service:

While there are several classes of service (COS) available, AT&T recommends Business Class Medium (BCM) for all locations, which is what most education customers utilize.

We are providing 36 month and 60 month pricing options. Pricing is per site and consists of 2 components, the Ethernet circuit/port and the CIR bandwidth.

The individual component pricing on a per location basis:

E-rate Proposal for Center Joint Unified School District



PORTS

10G Port (7 sites)

36 Month

\$500.00 each

CIR for 10G Port

2G	\$135.00
4G	\$240.00
5G	\$300.00
7.5G	\$350.00
10G	\$460.00

Examples:

Any to any WAN network

School with a 10G port and a 2G CIR $\$500.00 + \$135.00 = \$635.00$ per month
 School with a 10G port and a 4G CIR $\$500.00 + \$240.00 = \$740.00$ per month
 School with a 10G port and a 5G CIR $\$500.00 + \$300.00 = \$800.00$ per month
 School with a 10G port and a 7.5G CIR $\$500.00 + \$350.00 = \$850.00$ per month
 School with a 10G port and a 10G CIR $\$500.00 + \$460.00 = \$960.00$ per month

7 locations with 10G port 2G CIR $\$635.00$ each x 7 = \$4,445.00
 7 locations with 10G port 5G CIR $\$800.00$ each x 7 = \$5,600.00
 7 locations with 10G port 10G CIR $\$960.00$ each x 7 = \$6,720.00

District office with 10G port and 10G CIR and six schools with 10G port and 2G CIR
 $\$960.00 + (6 \times \$635.00) = \$4,770.00$ per month

Site Name	Street Address	10G Port	2G to 10G CIR	Total Monthly	Special Construction
District Office	8408 Watt Ave. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Dudley Elementary	8000 Aztec Way Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Center High	3111 Center Court Ln. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Spinelli Elementary	3401 Scotland Dr Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
McClellan High	8725 Watt Ave. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
North County Elementary	3901 Little Rock Rd. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Oak Hill Elementary	3909 North Loop Blvd. Antelope 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Roseville Schools	10G Ethernet service unavailable	NA	NA	NA	NA

E-rate Proposal for Center Joint Unified School District



PORTS

60 Month

10G Port (8 sites) \$450.00 each

CIR for 10G Port

2G	\$121.50
4G	\$216.00
5G	\$270.00
7.5G	\$315.00
10G	\$414.00

Examples:

Any to any WAN network

School with a 10G port and a 2G CIR $\$450.00 + \$121.50 = \$571.50$ per month

School with a 10G port and a 4G CIR $\$450.00 + \$216.00 = \$666.00$ per month

School with a 10G port and a 5G CIR $\$450.00 + \$270.00 = \$720.00$ per month

School with a 10G port and a 7.5G CIR $\$450.00 + \$315.00 = \$765.00$ per month

School with a 10G port and a 10G CIR $\$450.00 + \$414.00 = \$864.00$ per month

7 locations with 10G port 2G CIR $\$571.50$ each x 7 = \$4,000.50

7 locations with 10G port 5G CIR $\$720.00$ each x 7 = \$5,040.00

7 locations with 10G port 10G CIR $\$864.00$ each x 7 = \$6,048.00

District office with 10G port and 10G CIR and six schools with 10G port and 2G CIR

$\$960.00 + (6 \times \$571.50) = \$4,389.00$ per month

Site Name	Street Address	10G Port	2G to 10G CIR	Total Monthly	Special Construction
District Office	8408 Watt Ave. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Dudley Elementary	8000 Aztec Way Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Center High	3111 Center Court Ln. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Spinelli Elementary	3401 Scotland Dr Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
McClellan High	8725 Watt Ave. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
North County Elementary	3901 Little Rock Rd. Antelope CA 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Oak Hill Elementary	3909 North Loop Blvd. Antelope 95843	\$500.00	\$135.00 to \$460.00	\$635.00 to \$960.00	\$0.00
Roseville Schools	10G Ethernet service unavailable	NA	NA	NA	NA

E-rate Proposal for Center Joint Unified School District



With ASEoD you have the flexibility to adjust the bandwidth as the individual schools' requirements change. Each school can have a different bandwidth each day as needs require.

Pricing listed above is on a per location basis.

It does not include taxes.

Installation charge for all locations \$0.00

There are Special Construction charges at three of your eight locations. Should you select us as your vendor placing an order early would be prudent to allow time for the fiber builds.

Service terminates on a standard Network Interface Device.

If conduit would be needed at any school location to permit fiber installation, AT&T will install up to 1000 ft of conduit per site at no cost to the school.

This response to your request is not a contract offer and does not take the place of a signed contract. If you select AT&T for this service, please let us know so we can provide you the appropriate contract documents. Neither party is obligated for the selected services unless and until mutually agreed contract documents are signed by both parties. The Pricing proposed herein is based upon the specific product/service mix and locations outlined in this proposal, and assumes use of AT&T contract documents and an E-Rate Rider as part of any final, negotiated contract between the parties, unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

Important Information

AT&T Switched Ethernet Service on Demand is provided by AT&T's Incumbent Local Exchange Carrier in each respective state.

Proposal Validity Period—The information and pricing contained in this proposal is valid for a period of 90 days from the date written on the proposal cover page, or until the E-rate filing window closes for the upcoming E-rate Funding year, whichever occurs later, unless rescinded or extended in writing by AT&T.

Proposal Pricing—Pricing proposed herein is based upon the specific product/service/equipment mix and locations outlined in this proposal and is subject to AT&T's proposed terms and conditions for those products and services and the AT&T E-rate Rider unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

Providers of Service—Subsidiaries and affiliates of AT&T Inc. provide products and services under the AT&T brand.

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E-rate Proposal for Center Joint Unified School District



subject to change. The contents of this document are proprietary and confidential and may not be copied, disclosed, or used, in whole or in part, without the express written permission of AT&T, except to the extent required by law and insofar as is reasonably necessary in order to review and evaluate the information contained herein.

Disclaimer—For purposes of this Proposal, the identification of certain services as “eligible” or “non-eligible” for E-rate funding is not dispositive, nor does it guarantee that this or any other services in this Proposal will be deemed eligible for such funding. Any conclusions regarding the eligibility of services for E-rate funding must be based on several factors, many of which have yet to be determined relative to the proposed services and equipment described herein. Such factors will include, without limitation, the ultimate design configuration of the network, the specific products and services provisioned to operate the network, the type of customer, and whether the services are used for eligible educational purposes at eligible locations. In its proposal, AT&T will take guidance from the “Eligible Services List” and the specific sections on product and service eligibility on the Schools and Libraries Division (“SLD”) of the Universal Service Administrative Company (“USAC”) website www.usac.org/e-rate. This site provides a current listing of eligible products and services, as well as conditionally eligible and ineligible services. This guidance notwithstanding, the final determination of eligibility will be made by the SLD after a review of the customer’s E-rate application for this proposal. If AT&T is awarded the bid for this project, AT&T will provide assistance on the E-rate application solely on matters relative to the functionality of the services and products which comprise the network. Nevertheless, the responsibility for the E-rate application is with the customer. AT&T is not responsible for the outcome of the SLD’s decision on these matters.

Broadband Internet Access—For information about AT&T’s broadband internet access services, please visit about.att.com/sites/broadband.

End User Equipment—E-rate recipients must cost allocate any non-ancillary ineligible components that are bundled with eligible products or services. Cost allocations are the responsibility of E-rate Applicants. For additional information, reference USAC/SLD website @ www.usac.org/e-rate and Cost Allocation Guidelines for Services @ <https://www.usac.org/e-rate/applicant-process/before-you-begin/eligible-services-overview/cost-allocations-for-services/>.

ASEoD SLA

SLA-2 Network Availability SLA The Network Availability SLA Service parameter is to be not less than 99.99% for all Customer Ports and Classes of Service. Network Availability will be calculated as the percentage of time during a month that the network is capable of accepting and delivering Customer data during the measurement period. Network Availability includes the Ethernet core network and the local loop. Network outage time during maintenance windows will be excluded from Network Availability calculations. The calculation for Network Availability for a given month is as follows:
$$\text{Network Availability(1)} = [(24 \text{ hours} \times \text{days in the month} \times 60 \text{ minutes} \times \text{number of Customer Ports in the LATA}) - \text{network outage time}] / (24 \text{ hours} \times \text{days in the month} \times 60 \text{ minutes} \times \text{number of Customer Ports in the LATA})$$
 The Customer shall: (1) notify AT&T within 45 days after the end of any calendar month for which Network Availability fails to meet the committed level; and (2) request a Service credit. Upon verification by AT&T that actual Service performance for Network Availability failed to meet the committed level, AT&T will issue a credit to the Customer in an amount equal to 10 percent of the MRC for all Customer Ports in the LATA.

SLA-3 Credit Allowance for Service Interruptions Service is considered to be interrupted when it becomes unusable because of a failure of a facility component used to furnish Service under this Service Guide. The interruption must result in the complete loss of Service. An interruption period starts when an inoperative Service is reported to AT&T and ends when the Service is operative. The credit allowance for an interruption or for a series of interruptions shall be calculated based on the applicable monthly rate for the Port (or Ports) which were interrupted, including the other rate elements associated with that Port (CIR, repeater, etc.). No credit shall be applicable to other Ports on the network that were uninterrupted, even if they were unable to connect to an interrupted Port. No credit shall be allowed for an interruption period of less than 30 minutes. The Customer shall be credited for an interruption of 30 minutes or more at the rate of 1/1440 of the monthly charges for the facility or Service for each period of 30 minutes or fraction thereof that the interruption continues after the initial 30-minute interruption.

**MASTER AGREEMENT**

Customer	AT&T
Customer Legal Name Street Address: City: State/Province: Zip Code: Country:	AT&T Corp.
Customer Contact (for notices)	AT&T Contact (for notices)
Name: Title: Street Address: City: State/Province: Zip Code: Country: Telephone: Fax: Email:	Street Address: City: State/Province: Zip Code: Country: With a copy to: AT&T Corp. One AT&T Way Bedminster, NJ 07921-0752 ATTN: Master Agreement Support Team Email: mast@att.com

This Master Agreement ("Master Agreement"), between the customer named above ("Customer") and the AT&T entity named above ("AT&T"), is effective when signed by both Customer and AT&T.

Customer (by its authorized representative)	AT&T (by its authorized representative)
By:	By:
Name:	Name:
Title:	Title:
Date:	Date:

1. INTRODUCTION

1.1 Overview of Documents. This Master Agreement and the following additional documents (collectively, the "Agreement") shall apply to all products and services AT&T provides Customer pursuant to this Agreement ("Services") and shall continue in effect so long as Services are provided under this Agreement:

- (a) **Pricing Schedules.** A "Pricing Schedule" means a pricing schedule (including related attachments) or other document that is attached to or is later executed by the parties and references this Master Agreement. A Pricing Schedule includes the Services, the pricing (including discounts and commitments, if applicable) and the pricing schedule term ("Pricing Schedule Term").
- (b) **Tariffs and Guidebooks.** "Tariffs" are documents containing the descriptions, pricing and other terms and conditions for a Service that AT&T or its Affiliates file with regulatory authorities. "Guidebooks" are documents (designated as Guidebooks or Price Lists) containing the descriptions, pricing and other terms and conditions for a Service that were but no longer are filed with regulatory authorities. Tariffs and Guidebooks can be found at att.com/servicepublications or other locations AT&T may designate.
- (c) **Acceptable Use Policy.** AT&T's Acceptable Use Policy ("AUP") applies to (i) Services provided over or accessing the Internet and (ii) wireless (i.e., cellular) data and messaging Services. The AUP can be found at att.com/aup or other locations AT&T may designate.
- (d) **Service Guides.** The descriptions, pricing and other terms and conditions for a Service not covered by a Tariff or Guidebook may be contained in a Service Guide, which can be found at att.com/servicepublications or other locations AT&T may designate.

1.2 Priority of Documents. The order of priority of the documents that form this Agreement is: the applicable Pricing Schedule or Order; this Master Agreement; the AUP; and Tariffs, Guidebooks and Service Guides; provided that Tariffs will be first in priority in any jurisdiction where applicable law or regulation does not permit contract terms to take precedence over inconsistent Tariff terms.

1.3 Revisions to Documents. Subject to Section 8.2(b) (Materially Adverse Impact), AT&T may revise Service Publications at any time.

1.4 Execution by Affiliates. An AT&T Affiliate or Customer Affiliate may sign a Pricing Schedule in its own name, and such Affiliate contract will be a separate but associated contract incorporating the terms of this Agreement. Customer and AT&T will cause their respective Affiliates to comply with any such separate and associated contract.

2. AT&T DELIVERABLES

2.1 Services. AT&T will either provide or arrange to have an AT&T Affiliate provide Services to Customer and its Users, subject to the availability and operational limitations of systems, facilities and equipment. Where required, an AT&T Affiliate authorized by the appropriate regulatory authority will be the service provider. If an applicable Service Publication expressly permits placement of an order for a Service under this Master Agreement without the execution of a Pricing Schedule, Customer may place such an order using AT&T's standard ordering processes (an "Order"), and upon acceptance by AT&T, the Order shall otherwise be deemed a Pricing Schedule under this Master Agreement for the Service ordered.

2.2 AT&T Equipment. Services may be provided using equipment owned by AT&T that is located at the Site ("AT&T Equipment"), but title to the AT&T Equipment will remain with AT&T. Customer must provide adequate space and electric power for the AT&T Equipment and keep the AT&T Equipment physically secure and free from liens and encumbrances. Customer will bear the risk of loss or damage to the AT&T Equipment (other than ordinary wear and tear), except to the extent caused by AT&T or its agents.

2.3 Purchased Equipment. Except as specified in a Service Publication, title to and risk of loss of Purchased Equipment shall pass to Customer on delivery to the transport carrier for shipment to Customer's designated location.

2.4 License and Other Terms. Software, Purchased Equipment and Third-Party Services may be provided subject to the terms of a separate license or other agreement between Customer and either the licensor, the third-party service provider or the manufacturer. Customer's execution of the Pricing Schedule for or placement of an Order for Software, Purchased Equipment or Third-Party Services is Customer's agreement to comply with such separate agreement. Unless a Service Publication specifies otherwise, AT&T's sole responsibility with respect to Third-Party Services is to place Customer's orders for Third-Party Services, except that AT&T may invoice and collect payment from Customer for the Third-Party Services.

3. CUSTOMER'S COOPERATION

3.1 Access Right. Customer will in a timely manner allow AT&T access as reasonably required for the Services to property and equipment that Customer controls and will obtain at Customer's expense timely access for AT&T as reasonably required for the Services to property controlled by third parties such as Customer's landlord. AT&T will coordinate with and, except in an emergency, obtain Customer's consent to enter upon Customer's property and premises, which consent shall not be unreasonably withheld. Access rights mean the right to construct, install, repair, maintain, replace and remove access lines and network facilities and the right to use ancillary equipment space within a building for Customer's connection to AT&T's network. Customer must provide AT&T timely information and access to Customer's facilities and equipment as AT&T reasonably requires for the Services, subject to Customer's reasonable security policies. Customer will furnish any conduit, holes, wireways, wiring, plans, equipment, space, power/utilities and other items as AT&T reasonably requires for the Services and will obtain any necessary licenses, permits and consents (including easements and rights-of-way). Customer will have the Site ready for AT&T to perform its work according to a mutually agreed schedule.

MASTER AGREEMENT

3.2 Safe Working Environment. Customer will ensure that the location at which AT&T installs, maintains or provides Services is a safe working environment, free of Hazardous Materials and reasonably suitable for the Services. "Hazardous Materials" mean any substance or material capable of posing an unreasonable risk to health, safety or property or whose use, transport, storage, handling, disposal or release is regulated by any law related to pollution, to protection of air, water or soil or to health and safety. AT&T shall have no obligation to perform work at a location that is not a suitable and safe working environment or to handle, remove or dispose of Hazardous Materials.

3.3 Users. "User" means anyone who uses or accesses any Service provided to Customer. Customer will cause Users to comply with this Agreement and is responsible for Users' use of any Service unless expressly provided to the contrary in an applicable Service Publication.

3.4 Resale of Services. Customer may not resell the Services or rebrand the Services for resale to third parties without AT&T's prior written consent.

4. PRICING AND BILLING

4.1 Pricing and Pricing Schedule Term; Terms Applicable After End of Pricing Schedule Term. The prices listed in a Pricing Schedule are stabilized until the end of the Pricing Schedule Term and will apply in lieu of the corresponding prices set forth in the applicable Service Publication. No promotion, credit, discount or waiver set forth in a Service Publication will apply. Unless the Pricing Schedule states otherwise, at the end of the Pricing Schedule Term, Customer may continue Service (subject to any applicable notice or other requirements in a Service Publication for Customer to terminate a Service Component) under a month-to-month service arrangement at the prices, terms and conditions in effect on the last day of the Pricing Schedule Term. AT&T may change such prices, terms or conditions on 30 days' prior notice to Customer.

4.2 Additional Charges and Taxes. Prices set forth in a Pricing Schedule are exclusive of and Customer will pay all taxes (excluding those on AT&T's net income), surcharges, recovery fees, customs clearances, duties, levies, shipping charges and other similar charges (and any associated interest and penalties resulting from Customer's failure to timely pay such taxes or similar charges) relating to the sale, transfer of ownership, installation, license, use or provision of the Services, except to the extent Customer provides a valid exemption certificate prior to the delivery of Services. To the extent required by law, Customer may withhold or deduct any applicable taxes from payments due to AT&T, provided that Customer will use reasonable commercial efforts to minimize any such taxes to the extent allowed by law or treaty and will furnish AT&T with such evidence as may be required by relevant taxing authorities to establish that such tax has been paid so that AT&T may claim any applicable credit.

4.3 Billing. Unless a Service Publication specifies otherwise, Customer's obligation to pay for a Service Component begins upon availability of the Service Component to Customer. Customer will pay AT&T without deduction, setoff or delay for any reason (except for withholding taxes as provided in Section 4.2 - Additional Charges and Taxes or in Section 4.5 - Delayed Billing; Disputed Charges). At Customer's request, but subject to AT&T's consent (which may not be unreasonably withheld or withdrawn), Customer's Affiliates may be invoiced separately, and AT&T will accept payment from such Affiliates. Customer will be responsible for payment if Customer's Affiliates do not pay charges in accordance with this Agreement. AT&T may require Customer or its Affiliates to tender a deposit if AT&T determines, in its reasonable judgment, that Customer or its Affiliates are not creditworthy, and AT&T may apply such deposit to any charges owed.

4.4 Payments. Payment is due within 30 days after the date of the invoice (unless another date is specified in an applicable Tariff or Guidebook) and must refer to the invoice number. Charges must be paid in the currency specified in the invoice. Restrictive endorsements or other statements on checks are void. Customer will reimburse AT&T for all costs associated with collecting delinquent or dishonored payments, including reasonable attorneys' fees. AT&T may charge late payment fees at the lowest of (a) 1.5% per month (18% per annum), (b) for Services contained in a Tariff or Guidebook at the rate specified therein, or (c) the maximum rate allowed by law for overdue payments.

4.5 Delayed Billing; Disputed Charges. Customer will not be required to pay charges for Services initially invoiced more than 6 months after close of the billing period in which the charges were incurred, except for calls assisted by an automated or live operator. If Customer disputes a charge, Customer will provide notice to AT&T specifically identifying the charge and the reason it is disputed within 6 months after the date of the invoice in which the disputed charge initially appears, or Customer waives the right to dispute the charge. The portion of charges in dispute may be withheld and will not be considered overdue until AT&T completes its investigation of the dispute, but Customer may incur late payment fees in accordance with Section 4.4 (Payments). Following AT&T's notice of the results of its investigation to Customer, payment of all properly due charges and properly accrued late payment fees must be made within ten (10) business days. AT&T will reverse any late payment fees that were invoiced in error.

4.6 Credit Terms. AT&T retains a lien and purchase money security interest in each item of Purchased Equipment and Vendor Software until Customer pays all sums due. AT&T is authorized to sign and file a financing statement to perfect such security interest.

4.7 MARC. Minimum Annual Revenue Commitment ("MARC") means an annual revenue commitment set forth in a Pricing Schedule that Customer agrees to satisfy during each 12-consecutive-month period of the Pricing Schedule Term. If Customer fails to satisfy the MARC for any such 12-month period, Customer will pay a shortfall charge in an amount equal to the difference between the MARC and the total of the applicable MARC-Eligible Charges incurred during such 12-month period, and AT&T may withhold contractual credits until Customer pays the shortfall charge.

4.8 Adjustments to MARC.

- (a) In the event of a business downturn beyond Customer's control, or a corporate divestiture, merger, acquisition or significant restructuring or reorganization of Customer's business, or network optimization using other Services, or a reduction of AT&T's prices, or a force majeure event, any of which significantly impairs Customer's ability to meet a MARC, AT&T will offer to adjust the affected MARC to reflect Customer's reduced usage of Services (with a corresponding adjustment to the prices, credits or discounts available at the reduced MARC level). If the parties reach agreement on a revised MARC, AT&T and Customer will amend the affected Pricing Schedule prospectively. This Section 4.8 will not apply to a change resulting from Customer's decision to use service providers other than AT&T. Customer will provide AT&T notice of the conditions Customer believes will require the application of this provision. This provision does not constitute a waiver of any charges, including monthly recurring charges and shortfall charges, Customer incurs prior to amendment of the affected Pricing Schedule.
- (b) If Customer, through merger, consolidation, acquisition or otherwise, acquires a new business or operation, Customer and AT&T may agree in writing to include the new business or operation under this Agreement. Such agreement will specify the impact, if any, of such addition on Customer's MARC or other volume or growth discounts and on Customer's attainment thereof.

5. CONFIDENTIAL INFORMATION

5.1 Confidential Information. Confidential Information means: (a) information the parties or their Affiliates share with each other in connection with this Agreement or in anticipation of providing Services under this Agreement (including pricing or other proposals), but only to the extent identified as Confidential Information in writing; and (b) except as may be required by applicable law or regulation, the terms of this Agreement.

5.2 Obligations. A disclosing party's Confidential Information will, for a period of 3 years following its disclosure to the other party (except in the case of software, for which the period is indefinite): (a) not be disclosed, except to the receiving party's employees, agents and contractors having a need-to-know (but only if such agents and contractors are not direct competitors of the other party and agree in writing to use and disclosure restrictions as restrictive as this Section 5) or to the extent authorized to be revealed by law, governmental authority or legal process (but only if such disclosure is limited to that which is so authorized and prompt notice is provided to the disclosing party to the extent practicable and not prohibited by law, governmental authority or legal process); (b) be held in confidence; and (c) be used only for purposes of using the Services, evaluating proposals for new services or performing this Agreement (including in the case of AT&T to detect fraud, to check quality and to operate, maintain and enhance the network and Services).

5.3 Exceptions. The restrictions in this Section 5 will not apply to any information that: (a) is independently developed by the receiving party without use of the disclosing party's Confidential Information; (b) is lawfully received by the receiving party free of any obligation to keep it confidential; or (c) becomes generally available to the public other than by breach of this Agreement.

5.4 Privacy. Each party is responsible for complying with the privacy laws applicable to its business. AT&T shall require its personnel, agents and contractors around the world who process Customer Personal Data to protect Customer Personal Data in accordance with the data protection laws and regulations applicable to AT&T's business. If Customer does not want AT&T to comprehend Customer data to which it may have access in performing Services, Customer must encrypt such data so that it will be unintelligible. Customer is responsible for obtaining consent from and giving notice to its Users, employees and agents regarding Customer's and AT&T's collection and use of the User, employee or agent information in connection with a Service. Customer will only make accessible or provide Customer Personal Data to AT&T when it has the legal authority to do so. Unless otherwise directed by Customer in writing, if AT&T designates a dedicated account representative as Customer's primary contact with AT&T, Customer authorizes that representative to discuss and disclose Customer's customer proprietary network information to any employee or agent of Customer without a need for further authentication or authorization.

6. LIMITATIONS OF LIABILITY AND DISCLAIMERS

6.1 Limitation of Liability.

- (a) EITHER PARTY'S ENTIRE LIABILITY AND THE OTHER PARTY'S EXCLUSIVE REMEDY FOR DAMAGES ON ACCOUNT OF ANY CLAIM ARISING OUT OF AND NOT DISCLAIMED UNDER THIS AGREEMENT SHALL BE:
 - (i) FOR BODILY INJURY, DEATH OR DAMAGE TO REAL PROPERTY OR TO TANGIBLE PERSONAL PROPERTY PROXIMATELY CAUSED BY A PARTY'S NEGLIGENCE, PROVEN DIRECT DAMAGES;
 - (ii) FOR BREACH OF SECTION 5 (Confidential Information), SECTION 10.1 (Publicity) OR SECTION 10.2 (Trademarks), PROVEN DIRECT DAMAGES;
 - (iii) FOR ANY THIRD-PARTY CLAIMS, THE REMEDIES AVAILABLE UNDER SECTION 7 (Third Party Claims);
 - (iv) FOR CLAIMS ARISING FROM THE OTHER PARTY'S GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, PROVEN DAMAGES; OR
 - (v) FOR CLAIMS OTHER THAN THOSE SET FORTH IN SECTION 6.1(a)(i)-(iv), PROVEN DIRECT DAMAGES NOT TO EXCEED, ON A PER CLAIM OR AGGREGATE BASIS DURING ANY TWELVE (12) MONTH PERIOD, AN AMOUNT EQUAL TO THE TOTAL NET CHARGES INCURRED BY CUSTOMER FOR THE AFFECTED SERVICE IN THE RELEVANT COUNTRY DURING THE THREE (3) MONTHS PRECEDING THE MONTH IN WHICH THE CLAIM AROSE.

MASTER AGREEMENT

- (b) EXCEPT AS SET FORTH IN SECTION 7 (Third Party Claims) OR IN THE CASE OF A PARTY'S GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, NEITHER PARTY WILL BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, PUNITIVE, RELIANCE OR SPECIAL DAMAGES, INCLUDING WITHOUT LIMITATION DAMAGES FOR LOST PROFITS, ADVANTAGE, SAVINGS OR REVENUES OR FOR INCREASED COST OF OPERATIONS.
- (c) THE LIMITATIONS IN THIS SECTION 6 SHALL NOT LIMIT CUSTOMER'S RESPONSIBILITY FOR THE PAYMENT OF ALL PROPERLY DUE CHARGES UNDER THIS AGREEMENT.

6.2 **Disclaimer of Liability.** AT&T WILL NOT BE LIABLE FOR ANY DAMAGES ARISING OUT OF OR RELATING TO: INTEROPERABILITY, ACCESS OR INTERCONNECTION OF THE SERVICES WITH APPLICATIONS, DATA, EQUIPMENT, SERVICES, CONTENT OR NETWORKS PROVIDED BY CUSTOMER OR THIRD PARTIES; SERVICE DEFECTS, SERVICE LEVELS, DELAYS OR ANY SERVICE ERROR OR INTERRUPTION, INCLUDING INTERRUPTIONS OR ERRORS IN ROUTING OR COMPLETING ANY 911 OR OTHER EMERGENCY RESPONSE CALLS OR ANY OTHER CALLS OR TRANSMISSIONS (EXCEPT FOR CREDITS EXPLICITLY SET FORTH IN THIS AGREEMENT); LOST OR ALTERED MESSAGES OR TRANSMISSIONS; OR UNAUTHORIZED ACCESS TO OR THEFT, ALTERATION, LOSS OR DESTRUCTION OF CUSTOMER'S (OR ITS AFFILIATES', USERS' OR THIRD PARTIES') APPLICATIONS, CONTENT, DATA, PROGRAMS, INFORMATION, NETWORKS OR SYSTEMS.

6.3 **Purchased Equipment and Vendor Software Warranty.** AT&T shall pass through to Customer any warranties for Purchased Equipment and Vendor Software available from the manufacturer or licensor. The manufacturer or licensor, and not AT&T, is responsible for any such warranty terms and commitments. ALL SOFTWARE AND PURCHASED EQUIPMENT IS OTHERWISE PROVIDED TO CUSTOMER ON AN "AS IS" BASIS.

6.4 **Disclaimer of Warranties.** AT&T MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, SPECIFICALLY DISCLAIMS ANY REPRESENTATION OR WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE OR NON-INFRINGEMENT AND SPECIFICALLY DISCLAIMS ANY WARRANTY ARISING BY USAGE OF TRADE OR BY COURSE OF DEALING. FURTHER, AT&T MAKES NO REPRESENTATION OR WARRANTY THAT TELEPHONE CALLS OR OTHER TRANSMISSIONS WILL BE ROUTED OR COMPLETED WITHOUT ERROR OR INTERRUPTION (INCLUDING CALLS TO 911 OR ANY SIMILAR EMERGENCY RESPONSE NUMBER) AND MAKES NO GUARANTEE REGARDING NETWORK SECURITY, THE ENCRYPTION EMPLOYED BY ANY SERVICE, THE INTEGRITY OF ANY DATA THAT IS SENT, BACKED UP, STORED OR SUBJECT TO LOAD BALANCING OR THAT AT&T'S SECURITY PROCEDURES WILL PREVENT THE LOSS OR ALTERATION OF OR IMPROPER ACCESS TO CUSTOMER'S DATA AND INFORMATION.

6.5 **Application and Survival.** The disclaimer of warranties and limitations of liability set forth in this Agreement will apply regardless of the form of action, whether in contract, equity, tort, strict liability or otherwise, of whether damages were foreseeable and of whether a party was advised of the possibility of such damages and will apply so as to limit the liability of each party and its Affiliates and their respective employees, directors, subcontractors and suppliers. The limitations of liability and disclaimers set out in this Section 6 will survive failure of any exclusive remedies provided in this Agreement.

7. THIRD PARTY CLAIMS

7.1 **AT&T's Obligations.** AT&T agrees at its expense to defend and either to settle any third-party claim against Customer, its Affiliates and its and their respective employees and directors or to pay all damages that a court finally awards against such parties for a claim alleging that a Service provided to Customer under this Agreement infringes any patent, trademark, copyright or trade secret, but not where the claimed infringement arises out of or results from: (a) Customer's, its Affiliate's or a User's content; (b) modifications to the Service by Customer, its Affiliate or a third party, or combinations of the Service with any non-AT&T services or products by Customer or others; (c) AT&T's adherence to Customer's or its Affiliate's written requirements; or (d) use of a Service in violation of this Agreement.

7.2 **Customer's Obligations.** Customer agrees at its expense to defend and either to settle any third-party claim against AT&T, its Affiliates and its and their respective employees, directors, subcontractors and suppliers or to pay all damages that a court finally awards against such parties for a claim that: (a) arises out of Customer's, its Affiliate's or a User's access to or use of the Services and the claim is not the responsibility of AT&T under Section 7.1; (b) alleges that a Service infringes any patent, trademark, copyright or trade secret and falls within the exceptions in Section 7.1; or (c) alleges a breach by Customer, its Affiliate or a User of a Software license agreement.

7.3 **Infringing Services.** Whenever AT&T is liable under Section 7.1, AT&T may at its option either procure the right for Customer to continue using, or may replace or modify, the Service so that it is non-infringing.

7.4 **Notice and Cooperation.** The party seeking defense or settlement of a third-party claim under this Section 7 will provide notice to the other party promptly upon learning of any claim for which defense or settlement may be sought, but failure to do so will have no effect except to the extent the other party is prejudiced by the delay. The party seeking defense or settlement will allow the other party to control the defense and settlement of the claim and will reasonably cooperate with the defense. The defending party will use counsel reasonably experienced in the subject matter at issue and will not settle a claim without the written consent of the party being defended, which consent will not be unreasonably withheld or delayed, except that no consent will be required to settle a claim where relief against the party being defended is limited to monetary damages that are paid by the defending party under this Section 7.

7.5 AT&T's obligations under Section 7.1 shall not extend to actual or alleged infringement or misappropriation of intellectual property based on Purchased Equipment, Software, or Third-Party Services.

8. SUSPENSION AND TERMINATION

8.1 Termination of Agreement. This Agreement may be terminated immediately upon notice by either party if the other party becomes insolvent, ceases operations, is the subject of a bankruptcy petition, enters receivership or any state insolvency proceeding or makes an assignment for the benefit of its creditors.

8.2 Termination or Suspension. The following additional termination provisions apply:

- (a) **Material Breach.** If either party fails to perform or observe any material warranty, representation, term or condition of this Agreement, including non-payment of charges, and such failure continues unremedied for 30 days after receipt of notice, the aggrieved party may terminate (and AT&T may suspend and later terminate) the affected Service Components and, if the breach materially and adversely affects the entire Agreement, terminate (and AT&T may suspend and later terminate) the entire Agreement.
- (b) **Materially Adverse Impact.** If AT&T revises a Service Publication, the revision has a materially adverse impact on Customer and AT&T does not effect revisions that remedy such materially adverse impact within 30 days after receipt of notice from Customer, then Customer may, as Customer's sole remedy, elect to terminate the affected Service Components on 30 days' notice to AT&T, given not later than 90 days after Customer first learns of the revision to the Service Publication. "Materially adverse impacts" do not include changes to non-stabilized pricing, changes required by governmental authority, or assessment of or changes to additional charges such as surcharges or taxes.
- (c) **Internet Services.** If Customer fails to rectify a violation of the AUP within 5 days after receiving notice from AT&T, AT&T may suspend the affected Service Components. AT&T reserves the right, however, to suspend or terminate immediately when: (i) AT&T's suspension or termination is in response to multiple or repeated AUP violations or complaints; (ii) AT&T is acting in response to a court order or governmental notice that certain conduct must be stopped; or (iii) AT&T reasonably determines that (a) it may be exposed to sanctions, liability, prosecution or other adverse consequences under applicable law if AT&T were to allow the violation to continue; (b) such violation may harm or interfere with the integrity, normal operations or security of AT&T's network or networks with which AT&T is interconnected or may interfere with another customer's use of AT&T services or the Internet; or (c) such violation otherwise presents an imminent risk of harm to AT&T, AT&T's customers or its or their respective employees.
- (d) **Fraud or Abuse.** AT&T may terminate or suspend an affected Service or Service Component and, if the activity materially and adversely affects the entire Agreement, terminate or suspend the entire Agreement, immediately by providing Customer with as much advance notice as is reasonably practicable under the circumstances if Customer, in the course of breaching the Agreement: (i) commits a fraud upon AT&T; (ii) uses the Service to commit a fraud upon another party; (iii) unlawfully uses the Service; (iv) abuses or misuses AT&T's network or Service; or (v) interferes with another customer's use of AT&T's network or services.
- (e) **Infringing Services.** If the options described in Section 7.3 (Infringing Services) are not reasonably available, AT&T may at its option terminate the affected Services or Service Components without liability other than as stated in Section 7.1 (AT&T's Obligations).
- (f) **Hazardous Materials.** If AT&T encounters any Hazardous Materials at the Site, AT&T may terminate the affected Services or Service Components or may suspend performance until Customer removes and remediates the Hazardous Materials at Customer's expense in accordance with applicable law.

8.3 Effect of Termination.

- (a) Termination or suspension by either party of a Service or Service Component does not waive any other rights or remedies a party may have under this Agreement and will not affect the rights and obligations of the parties regarding any other Service or Service Component.
- (b) If a Service or Service Component is terminated, Customer will pay all amounts incurred prior to the effective date of termination.

8.4 Termination Charges.

- (a) If Customer terminates this Agreement or an affected Service or Service Component for cause in accordance with the Agreement or if AT&T terminates a Service or Service Component other than for cause, Customer will not be liable for the termination charges set forth in this Section 8.4.
- (b) If Customer or AT&T terminates a Service or Service Component prior to Cutover other than as set forth in Section 8.4(a), Customer (i) will pay any pre-Cutover termination or cancellation charges set out in a Pricing Schedule or Service Publication, or (ii) in the absence of such specified charges, will reimburse AT&T for time and materials incurred prior to the effective date of termination, plus any third party charges resulting from the termination.
- (c) If Customer or AT&T terminates a Service or Service Component after Cutover other than as set forth in Section 8.4(a), Customer will pay applicable termination charges as follows: (i) 50% (unless a different amount is specified in the Pricing Schedule) of any unpaid recurring charges for the terminated Service or Service Component attributable to the unexpired portion of an applicable Minimum Payment Period; (ii) if termination occurs before the end of an applicable Minimum Retention Period, any associated credits or waived or unpaid non-recurring charges; and (iii) any charges incurred by AT&T from a third party (i.e.,

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not an AT&T Affiliate) due to the termination. The charges set forth in Sections 8.4(c)(i) and (ii) will not apply if a terminated Service Component is replaced with an upgraded Service Component at the same Site, but only if the Minimum Payment Period or Minimum Retention Period, as applicable, (the "Minimum Period") and associated charge for the replacement Service Component are equal to or greater than the corresponding Minimum Period and associated charge for the terminated Service Component, respectively, and if the upgrade is not restricted in the applicable Service Publication.

- (d) In addition, if Customer terminates a Pricing Schedule that has a MARC, Customer will pay an amount equal to 50% of the unsatisfied MARC for the balance of the Pricing Schedule Term.

9. IMPORT/EXPORT CONTROL

Neither party will use, distribute, transfer or transmit any equipment, services, software or technical information provided under this Agreement (even if incorporated into other products) except in compliance with all applicable import and export laws, conventions and regulations.

10. MISCELLANEOUS PROVISIONS

10.1 **Publicity.** Neither party may issue any public statements or announcements relating to the terms of this Agreement or to the provision of Services without the prior written consent of the other party.

10.2 **Trademarks.** Each party agrees not to display or use, in advertising or otherwise, any of the other party's trade names, logos, trademarks, service marks or other indicia of origin without the other party's prior written consent, which consent may be revoked at any time by notice.

10.3 **Independent Contractor.** Each party is an independent contractor. Neither party controls the other, and neither party nor its Affiliates, employees, agents or contractors are Affiliates, employees, agents or contractors of the other party.

10.4 **Force Majeure.** Except for payment of amounts due, neither party will be liable for any delay, failure in performance, loss or damage due to fire, explosion, cable cuts, power blackout, earthquake, flood, strike, embargo, labor disputes, acts of civil or military authority, war, terrorism, acts of God, acts of a public enemy, acts or omissions of carriers or suppliers, acts of regulatory or governmental agencies or other causes beyond such party's reasonable control.

10.5 **Amendments and Waivers.** Any supplement to or modification or waiver of any provision of this Agreement must be in writing and signed by authorized representatives of both parties. A waiver by either party of any breach of this Agreement will not operate as a waiver of any other breach of this Agreement.

10.6 **Assignment and Subcontracting.**

- (a) Customer may, without AT&T's consent but upon notice to AT&T, assign in whole or relevant part its rights and obligations under this Agreement to a Customer Affiliate. AT&T may, without Customer's consent, assign in whole or relevant part its rights and obligations under this Agreement to an AT&T Affiliate. In no other case may this Agreement be assigned by either party without the prior written consent of the other party (which consent will not be unreasonably withheld or delayed). In the case of any assignment, the assigning party shall remain financially responsible for the performance of the assigned obligations.
- (b) AT&T may subcontract to an Affiliate or a third party work to be performed under this Agreement but will remain financially responsible for the performance of such obligations.
- (c) In countries where AT&T does not have an Affiliate to provide a Service, AT&T may assign its rights and obligations related to such Service to a local service provider, but AT&T will remain responsible to Customer for such obligations. In certain countries, Customer may be required to contract directly with the local service provider.

10.7 **Severability.** If any portion of this Agreement is found to be invalid or unenforceable or if, notwithstanding Section 10.11 (Governing Law), applicable law mandates a different interpretation or result, the remaining provisions will remain in effect and the parties will negotiate in good faith to substitute for such invalid, illegal or unenforceable provision a mutually acceptable provision consistent with the original intention of the parties.

10.8 **Injunctive Relief.** Nothing in this Agreement is intended to or should be construed to prohibit a party from seeking preliminary or permanent injunctive relief in appropriate circumstances from a court of competent jurisdiction.

10.9 **Legal Action.** Any legal action arising in connection with this Agreement must be filed within two (2) years after the cause of action accrues, or it will be deemed time-barred and waived. The parties waive any statute of limitations to the contrary.

10.10 **Notices.** Any required notices under this Agreement shall be in writing and shall be deemed validly delivered if made by hand (in which case delivery will be deemed to have been effected immediately), or by overnight mail (in which case delivery will be deemed to have been effected one (1) business day after the date of mailing), or by first class pre-paid post (in which case delivery will be deemed to have been effected five (5) days after the date of posting), or by facsimile or electronic transmission (in which case delivery will be deemed to have been effected on the day the transmission was sent). Any such notice shall be sent to the office of the recipient set forth on the cover page of this Agreement or to such other office or recipient as designated in writing from time to time.

10.11 **Governing Law.** This Agreement will be governed by the law of the State of New York, without regard to its conflict of law principles, unless a regulatory agency with jurisdiction over the applicable Service applies a different law. The United Nations Convention on Contracts for International Sale of Goods will not apply.

MASTER AGREEMENT

10.12 Compliance with Laws. Each party will comply with all applicable laws and regulations and with all applicable orders issued by courts or other governmental bodies of competent jurisdiction.

10.13 No Third Party Beneficiaries. This Agreement is for the benefit of Customer and AT&T and does not provide any third party (including Users) the right to enforce it or to bring an action for any remedy, claim, liability, reimbursement or cause of action or any other right or privilege.

10.14 Survival. The respective obligations of Customer and AT&T that by their nature would continue beyond the termination or expiration of this Agreement, including the obligations set forth in Section 5 (Confidential Information), Section 6 (Limitations of Liability and Disclaimers) and Section 7 (Third Party Claims), will survive such termination or expiration.

10.15 Agreement Language. The language of this Agreement is English. If there is a conflict between this Agreement and any translation, the English version will take precedence.

10.16 Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to its subject matter. Except as provided in Section 2.4 (License and Other Terms), this Agreement supersedes all other agreements, proposals, representations, statements and understandings, whether written or oral, concerning the Services or the rights and obligations relating to the Services, and the parties disclaim any reliance thereon. This Agreement will not be modified or supplemented by any written or oral statements, proposals, representations, advertisements, service descriptions or purchase order forms not expressly set forth in this Agreement.

11. DEFINITIONS

"Affiliate" of a party means any entity that controls, is controlled by or is under common control with such party.

"API" means an application program interface used to make a resources request from a remote implementer program. An API may include coding, specifications for routines, data structures, object classes, and protocols used to communicate between programs.

"AT&T Software" means software, including APIs, and all associated written and electronic documentation and data owned by AT&T and licensed by AT&T to Customer. AT&T Software does not include software that is not furnished to Customer.

"Customer Personal Data" means information that identifies an individual, that Customer directly or indirectly makes accessible to AT&T and that AT&T collects, holds or uses in the course of providing the Services.

"Cutover" means the date Customer's obligation to pay for Services begins.

"Effective Date" of a Pricing Schedule means the date on which the last party signs the Pricing Schedule unless a later date is required by regulation or law.

"MARC-Eligible Charges" means the recurring and usage charges (including amounts calculated from unpaid charges that are owed under Section 8.4(c)(i)), after deducting applicable discounts and credits (other than outage or SLA credits), that AT&T charges Customer for the Services identified in the applicable Pricing Schedule as MARC-contributing. The following are not MARC-Eligible Charges: (a) charges for or in connection with Customer's purchase of equipment; (b) taxes; and (c) charges imposed in connection with governmentally imposed costs or fees (such as USF, PICC, payphone service provider compensation, E911 and deaf relay charges).

"Minimum Payment Period" means the Minimum Payment Period identified for a Service Component in a Pricing Schedule or Service Publication during which Customer is required to pay recurring charges for the Service Component.

"Minimum Retention Period" means the Minimum Retention Period identified for a Service Component in a Pricing Schedule or Service Publication during which Customer is required to maintain service to avoid the payment (or repayment) of certain credits, waived charges or amortized charges.

"Purchased Equipment" means equipment or other tangible products Customer purchases under this Agreement, including any replacements of Purchased Equipment provided to Customer. Purchased Equipment also includes any internal code required to operate such Equipment. Purchased Equipment does not include Software but does include any physical media provided to Customer on which Software is stored.

"Service Component" means an individual component of a Service provided under this Agreement.

"Service Publications" means Tariffs, Guidebooks, Service Guides and the AUP.

"Site" means a physical location, including Customer's collocation space on AT&T's or its Affiliate's or subcontractor's property, where AT&T installs or provides a Service.

"Software" means AT&T Software and Vendor Software.

"Third-Party Service" means a service provided directly to Customer by a third party under a separate agreement between Customer and the third party.

"Vendor Software" means software, including APIs, and all associated written and electronic documentation and data AT&T furnishes to Customer, other than AT&T Software.



AT&T MA Reference No. _____

AT&T Contract ID No. _____

**AT&T SWITCHED ETHERNET SERVICESM (with NETWORK ON DEMAND)
PRICING SCHEDULE PROVIDED PURSUANT TO CUSTOM TERMS (For E-Rate)**

Customer	AT&T
Legal Customer Business Name Street Address: City: State/Province: Zip Code: Country: USA	The applicable AT&T Service-Providing Affiliate(s)
Customer Contact (for Notices)	AT&T Contact (for Notices)
Name: Title: Street Address: City: State/Province: Zip Code: Country: USA Telephone: Email: Customer Account Number or Master Account Number:	Name: Street Address: City: State/Province: Zip Code: Country: USA Telephone: Email: Sales/Branch Manager: SCVP Name: Sales Strata: Sales Region: With a copy (for Notices) to: AT&T Corp. One AT&T Way Bedminster, NJ 07921-0752 ATTN: Master Agreement Support Team Email: mast@att.com
AT&T Solution Provider or Representative Information (if applicable) <input type="checkbox"/>	
Name: Company Name: Agent Street Address: City: State: Zip Code: Country: USA Telephone: Fax: Email: Agent Code	

This Pricing Schedule for the service(s) identified below ("Service") is part of the Agreement referenced above.

Unless otherwise specified herein, Services purchased under this Pricing Schedule must be managed using the AT&T Network on Demand process described in the Network on Demand Guide available at: http://cpr.att.com/pdf/publications/NOD_Guide.pdf which is incorporated herein by reference and is subject to change by AT&T.

AT&T California currently provides billing and collections services to third parties, which may place charges that Customer authorizes on Customer's bill for intrastate Services. To the extent that AT&T California makes blocking of such charges available, Customer may block third-party charges from its bill at no cost.

Customer confirms receipt of the AT&T customer building / site preparation document describing the installation requirements at the Site(s).

If Customer's OPT-E-MAN[®] Service, Customized Switched Metro Ethernet Service ("CSME") or BellSouth[®] Metro Ethernet Service ("MetroE") is replaced by AT&T Switched Ethernet Service provided under this Pricing Schedule at the same location(s), AT&T will waive early termination charges on such OPT-E-MAN[®], CSME or MetroE service.



AT&T MA Reference No. _____

AT&T Contract ID No. _____

**AT&T SWITCHED ETHERNET SERVICESM (with NETWORK ON DEMAND)
PRICING SCHEDULE PROVIDED PURSUANT TO CUSTOM TERMS (For E-Rate)**

Customer (by its authorized representative)	AT&T (by its authorized representative)
By:	By:
Printed or Typed Name:	Printed or Typed Name:
Title:	Title:
Date:	Date:

For AT&T internal use only:

Contract Ordering and Billing Number (CNUM):

WK# - Interstate-InterLATA – TBD WK# - ILEC-Intrastate –TBD Please sign by _____, 2018.	For AT&T Administrative Use Only Pricing Schedule No. _____ Original Effective Date: _____
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AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)

1. SERVICE, SERVICE PROVIDER(S) and SERVICE PUBLICATION(S)

AT&T Switched Ethernet ServiceSM

Service	Service Publication (incorporated by reference)	Service Publication location
AT&T Switched Ethernet Service SM	AT&T Switched Ethernet Service Guide	http://cpr.att.com/pdf/commonEthServGuide.html

Service Providers			
AT&T Alabama	AT&T Indiana	AT&T Missouri	AT&T Tennessee
AT&T Arkansas	AT&T Kansas	AT&T Nevada	AT&T Texas
AT&T California	AT&T Kentucky	AT&T North Carolina	AT&T Wisconsin
AT&T Florida	AT&T Louisiana	AT&T Ohio	
AT&T Georgia	AT&T Michigan	AT&T Oklahoma	
AT&T Illinois	AT&T Mississippi	AT&T South Carolina	

2. PRICING SCHEDULE TERM, EFFECTIVE DATES

Pricing Schedule Term	36 months
Start Date of Minimum Payment Period, per Service Component	later of the Effective Date or installation of the Service Component
Rate Stabilization per Service Component	Rates as specified in this Pricing Schedule for each Service Component are stabilized until the end of its Minimum Payment Period.
Pricing following the end of Minimum Payment Period	non-stabilized prices as modified from time to time in applicable Service Publication or, if there is no such pricing, the pricing in this Pricing Schedule

3. MINIMUM PAYMENT PERIOD

Service Components	Percentage of Monthly Recurring Charge Applied for Calculation of Early Termination Charges*	Minimum Payment Period per Service Component
All Service Components	50% plus any waived non-recurring charges and, if AT&T installs Customer Premises Support Structure facilities for AT&T Switched Ethernet Service at any site, an additional \$9,200 for such site to recover facility costs	36 months
* Early termination charges shall not exceed the total amount of monthly recurring charges for the remainder of the Minimum Payment Period; refer to Network on Demand Guide for details.		

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**AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)**

4. ADDS; MOVES

4.1 Adds

Orders for Service Components (other than CIR/CoS) in excess of quantities listed in Section A-1 of Attachment A ("Adds") are not permitted.

4.2 Moves

Per applicable Service Publication

5. RATES and CHARGES

5.1 AT&T SWITCHED ETHERNET SERVICE

5.1.1 Initial Site And Service Configuration

The initial sites and configuration of Services covered under this Pricing Schedule are identified on Attachment A. This Pricing Schedule is Customer's order for any new Services shown on Attachment A.

5.1.2 Monthly Recurring Charges (MRC)

All Monthly Recurring Charge (MRC) rates are per port. The total MRC for a port is the sum of the Port Connection MRC, the Bandwidth MRC, and any associated Feature MRC(s).

Port Connection MRC

Port Connection Type/Speed	MRC
Basic 100 Mbps	\$xxx.xx
Basic 1 Gbps	\$xxx.xx
Basic 10 Gbps	\$xxx.xx
Basic 100 Gbps	\$xxx.xx

Bandwidth MRC

If Customer changes the CIR and/or CoS configuration during the billing cycle, the Bandwidth MRC will be prorated based on the time interval for each configuration. Bandwidth may be adjusted using the Network on Demand process within the available network capacity, which may vary from time to time. All speeds may not be available at all times or at all locations. Network augmentation via traditional processes may be required before certain speeds will be available on demand. Contact your AT&T sales representative to discuss ways to increase available capacity.

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AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)

Bandwidth MRC (for 100 Mbps and 1 Gbps Basic Port Connections)					
Committed Information Rate (CIR)	Class of Service (CoS)				
	Non Critical High	Business Critical Medium	Business Critical High	Interactive	Real Time
2 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
4 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
5 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
8 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
10 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
20 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
50 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
100 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
150 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
250 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
400 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
500 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
600 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
1000 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn

Bandwidth MRC (for 10 Gbps Basic Port Connections)					
Committed Information Rate (CIR)	Class of Service (CoS)				
	Non Critical High	Business Critical Medium	Business Critical High	Interactive	Real Time
1000 Mbps	Same as 1000 Mbps rates for 100 Mbps and 1 Gbps Basic Port Connections				
2000 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	n/a
2500 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	n/a
4000 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	n/a
5000 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	n/a
7500 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	n/a
9500 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	n/a
10000 Mbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	n/a

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**AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)**

Bandwidth MRC (for 100 Gbps Basic Port Connections)					
Committed Information Rate (CIR)	Class of Service (CoS)				
	Non Critical High	Business Critical Medium	Business Critical High	Interactive	Real Time
10 Gbps	Same as 10000 Mbps rates for 10 Gbps Basic Port Connections				
15 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
20 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
25 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
30 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
35 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
40 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
45 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
50 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
60 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
70 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
80 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
90 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn
100 Gbps	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn	\$nnn.nn

Feature MRC

Feature	MRC
Enhanced Multicast	\$xxx.xx

5.1.3 Non Recurring Charges (NRC)

Standard Non Recurring Charges for installation of new Customer Port Connections, per the applicable Service Publication, will be waived.

5.1.4 Additional Charges

Charges for additional Service options may apply per Service Publication. Charges for special construction, if needed, may also apply.

6. SPECIAL TERMS, CONDITIONS or OTHER REQUIREMENTS

6.1 Special Conditions for 10 Gbps Customer Port Connections

Basic Ports with transmission speeds of 10 Gbps are available only under certain custom/ICB contracting arrangements and are not fully supported by the Network on Demand process at this time. If Customer has any 10 Gbps Port(s) and wishes to change the CIR of any such Port(s) to values equal to or less than the initially contracted port configuration (Attachment A, Table 2), change the applicable CoS or establish EVCs within permissible parameters, then Customer may use the AT&T Business Center portal to request and schedule such changes. Point-to-point EVCs can be set in 1 Mbps increments from 1 Mbps to 2000 Mbps. Multipoint EVCs can be set in 1 Mbps increments from 1 Mbps to 1000 Mbps. Real Time Class of Service is not available for EVCs exceeding 1000 Mbps. If Customer wishes to increase the CIR above the initially contracted port configuration or

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AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)

make any changes other than as set forth above, Customer must contact AT&T using standard processes to determine whether such changes can be made and whether any modifications to Customer's contract may be required. Requests for EVC CIR above the limits set forth above will be evaluated on an Individual Case Basis, taking into consideration factors such as facility conditions and the impact of the requested configuration on network performance.

6.2 Special Conditions for 100 Gbps Customer Port Connections

Basic Ports with transmission speeds of 100 Gbps are available only under certain custom/ICB contracting arrangements. If Customer has any 100 Gbps Port(s) and wishes to change the CIR of any such Port(s) to values equal to or less than the initially contracted port configuration (Attachment X, Table Y), change the applicable CoS or establish EVCs within permissible parameters, then Customer may use the AT&T Business Center portal to request and schedule such changes. Requests for EVCs greater than 1Gbps and up to 20Gbps will be considered on an Individual Case Basis (ICB) based on the specific facilities and intended ports to be part of the EVC. Approved configurations will be programmed into the Business Center portal and customer will be able to make changes to reduce the CIR or drop ports from the EVC using the portal, as well as increase the CIR back up to the original approved maximum. Requests to add additional ports to that same EVC, or to increase CIR above the originally approved speeds, will require a new ICB request to ensure the additions can be supported. Real Time Class of Service is not available for EVCs exceeding 1 Gbps.

ATTACHMENT A
RATES and CHARGES; INITIAL SERVICE COMPONENTS, SITE and SERVICE CONFIGURATION
<Customer Legal Name>

A-1 Rates and Charges; Initial Quantities

Prices for AT&T Switched Ethernet Service include any required Customer Premises Support Structure.

Service Components	Quantity New	MRC, per Unit
Enter Service Component description		\$
Enter Service Component description		\$
Enter Service Component description		\$
Enter Service Component description		\$

ROME OPPTY #: [insert #] / RLR: [rate letter #] [GSSO ATTUID] [mm/dd/yy created]	AT&T and Customer Confidential Information Page 7 of 9	ASE_NoD_ps_custom_inter_intra_E-Rate 03/09/17 [GSSO ATTUID] [mm/dd/yy last modified]
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AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)

A-2 Minimum Quantity New Commitment

Required Installation Date	Monthly Shortfall Charge
Within six (6) months after the Effective Date, excluding AT&T delay	50% of MRC (partial months prorated) for each "Quantity New" Service Component not installed by Required Installation Date until installed or, if not installed, until the end of the Pricing Schedule Term

A-3. Initial Sites and Service Configuration

Jurisdiction: By selecting "Interstate" Customer certifies that the interstate traffic (including Internet and international traffic) will constitute more than 10% of the total traffic on the Port. By selecting "Intrastate" Customer certifies that the interstate traffic (including Internet and international traffic) will constitute 10% or less of the total traffic on the Port.

Table 1 - Complete a line for each Customer Port Connection.

Port ID #	Street Address	City	State	Jurisdiction
1			[Select]	[Select]
2			[Select]	[Select]
3			[Select]	[Select]
4			[Select]	[Select]

WK# - Interstate-InterLATA – TBD WK# - ILEC-Intrastate –TBD Please sign by _____, 2018.	For AT&T Administrative Use Only Pricing Schedule No. _____ Original Effective Date: _____
---	---

AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)

Table 2 – Service Components and Features associated with Customer Port Connections identified above.

Port ID #	Customer Port Connection Speed	CIR Speed for Ports 1 Gbps & Below	CIR Speed for Ports 10 Gbps & Above	Class of Service	Add'l MAC Addresses	Enhanced Multicast
1	[Select]	N/A	N/A	[Select]	No	No
2	[Select]	N/A	N/A	[Select]	No	No
3	[Select]	N/A	N/A	[Select]	No	No
4	[Select]	N/A	N/A	[Select]	No	No
5	[Select]	N/A	N/A	[Select]	No	No
6	[Select]	N/A	N/A	[Select]	No	No

End of Document



E-Rate Rider

ATTACHMENT TO [Insert Title of Document] ("Agreement") FOR SERVICES AND/OR PRODUCTS SUBJECT TO E-rate FUNDING

This Attachment ("Attachment") is entered into by [Insert name of AT&T affiliate] (AT&T) and (Customer) and is effective as of the date last signed below (Effective Date). It is an attachment to the Agreement and has the same term as the Agreement. If there are any inconsistencies between the Agreement and this Attachment with respect to the Service for which E-rate funding is sought, the terms and conditions of this Attachment control.

TERMS AND CONDITIONS APPLICABLE TO E-RATE FUNDED PRODUCTS AND SERVICES

Customer intends to seek funding through the E-rate program for Services purchased under the Agreement. E-rate is administered by the Universal Service Fund Administrative Company (USAC). The Federal Communications Commission (FCC) has promulgated regulations that govern the participation in the E-rate program. The Parties agree:

1. Eligibility of Products and Services. The eligibility or ineligibility of products or services for E-rate funding is solely determined by USAC and/or the FCC. AT&T makes no representations or warranties regarding such eligibility.
2. Service Substitutions. USAC funding commitments are based upon the products, services and locations set forth in the Form 471. Any modification to the products and services or the locations at which they are to be installed or provided requires Customer to file a service substitution with USAC. AT&T may suspend Service substitution activities pending approval of service substitution requests.
3. Requested Information. If requested, Customer will promptly provide AT&T with final copies of the following E-rate-related materials (including all attachments): (i) Form 471 and Bulk Upload template(s); (ii) Form 486; (iii) Form 500; (iv) Service Substitution Request; (v) Service Certification Form; and (vi) Form 472-BEAR. If the Customer issues purchase orders, Customer will clearly delineate between eligible and non-eligible Services on those orders.
4. Indemnities. Each party agrees it has and will comply with all laws and requirements applicable to the E-rate Program. In addition to any indemnification obligations set forth in the Agreement and to the extent permitted by law, each party agrees to indemnify and hold harmless the other party (its employees, officers, directors and agents, and its parents and affiliates under common control) from and against all third party, FCC or USAC claims and related loss, liability, damage, and expense (including reasonable attorney's fees) arising out of the indemnifying party's violation of the E-rate rules or breach of the terms of this Attachment.
5. Non-Appropriations. By executing the Agreement, Customer confirms that it has funds appropriated and available to pay all amounts due for E-rate supported Services through the end of its current fiscal period. Customer further agrees to request all appropriations and funding necessary to pay for the Services for each subsequent fiscal period through the end of the Agreement Term. In the event Customer is unable to obtain the necessary appropriations for the Services provided under this Attachment, Customer may terminate the Services without liability for the termination charges upon the following conditions: (i) Customer has taken all actions necessary to obtain adequate appropriations; (ii) despite Customer's best efforts funds have not been appropriated and are otherwise unavailable to pay for the Services; and (iii) Customer has negotiated in good faith a revised agreement with AT&T to develop revised services and terms to accommodate Customer's budget. Customer must provide AT&T thirty (30) days' written notice of its intent to terminate the Services. Termination of the Services for failure to obtain necessary appropriations shall be effective as of the last day for which funds were appropriated or otherwise made available. If Customer terminates the Services under this Attachment, Customer agrees as follows: (i) it will pay all amounts due for Services incurred through date of termination, and reimburse all unrecovered non-recurring charges; and (ii) it will not contract with any other provider for the same or substantially similar services or equipment for a period equal to the original Agreement term. This section 5 applies to Customer funding appropriations, and does not allow for termination if E-rate funding is denied or delayed.

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E-Rate Rider

6. Customer Must Choose A or B

A.) ☐ [OPTION "A" IS AVAILABLE FOR NEW OR EXISTING SERVICES]

CUSTOMER DIRECTS AT&T TO COMMENCE OR CONTINUE SERVICES EVEN IF E-RATE FUNDING HAS NOT BEEN APPROVED BY USAC. CUSTOMER ACKNOWLEDGES ITS OBLIGATION TO PAY FOR THE SERVICE IF FUNDING IS DENIED OR DELAYED.

(i). Scope: **Customer desires that Services commence on or about July 1 unless a different date is inserted here**. AT&T will make reasonable efforts to meet the requested date, but AT&T does not commit to commence Service by the requested date. The term of the Services begins on the Start Date of Minimum Payment Period as provided in the applicable Pricing Schedule, or if there is no Pricing Schedule then as may be stated in the applicable Order document.

(ii). Funding Denial Agreement Termination: CUSTOMER ACKNOWLEDGES THAT THERE IS NO RIGHT TO TERMINATE THE SERVICES OR SERVICE COMPONENTS MADE THE BASIS OF THIS ATTACHMENT IF E-RATE FUNDING IS DELAYED OR DENIED.

B.) ☐ [OPTION "B" IS APPROPRIATE FOR NEW SERVICES]

SERVICES WILL NOT COMMENCE AND EQUIPMENT WILL NOT SHIP UNTIL AT&T RECEIVES NOTIFICATION THAT E-RATE FUNDS HAVE BEEN COMMITTED; IF E-RATE FUNDING FOR SERVICES OR EQUIPMENT IS DENIED, THE AGREEMENT WILL TERMINATE AS TO THOSE SERVICES OR EQUIPMENT UNLESS A NEW ATTACHMENT (REPLACING THIS ATTACHMENT) IS EXECUTED.

(i). Scope: Customer agrees to use best efforts to obtain funding from USAC. AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer notification to proceed with the order, and verification of funding approval, and, for Internal Connections, a verification of Form 486 approval by USAC. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation. The Services term begins on installation and delivery of those services, and will continue for the term stated in the Agreement.

(ii). Funding Denial Agreement Termination: if a funding request is denied by USAC, the Agreement, with respect to such Service(s) and/or equipment, will terminate sixty (60) days from the date of the FCDL in which E-rate funding is denied or on the 30th day following rejection of the final appeal of such denial, and Customer will not incur termination liability. In the event Services and/or equipment are to be provided pursuant to a multi-year arrangement (whether by contract or tariff), this termination right applies only to the first year of the multi-year agreement. This provision does not apply to Services that were initially approved for funding and subsequently deemed ineligible by USAC after commencement of Service.

(iii). IF CUSTOMER WISHES TO CHANGE ITS SELECTION AND WISHES AT&T TO COMMENCE SERVICES REGARDLESS OF FUNDING COMMITMENT FROM USAC, CUSTOMER WILL EXECUTE A NEW (REPLACEMENT) ATTACHMENT, AND AGREE TO THE TERMS SET FORTH IN "A" ABOVE.

7. AT&T Owned Equipment - General Terms and Conditions

If the Services require placing Equipment (e.g. routers, switches) on the Customer's premises (the "Premises") Customer does not wish to provide this Equipment itself, but instead requests the placement of the Equipment as part of the installation of the underlying Service. Neither the Agreement nor this Attachment includes an option to purchase the Equipment. Customer will not use the Equipment for any purpose other than receipt of the eligible Service of which it is a part.

A. Accordingly, Customer hereby:

- Grants AT&T a license to install, operate, and maintain the Equipment and any additional, supplemental or replacement equipment as AT&T may choose.
- Confirms this license includes a right of access to and within the Premises for purposes of installing, operating, maintaining, repairing and replacing the Equipment. All Equipment brought onto the premises by AT&T is the personal property of AT&T (regardless of whether such Equipment is attached or affixed to the Premises) and Customer has no right to, interest in, or exclusive use of that Equipment.

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E-Rate Rider

- Agrees to provide adequate space and electric power for the Equipment and keep the Equipment physically secure and free from liens and encumbrances. Customer bears the risk of loss or damage to the Equipment (other than ordinary wear and tear), except to the extent caused by AT&T or its agents.
- Agrees to notify AT&T of any issues related to the Equipment, including the need for maintenance or repair, and assumes responsibility for notifying any other contractors or persons with a need to know of the presence and location of the Equipment.
- Agrees to indemnify and hold AT&T harmless from any and all liability that may arise out of the presence and placement of the Equipment, except for AT&T's gross negligence.
- Grants AT&T the right, but not the obligation, to remove all or any part of the Equipment from the premises at any time after the termination of the Service.

Additionally, E-rate program rules and eligibility requirements apply, and these requirements may change from time to time.

8. Terms of Equipment Usage

Please note that there are some important Customer obligations to facilitate timely Equipment installation and service delivery. Accordingly, Customer agrees to provide the following:

A. PATH - The Customer is responsible for providing or causing the property owner to provide a path from the property line into the building. A clear underground or aerial path is required from the property line where AT&T ILEC facilities exist, to the equipment room designated to support the entrance fiber.

B. SPACE - Customer is responsible for providing appropriate floor space and a properly installed equipment rack of suitable strength and quality to properly support the intended Equipment at the Minimum Point of Entry (MPOE)/ Demarcation Point in compliance with FCC and AT&T service requirements.

The appropriate space and location will be mutually agreed following an AT&T site visit. Any Demarcation Point location which is further than the closest practicable point to the MPOE in the building will require custom work which may not be eligible for E-rate Category 1 funding, and must be paid for by the Customer.

C. ENVIRONMENTAL - Operating environment should be between +40° F and 100° F at 0% to 85% relative humidity (RH-Non-Condensing).

D. POWER - GROUND - Customer will provide:

- Permanent, dedicated, 3-prong grounded power for the Equipment being installed. Power requirements can consist of nominal -48VDC, +24/-24 VDC, 110V, 125V, 220V, etc. located within 3 feet of the AT&T Equipment. AT&T may require more than one power outlet for some Equipment types, and there are specific amperage requirements for different Equipment types.
- Relay racks/cabinets must be properly grounded by placing an exposed #6 or larger grounding wire to the building's ground source. This ground wire will be attached to the closest ground rod (earth ground) or building bus bar available and run to the Network Terminating Equipment location in the room.
- Any other site-specific customer obligations will also be provided by AT&T personnel via e-mail upon finalization of this Attachment.

9. Customer Premise Support Structure ("CPSS") - General Terms and Conditions

If the Services require placing conduit and/or other conduit pathway support structures (Facilities) on the Customer's Premises. Customer does not wish to provide these Facilities itself, but instead requests the placement of the Facilities as part of the construction and installation work of the underlying Service.

Accordingly, Customer hereby:

- Grants AT&T a license to install and operate the Facilities and any replacement Facilities as AT&T may choose.
- Confirms such license includes a right of access to and within the Premises for purposes of installing, repairing and replacing the Facilities. All Facilities brought onto the Premises by AT&T, once installed and functional, become Customer property.

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E-Rate Rider

- Confirms that once the Facilities are installed, the Customer is responsible for the cost of any installation, maintenance, repair or replacement of the Facilities.
- Assumes responsibility for notifying any other contractors or persons with a need to know of the presence and location of the Facilities.

Additional Terms Applicable to Customers using CALNET Agreements and with the following CALNET services:

- **CALNET 3 Extension Agreements:** IFB STPD 12-001-A, C3-A-12-10-TS-01 – Amendment 13 and IFB STPD 12-001-B, C3-B-12-10-TS-01 Amendment 12 are anticipated to expire on 12/31/21. Notwithstanding anything to the contrary, upon the expiration of these Agreements, the Customer will take such reasonable steps as may be necessary to continue to procure the same or substantially similar services hereunder pursuant to the State of California – Statewide Technology Procurement - AT&T - IFB C4DNCS19 ("CALNET NEXTGen Contract"), to the extent such service(s) is/are available. Upon such migration of service, the term "Agreement" as used herein shall refer to the CALNET NEXTGen Contract.
- **Metropolitan Area Network (MAN) Ethernet (3.0):** In the event of termination of service within 24 months from the Cutover Date of Service, Customer is liable for 100% of the cost of \$9200 for each site at which AT&T installs CPSS.
- **Managed Internet Services (5.0):** If Customer cancels Service at an eligible Customer site prior to the service activation date, AT&T is not obligated to complete work on Entrance Facility Construction (EFC), and Customer agrees to compensate AT&T for all of AT&T's costs incurred through the date of cancellation associated with providing EFC, regardless of whether the construction has been completed.

10. USAC Invoicing Method

AT&T will follow invoicing requirements and accommodates either the Service Provider Invoice Form (SPI) - Form 474 – or the Billed Entity Application Reimbursement ("BEAR") - Form 472 invoice method. Customer agrees to promptly submit any AT&T or USAC Forms needed to support requests for payment for Services rendered.

- a. SPI – Customer must first receive an approved Funding Commitment Decision Letter and Form 486 Notification Letter. In addition, the Customer agrees NO LATER THAN 120 days prior to their Last Date to Invoice to notify AT&T of its SPI election, and to provide and certify to AT&T an accurate list of the applicable Billing Accounts Numbers for services per their Form 471 funding application for each Funding Request Number for which the SPI method is sought. Customer agrees that invoices are due and payable in full by their stated due date unless these requirements have been met and SPI discounts commence. Where these requirements are not met, Customer agrees to utilize the BEAR disbursement method to request their E-rate funding. See: <http://usac.org/sl/applicants/step06/default.aspx>.
- b. BEAR - Under current rules, Service Providers have no involvement in the BEAR invoice process.

11. Reimbursement of USAC

Customer agrees to promptly submit any AT&T or USAC forms needed to support Form 474 SPI requests for payment of discounted Services. If USAC (i) seeks recovery from AT&T for disbursed E-rate funds as a result of Customer's failure to comply with the E-rate rules, including Customer delays in submitting required forms or contracts; or (ii) determines that Services which it had previously been approved for discounts are not eligible resulting in a "Notice of Improperly Disbursed Funds" or other request for recovery of funds (other than as the result of AT&T's failure to comply with the E-rate rules), then AT&T will reverse any E-rate SPI discounts provided which were denied, any reimbursements demanded, and any funds returned, and Customer will (a) pay all unfunded, reimbursed, or returned amounts and (b) reimburse AT&T for any funds AT&T must return to USAC, each within ninety (90) days of notice from USAC. In addition, Customer agrees and acknowledges that a determination of ineligibility, reduction, or other non-funding by USAC does not affect the obligations set forth in the Agreement, including those obligations related to payments and early termination fees. This provision shall supersede any other provision with respect to limits on the time period in which charges may be invoiced.

12. Contract Requirements.

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E-Rate Rider

FCC RULES REQUIRE THAT PRIOR TO SUBMISSION OF A FORM 471 APPLICATION FOR FUNDING THE PARTIES MUST HAVE ENTERED INTO A BINDING CONTRACT FOR THE SERVICES MADE THE SUBJECT OF THE APPLICATION. IT IS THE CUSTOMER'S RESPONSIBILITY TO ENSURE THAT STATE LAW REQUIREMENTS FOR A BINDING CONTRACT HAVE BEEN MET PRIOR TO THE SUBMISSION OF A FORM 471.

☐ IF THIS BOX IS CHECKED, THIS ATTACHMENT REPLACES THE ATTACHMENT BETWEEN THE PARTIES DATED <Date of Original Attachment>.

SO AGREED by the Parties' respective authorized signatories:

Customer (by its authorized representative)	AT&T (by its authorized representative)
By:	By:
Name:	Name:
Title:	Title:
Date:	Date:

CONFIDENTIAL INFORMATION

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and is not for general distribution within or outside the companies.*



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E-Rate Services Proposal

Center Joint Unified School District
Request for Proposal

470#: 240002635 / **ACD:** December 18, 2023

Posting Date: November 20, 2023

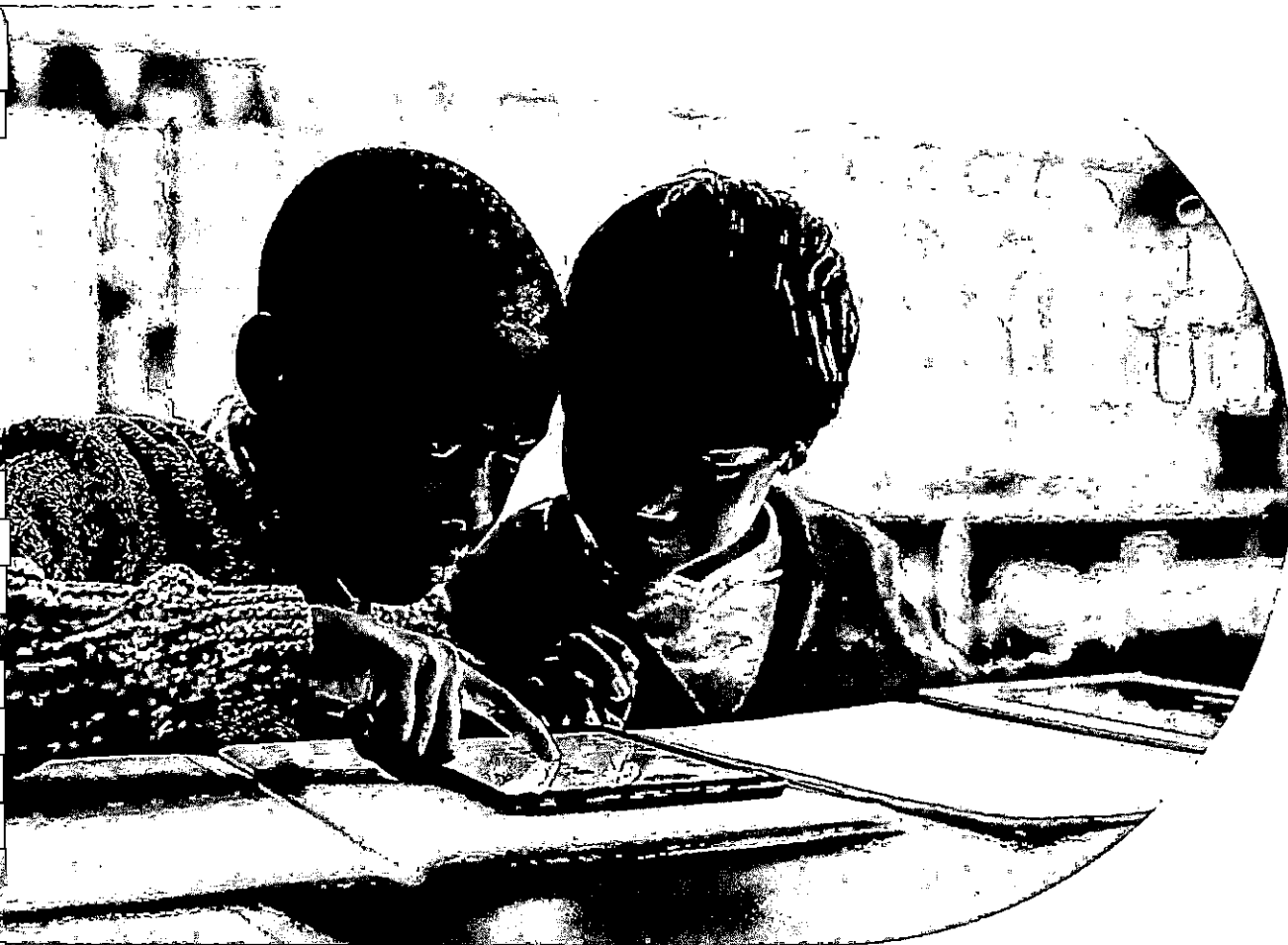
January 4, 2024

Romeo Lorico

Strategic GovEd Account Executive

999-888-1387

romeo_lorico@cable.comcast.com



COMCAST
BUSINESS

Powering Possibilities™

COMCAST BUSINESS

Transmittal Letter

January 4, 2024

Comcast Business Communications, LLC ("Comcast") looks forward to a mutually rewarding business relationship with your organization. Comcast Business is pleased to provide this proposal (the "proposal") for the requested E-Rate services.

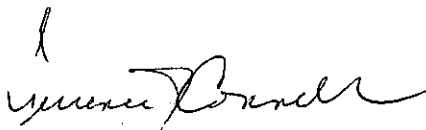
This proposal is contingent on the State of California CALNET approval of the "Authorization to Order" (ATO) form and approval of the "Individual Price Reduction" (IPR) request.

As you proceed in the selection process, please feel free to contact your Comcast Business representative with any questions, comments, or concerns.

No statement made in the proposal shall be considered a contractual term unless expressly included in the Comcast Business Services Agreement included with Comcast's proposal or as agreed upon by the parties as a result of contract negotiations. ***This proposal and the Comcast Business Services Agreement comply with all USAC guidelines, including the Lowest Corresponding Price rules.*** Comcast Business, as part of the post bid submission process, would be amenable to negotiating limited modifications to the Services Agreement appended to the attached proposal, to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast Business solution.

Sincerely,

Comcast Business Communications, LLC



Terrence J. Connell
Senior Vice President

COMCAST BUSINESS

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Comcast Business Communications, LLC, a Pennsylvania limited liability company, on behalf of itself and its applicable operating affiliates and subsidiaries (including, but not limited to, Comcast Cable Communications Management, LLC); together offering services throughout this Network Service Proposal identified as "Comcast".

COMCAST BUSINESS

Executive Summary

Technology is redefining the learning landscape. Advanced networks and digital solutions are critical for education. Comcast Business is uniquely positioned to provide end-to-end network solutions for education. Comcast Business' integrated Internet and data products are delivered over an extensive network that is physically diverse from the phone companies. Our technology services can help your organization remain agile and resilient as you improve the quality of education – in the classroom, across the district and in students' homes.

Comcast Business' proposal offers a flexible solution that is capable of meeting your demands. Other Comcast Business advantages include:

Performance

- Dedicated bandwidth up to 100 Gbps. Enables video streaming, distance learning, online assessments, and digital learning

Resilient, robust enhanced network to support your operations

- High network availability with a diverse and redundant core network architecture
- Annual investments to expand and strengthen the network

Highly reliable and scalable Ethernet data and Internet services tailored to meet your needs

- Manageable services that grow with your organization
- Bandwidth in flexible increments from 1Mbps to 100Gbps

Our Comcast Business Promise

- Dedicated Project Managers
- Proactive Monitoring to the Customer Premise
- 24x7 Dedicated Enterprise Support

Commitment to Education in the Community

**Internet»
essentials**
FROM COMCAST

Internet Essentials – Since 2011, Comcast Business has connected 10 million people to the Internet at home through Internet Essentials, the nation's largest and most comprehensive broadband adoption program.

**PROJECT
UP**

\$1B committed in cash over the next 10 years to further close the digital divide.



Lift Zones - Working with our network of non-profit partners and city leaders, Comcast Business launched 1,250+ WiFi-connected "Lift Zones" in community centers nationwide. The program helps students get online, participate in distance learning and do their schoolwork.



Tens of Millions of people reached with connectivity, skills, training, and resources.

Comcast Business is pleased to submit this proposal for advanced, efficient and affordable high-bandwidth digital communications services and looks forward to developing a solid business relationship with you and to assisting your organization in addressing its communication needs. Comcast Business is confident that the solutions presented in this proposal will provide a cost-effective solution that supports business objectives and quality requirements and will enhance your overall communication services portfolio.

This proposal is valid for 90 days.

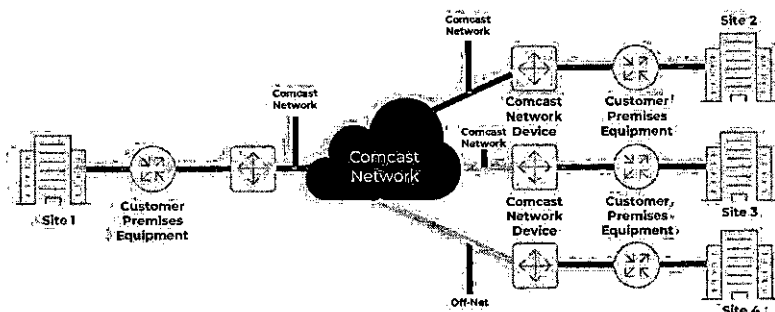
COMCAST BUSINESS

Solution Overview

Comcast is uniquely positioned to offer long-term value to support current and future technology requirements. Based on the requirements specified Comcast would specifically propose provisioning the following as a solution.

Comcast Business Ethernet Virtual Private Line Service

Comcast Business Ethernet Virtual Private Line Service is a reliable, flexible, cost-effective alternative to traditional TDM Private Lines, Frame Relay or ATM, delivering the high bandwidth you need. Similar to Ethernet Private Line, Ethernet Virtual Private Line provides an Ethernet Virtual Connection (EVC) between two customer locations, replacing frame relay or ATM services while also supporting Service Multiplexed User Network Interfaces (UNI), allowing for a single physical connection to customer premise equipment for multiple virtual connections.



Summary

The proposed solution was designed to enable demanding IP based applications. The network easily meets the infrastructure demands of bandwidth-intensive applications and limits the need to purchase or configure additional technology. This service has high availability so that interruptions are minimized.

You will also have the ability to have a network solution that meets today's requirements but is capable of scaling to other locations or to meet future bandwidth demands. Your organization will have the ability to scale that connection and bandwidth can be added very quickly, often within hours. If, or when, you need additional network capacity, an upgrade agreement would be negotiated with Comcast Business and the billing terms would be specified in that agreement.

With Comcast Business, your organization will leverage our extensive fiber network for a reliable and scalable network and connection to the Tier 1 Internet backbone using a simple Ethernet interface that allows for true plug and play compatibility. Comcast Business has uniquely diverse routing, commonly physically disparate from most other Telco provider's networks. Additionally, with Comcast Business there are no local loop charges, typical with other service providers.

At each of the locations specified in this response, Comcast Business will install network edge equipment that will facilitate the connection between your network and ours. As part of the service, Comcast Business will provide, monitor and maintain the edge devices. Comcast Business also provides web-based monitoring and reporting tools available 24x7 upon request.

With Comcast Business you will receive a trusted data transport solution from the largest broadband provider offering superior flexibility in configurations and pricing. Combine our years of commercial experience with leading edge innovative technology and service capabilities and differentiation among networking service providers becomes clear.

COMCAST BUSINESS

Additional Services Available

Comcast Business Distributed Denial of Service (DDoS) Mitigation Service¹

DDoS attacks are getting bigger and more frequent. A primary target of DDoS is educational institutions where the computers, servers and infrastructure that have modernized education have become tempting targets for cybercriminals and disgruntled students. Low-security remote learning programs also have created new vulnerabilities as students and staff connect from home.

When added to Comcast Business Ethernet Dedicated Internet, Comcast Business DDoS Mitigation can provide threat detection and mitigation to respond to DDoS volumetric and flood attacks such as UDP Floods, Web Flood, and DNS Application Floods. Comcast Business DDoS Mitigation Service is a subscription-based offering that detects DDoS attack traffic, alerts customers when an attack starts and initiates mitigation to thwart the attack. It makes it possible for schools to fend off cyberattacks. When a school subscribes to DDoS Mitigation Service, Comcast Business will work closely with the school to tailor the service to specific network information and requirements. The team preconfigures countermeasure options and conducts acceptance tests before the service is activated. DDoS Mitigation Service monitors network traffic for a specified set of IP addresses. When a DDoS attack is detected, the system alerts the customer by email, text message or both depending on customer preferences.

In addition to scrubbing traffic, Comcast Business makes use of BGP Flowspec to automatically drop traffic Layers 3 and 4. During the mitigation process, as a first line of defense, Comcast Business can drop or rate limit the suspicious traffic at the closest peering edge router to avoid the need for scrubbing this traffic. The specification uses filtering rules that are based on BGP protocols and provides an additional layer of mitigation against large-scale volumetric attacks.

During mitigation, all traffic directed at a district's Internet connections is diverted to cloud-based scrubbing centers dispersed throughout the U.S. to filter malicious traffic. Once all traffic is filtered, the service forwards clean, legitimate traffic to the network and servers through secure tunneling. This helps the school district to maintain uptime of Internet services even when under a DDoS attack.

DDoS MITIGATION SERVICE OPTIONS

Comcast Business DDoS service options and the accompanying mitigation options are designed for customers' security sensitivities, attack frequency, and time period. Customers are mitigated 24x7x365 in the Comcast Business Security Operations Center.

Unlimited Subscription

Your subscription includes an unlimited number of mitigation incidents in a monthly billing cycle. No additional mitigation incident fees will be charged with this subscription level. With this option, there are two choices:

1. Automatic mitigation. SLA: Within 5 minutes
2. On-demand mitigation. SLA: Within 15 minutes

Comcast Business Managed Router

The Comcast Business Managed Router sits at the customer premises between the LAN and the network. Our router is available over internet circuits and can handle a variety of protocols to help organizations meet their performance requirements. The router includes a stateful firewall with standard templates or customization capabilities to meet your specific network requirements. Stateful inspection keeps track of each connection in the state table, with three standard capabilities:

¹ Restrictions apply. Not available in all areas. Services and features vary depending on level of service. DDoS Mitigation is not eligible for E-Rate funding but may be purchased separately.

COMCAST BUSINESS

Disable, Normal and Strict. The managed router can be added to Comcast Business Internet or Ethernet service for full lifecycle support and includes:

- Fully managed onboarding experience
- Technical consultation and solution design
- Optimized configuration and installation
- Monitoring and management
- Equipment maintenance and replacement as necessary

Comcast Business SD-WAN

Comcast Business Software-Defined Wide Area Networking (SD-WAN) leverages our software-defined networking platform to deliver virtual network functions, creating a connectivity service that is highly available, application-oriented, simple to operate and cost-effective. A next generation virtual private network (VPN) over Internet transport, our SD-WAN solution tightly integrates a massively scalable set of virtual network functions for ease of operations and management.

At the core of Comcast Business SD-WAN are three key capabilities: VPN (securely encapsulating customer data), Internet security and firewall, and dynamic routing functions. It allows distributed enterprise WANs to be centrally configured, managed and pushed out to geographically dispersed locations consistently and cost effectively. SD-WAN reduces dependence on proprietary premises-based equipment and its expensive, labor-intensive management, while offering unprecedented levels of network agility.

Valuable features include application-based routing and local Internet breakout, the ability to support load balancing/failover between Comcast Business connections and customers' existing networks and the flexibility to support multiple WAN topologies, including any-to-any, hub and spoke and full mesh.

Comcast Business Voice Services²

Comcast Business offers a complete portfolio of voice services supported by one of the largest VoIP networks in the country. The Comcast Business Advanced Voice portfolio, which includes Comcast Business VoiceEdge™ and Comcast Business SIP and PRI Trunking, offers scalable solutions that build efficiency in any business.

² Voice services are not eligible for E-Rate funding but may be purchased separately.

COMCAST BUSINESS

Price Proposal

Comcast Business is pleased to provide the following pricing in response to this proposal.

Please see Exhibit D for completion of cost proposal.

The Contract Term will be 36 months for each of the foregoing options; provided, however, to the extent the [CALNET Agreement] expires prior to such 36 month period and is not replaced by a similar agreement with the State of California pursuant to which Comcast is authorized to provide EVPL services to [Center Joint Unified School District], then the term of the contract shall expire upon the expiration of the [CALNET Agreement], which, for the avoidance of doubt, will occur on April 13th, 2025.

Terms and Conditions— unless otherwise stated herein, this proposal is conditioned upon negotiation of mutually acceptable terms and conditions. **Proposal Pricing**—Pricing proposed herein *complies with USAC rules regarding Lowest Corresponding Price* and is based upon the specific product/service mix and locations outlined in this proposal, is subject to Comcast standard terms and conditions for those products and services and the Comcast E-Rate Rider unless otherwise stated herein. Any changes or variations in the standard terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

COMCAST BUSINESS

E-Rate Overview

Federal Universal Service Programs for Schools and Libraries Experience

Comcast Business is an active partner in the education community and has helped school districts close the gap between the communication services they have and the advanced network services they need. E-Rate-eligible Ethernet network services can enable the future of education by providing high-speed network access to applications that are hosted elsewhere.

Comcast Business has a successful record of working with schools and libraries that receive funding under the federal Universal Service Support Mechanism for Schools and Libraries ("E-Rate Program"). Comcast Business provides E-Rate eligible services through its applicable operating affiliates and subsidiaries identified throughout this Network Services Proposal as "Comcast". Comcast Business certifies that it is fully authorized to participate in the E-Rate Program.

USF and CTF Programs Experience

Comcast Business has experience and a successful record of working with school districts that receive funding under the Federal Universal Service Support Mechanism for Schools and Libraries ("E-Rate Program") and the California Teleconnect Fund (CTF).

Agreement of Participation

Comcast Business agrees to comply with the written request of the Applicant (as defined by USAC), its agency, organization and or consultant administering, E-Rate on the Entity's behalf. Comcast Business reserves the right to request a Letter of Agency (LOA) that such party is authorized to receive information on behalf of the Entity (as defined by USAC).

Information and Documentation

Comcast Business agrees to provide requested information and or documentation to the Applicant, its agency, organization and/or consultant administering, E-Rate on the Applicant's behalf within a commercially reasonable period of time.

Reimbursement Process

Each funding year, applicants are required to notify Comcast Business of their invoicing mode selection through completion of the Comcast Business E-Rate Reimbursement Form. Applicants should contact Erate_Funding@cable.comcast.com to request a copy of this form each year.

- Applicants who select BEAR Reimbursement are required to file a FCC Form 472 (Billed Entity Applicant Reimbursement (BEAR) Form) providing they have paid in full for the services and are requesting to be directly reimbursed by USAC for the discounted amount. It is the applicant's responsibility to file a BEAR form online through the Schools and Libraries E-Rate Productivity Center (EPC) system. Billed entities will receive payment directly to their bank account. In order to begin direct BEAR payments, the applicant must have completed an FCC Form 498 to obtain an applicant 498 ID.
- Applicants who select the SPI Reimbursement method will be invoiced for the non-discounted amount (the applicant's share of the cost). The applicant is required to pay the non-discounted portion of the cost for services.

Service Provider Identification Number (SPIN) and FCC Registration Number (FRN)

Service Provider Name	SPIN	499 Filer	FRN
Comcast Business Communications, LLC	143003990	Y	0004321725
Comcast Cable Communications, LLC	143013564	N	
Comcast IP Phone, LLC	143035551	Y	
Comcast Phone, LLC	143034516	Y	

COMCAST BUSINESS

Red Light Status

Logged in as FRN: Comcast Business Communications, LLC (0004321725)

12/07/2023 12:38PM

Current Status of FRN

0004321725

STATUS: Green

You have no delinquent bills which would restrict you from doing business with the FCC.

The Red Light Display System checks all FRNs associated with the same Taxpayer Identification Number (TIN). A green light means that there are no outstanding delinquent non-tax debts restricting business with the Commission by any FRN associated with requestor's TIN. The Red Light Display System was last updated on 12/07/2023 at 12:38PM; it is updated once each business day at about 7 a.m., ET.

COMCAST BUSINESS

Technical Specifications

Ethernet Virtual Private Line Description

Service description

Comcast Ethernet Virtual Private Line (EVPL) Service provides an Ethernet Virtual Connection (EVC) between two customer locations similar to Ethernet Private Line service but supports the added flexibility to multiplex multiple services (EVCs) on a single UNI at a customer's hub or aggregation site. The service is a reliable, more flexible, higher bandwidth and cost effective alternative to traditional TDM Private Lines, Frame Relay or ATM Layer 2 VPNs and IP VPNs.

EVPL offers three Classes of Service (CoS) including: Basic, Priority, and Premium. CoS options enable customers to select the CoS that best meets their applications' performance requirements. The service is offered with 10Mbps/100Mbps, 1Gbps, 10Gbps and 100Gbps Ethernet User-to-Network Interfaces (UNI) and is available in speed increments from 1Mbps to 100Gbps.

Comcast's Ethernet Network Service is Certified MEF Compliant.



Section 1. Technical specifications

1.1 Ethernet User-to-Network interface. The service provides bidirectional, full duplex transmission of Ethernet frames using a standard IEEE 802.3 Ethernet interface. Figure 1 lists the available UNI physical interfaces, their associated Committed Information Rate (CIR) bandwidth increments and the Committed Burst Sizes (CBS).

UNI Speed	UNI Physical Interface	CIR Increments	CBS (bytes)
100Mbps	100BaseT	1Mbps	25,000
1Gbps	1000BaseT or 1000BaseSX	10Mbps	250,000
10Gbps	10GBASE-SR or 10GBASE-LR	100Mbps	2,500,000
		1Gbps	25,000,000
100Gbps	100GBASE-LR4	10Gbps	25,000,000

Figure 1: Available UNI interface types and CBS values for different CIR increments

1.2 Service multiplexing. The service enables customers to multiplex multiple services (EVCs) on a given UNI. A typical application for EVPL is to upgrade a hub and spoke topology where several remote (spoke) sites need to connect to a regional or central (hub) site. The hub site can have all remote site EVCs multiplexed on a single UNI eliminating the need for multiple ports on the customer's router or Ethernet switch. Note that when service multiplexing is used, the sum of CIR bandwidth for all EVCs multiplexed at the UNI cannot exceed the UNI port speed.

1.3 Class of service options. The service offers three classes of service. The CoS options allow for differentiated service performance levels for different types of network traffic. It is used to prioritize customer mission-critical traffic over lesser priority traffic in the network. The customer must specify a CIR for each CoS to indicate how much bandwidth should be assigned to it. Figure 2 lists the service performance objectives associated with On-Net and Off-Net Services. Only Basic or Priority CoS are permissible for On-Net and Off-Net services delivered via the HFC Network. Locations delivered via Off-Net Services will only guarantee the CoS value for the On-Net portion of the service. However, the end-to-end service will honor the committed performance tier metrics.

1.4 CoS identification and marking. Customers must mark all packets using 802.1p CoS values as specified in Figure 3 to ensure the service will provide the intended CoS performance objectives specified in Figure 2. Locations delivered via On-Net or Off-Net Services delivered via the HFC Network will only honor Basic or Priority CoS values. All other values will be treated as Basic.

Performance Objective	Class of Service (CoS)		
	Premium	Priority	Basic
Services			
Latency (round trip)	< 14ms	< 46ms	< 90ms
Latency (Fiber-only, PT 1)	7ms	N/A	N/A
Jitter	< 2ms	< 10ms	< 20ms
Packet Loss (round trip)	< 0.001%	< 0.01%	< 1%
Availability (On-Net and Off-Net Services delivered via Fiber)	> 99.99%	> 99.99%	> 99.99%
Availability (On-Net Services delivered via HFC Network)	N/A	> 99.9%	> 99.9%
Availability (Off-Net Services delivered via Non-Fiber)	> 99.9%	> 99.9%	> 99.9%

Figure 2: CoS Performance Objectives

CoS	802.1p
Premium	5
Priority	2-3
Basic	0-1

Figure 3: CoS Marking

1.5 Traffic management. Comcast's network traffic-policing policies restrict traffic flows to the intended CIR for each service class. If the customer-transmitted bandwidth rate for any CoS exceeds the subscription rate (CIR) and burst size (CBS), Comcast will discard the non-conformant packets. For packets marked with a non-conformant CoS marking, the service will transmit them using the Basic service class without altering the customer's CoS markings.

1.6 Maximum frame size. Services delivered via Fiber support a Maximum Transmission Unit (MTU) frame size of 1600 bytes to support untagged, tagged and Q-in-Q traffic with 802.1q or 802.1ad encapsulation types. Services delivered via On-Net Fiber can, upon request, support a MTU up to 9100 bytes to support untagged, tagged and Q-in-Q frame sizes. Services delivered via Off-Net Fiber may, upon request, support a MTU up to 9100 bytes to support untagged, tagged and Q-in-Q frame sizes, but only, and solely, to the extent the applicable Off-Net provider can support such MTU frame size. Services delivered via HFC support a Maximum Transmission Unit (MTU) frame size of 1522 bytes. All frames that exceed specifications shall be dropped.

1.7 VLAN tag preservation. The service supports IEEE 802.1Q VLAN-tagged customer frames. All customer VLAN IDs and priority code points (IEEE 802.1p) for CoS conforming to the C-VLAN/EVC map are transmitted and received unaltered by the service. If a native VLAN is specified by the customer in the C-VLAN/EVC map, untagged frames are mapped to the native VLAN and transmitted over the corresponding EVC. Customers must coordinate their C-VLAN add/move/delete/changes with Comcast. Comcast may reserve one VLAN for network management purposes.

1.8 Standard number of EVCs per UNI: up to 20 for Off-Net Services and On-Net Services delivered via fiber. Additional EVCs are available, charges may apply. Only one EVC is permitted for On-Net Services delivered via the Comcast HFC Network.

1.9 Standard number of VLAN IDs per EVC: up to 20. Additional VLAN IDs are available, charges may apply. Only 1 VLAN ID is permitted for On-Net Services delivered via the HFC Network.

COMCAST BUSINESS

1.10 Ethernet Service Frame disposition. All Frames are delivered conditionally through the network based on which EVCs they are sent to as specified in the VLAN ID to EVC map provided by the customer. Refer to Figure 4 for Comcast's service frame disposition for each service frame type.

Service Frame Type	Service Frame Delivery
Unicast	All frames delivered conditionally
Multicast	All frames delivered conditionally
Broadcast	All frames delivered conditionally

Figure 4: Service Frame Delivery Disposition

1.11 Layer 2 Control Protocol (L2CP) processing. Certain L2CP frames are discarded at the UNI, tunneled across the Comcast network or peered at (processed by) the UNI. Refer to Figure 5 for Comcast's L2CP disposition. For L2CPs with multiple disposition possibilities, the customer must specify to Comcast which disposition should be taken. The default disposition is to discard these L2CP service frames.

Destination MAC Address	Layer 2 Control Protocol	L2CP Frame Disposition
01-80-C2-00-00-00	STP, RSTP, MSTP	Discard (All UNIs)
01-80-C2-00-00-01	PAUSE	Discard (All UNIs)
01-80-C2-00-00-02	LACP, LAMP	Discard (All UNIs)
01-80-C2-00-00-02	Link OAM	Peer or Discard (disposition specified per UNI)
01-80-C2-00-00-03	802.1X	Discard (All UNIs)
01-80-C2-00-00-07	E-LMI	Discard (All UNIs)
01-80-C2-00-00-0E	LLDP	Discard (All UNIs)
01-80-C2-00-00-20 through 01-80-C2-00-00-2F	GARP, MRP	Tunnel (All UNIs)

Figure 5: L2CP Frame Disposition

Section 2. Monitoring, technical support and maintenance

2.1 Network monitoring. Comcast monitors all Comcast Services purchased by a customer on a 24x7x365 basis.

2.2 Technical support. Comcast provides customers a toll-free trouble reporting telephone number to the customer Enterprise Technical Support (ETS) that operates on a 24x7x365 basis. Comcast provides technical support for service-related inquiries. Technical support will not offer consulting or advice on issues relating Customer Premise Equipment (CPE) not provided by Comcast.

2.3 Escalation. Reported troubles are escalated within the Comcast ETS to meet the standard restoration interval described in the Service Level Objectives. Troubles are escalated within the ETS as follows: Supervisor at the end of the standard interval plus one (1) hour; to the Manager at the end of the standard interval plus two (2) hours; and to the Director at the end of the standard interval plus four (4) hours.

2.4 Maintenance. Comcast's standard maintenance window is Sunday to Saturday from 12:00am to 6:00am local time. Scheduled maintenance is performed during the maintenance window and will be coordinated between Comcast and customer. Comcast provides a minimum of forty-eight (48) hour notice for non-service impacting scheduled maintenance. Comcast provides a minimum of seven (7) days notice for service impacting planned maintenance. Emergency maintenance is performed as needed.

Section 3. Service Level Objectives

Comcast provides Service Level Objectives for the service, including network availability, mean time to respond, and mean time to restore. The service objectives are measured monthly from the Comcast point of demarcation.

3.1 Availability. Availability is a measurement of the percentage of total time that the service is operational when measured over a 30 day period. Service is considered "inoperative" when either of the following occurs: (i) there is a total loss of signal for the service, (ii) output signal presented to the customer by Comcast does not conform to the technical specifications in Section 1.

3.2 Mean Time to Respond. Mean Time to Respond is the average time required for the ETS to begin troubleshooting a reported fault. The Mean Time to Respond objective is fifteen (15) minutes upon receipt of a fault notification or from the time a trouble ticket is opened with the ETS.

3.3 Mean Time to Restore. Mean Time to Restore is the average time required to restore service to an operational condition as defined by the technical specifications in Section 1 of this document. The Mean Time to Restore objective is four (4) hours for electronic equipment failure or six (6) hours for facilities failure from the time a trouble ticket is opened with the ETS.

Section 4. Customer responsibilities

Comcast provides CPE for provisioning its services and the delivery of the UNI. Comcast will retain ownership and management responsibility for this CPE. As a result, the CPE must only be used for delivering Comcast services. Customers are required to shape their egress traffic to the contracted CIR.

Customers have the following responsibilities related to the installation, support, and maintenance of the Service.

4.1 Provide an operating environment with temperatures not below fifty-five (55) or above eighty-five (85) degrees Fahrenheit. Humidity shall not exceed ninety (90) percent at eighty-five (85) degrees Fahrenheit.

4.2 Provide secure space sufficient for access to one (1) standard, freestanding, equipment cabinet at each of the customer facilities, no further than fifty feet from the customer router or switch interface.

4.3 Provide outside cable entry conduit(s), entry cable ground point, and internal building conduit to allow Comcast the ability to rod/rope a fiber optic cable to the point of demarcation.

4.4 Locate and mark all private underground utilities (Water, Electric, etc.) along path of new underground placement not covered by utility companies.

4.5 Provide a pull rope in any existing duct that Comcast is to use and ensure existing duct is serviceable for Comcast use.

4.6 Obtain 'right-of-way' entry easement for Comcast facilities and equipment from property owners at each customer location.

4.7 The customer is responsible for coring of the building's outside wall and internal walls. Upon request, Comcast can perform this activity on an 'as needed' basis for an additional one-time fee.

4.8 Provide UPS AC power equipment, circuit sizing to be determined, if applicable.

4.9 Emergency local generator backup service, if applicable.

4.10 Provide access to the buildings and point of demarcation at each customer location to allow Comcast and its approved Contractors to install fiber for service installation. Provide access to each location for regular (8am - 5pm) and emergency (24 hour) service and maintenance of Comcast's equipment and facilities.

4.11 Provide, install and maintain a device that is capable of routing network traffic between the Service and the customer's Local Area Network (LAN).

4.12 Customer must provide a point of contact (POC) for installation, service activation and any maintenance activities.

Section 5. Definitions

5.1 Latency. Latency, also known as Frame Delay, is defined as the maximum delay measured for a portion of successfully delivered service frames over a time interval.

5.2 Jitter. Jitter, also known as Frame Delay Variation, is defined as the short-term variations measured for a portion of successfully delivered service frames over a time interval.

5.3 Packet Loss. Packet Loss, also known as Frame Loss, is the difference between the number of service frames transmitted at the ingress UNI and the total number of service frames received at the egress UNI.

COMCAST BUSINESS

Solution Provisioning and Project Plan

Typical site installations may take anywhere from 60 to 90 days for completion. Throughout the duration of the project a dedicated Comcast account team will be in contact providing status and answering any questions you may have.

Project Kickoff Meeting

Comcast Business Communications, LLC project management team will conduct a "Customer Implementation Call" to discuss the overall project. Each location will be discussed for accuracy in terms of relay rack space, appropriate power, etc.

Comcast Service Delivery Major Milestones:

- **Outside and Inside Surveys** – Comcast will conduct outside plant and customer site surveys.
- **Permits & Right of Entry Agreements** – Comcast will obtain required permits and work with property owner to obtain Right of Entry/Access agreements.
- **Service Configurations** – Comcast National Team will implement Network Core Configurations.
- **Outside and Inside Fiber/Coax Construction** – Comcast will complete outside and inside construction.
- **Customer Premise Equipment Installation/Plant Test Date (PTD)** – Comcast will dispatch to the customer's premise to install CPE, connect CPE to Fiber, and call Comcast Test & Turn-up to complete plant test.
- **Firm Order Commit (FOC)** – Comcast Service will be available to the customer. **FOC is 90 calendar days from customer signature.**

Comcast Responsibilities

- Construct all OSP and ISP fiber optic cabling up to the agreed upon locations from the site survey forms and connect locations.
- Call for locates of public utilities in the right of way.
- Restoration of disturbed grounds.
- Assemble, configure and install all Comcast provided network equipment on customer premise.
- Test and verify all appropriate fiber connections.
- Test and verify all appropriate data interfaces/connections and verify throughput.
- Provide 24x7x365 network monitoring.
- Provide contact list information including escalation procedures and NOC information.
- Provide documentation detail services including customer network interface drawings.
- If applicable, provide any additional agreements per site survey document.

Detailed information regarding the customer responsibilities is available in the Technical Specifications section of the proposal.

Additional information can be provided upon request.

COMCAST BUSINESS

Operations

Comcast provides high-quality service and effective maintenance of our network and customer base in several key business areas. These include: Network Operations and Field Operations. Comcast strongly suggests that all personnel involved in the decision process visit the network operations facilities of each of the bidders as part of the evaluation process.

Network Operations

The Network Operations organization provides superior customer care, which includes monitoring, troubleshooting, and resolution through its advanced 24x7x365 Network Operations Center (NOC) with two redundant Customer Care Centers in Colorado and Illinois. Each is staffed to answer any questions, perform changes to existing services and assist with technical troubles. The Customer Care Centers are staffed with Enterprise Tier II and Tier III repair groups, easily facilitating higher level technical support. The NOC continuously monitors the network equipment, service health, and performance of the Comcast network, responds to network events and service degradations, dispatches local field technicians, and informs customers of service issues, in many cases before the customer has noticed the problem.

The NOC maintains a dedicated staff of Installers, Engineers (up to Eng4) and NOC technicians who are trained and committed to supporting the demands of our customers. The staff has proficiencies in an array of networks, tools, systems, processes, and technologies. We have dedicated trainers, a process team, metrics analysts, and a QA program. Our team of engineers and technicians have earned industry and specific vendor equipment certifications.

One-Stop-Shop – Care for all levels of Business products.

Planned Maintenance – Seven day advanced notice to Metro Ethernet and Advanced Voice Customers which include Trunking and Hosted PBX products.

Dedicated Project Managers for accurate and timely delivery of all Comcast products. Project Managers are your single Point of Contact.

Proactive Monitoring at the customer premise level allows quick resolution to network issues with fast response times. Comcast will generate a ticket if an alarm has been triggered on our network.

Enterprise Monitoring - Comcast has a robust set of tools to detect and isolate faults from network infrastructure to CPE issues.

Field Operations

The role of Field Operations in Comcast is two-fold. First, Field Operations provides an effective field presence for technical support of our core (ATM, IP, Optical) network. They perform on-site repairs and trouble-shooting on a daily, ongoing basis and dispatch field technicians to support our voice switches and other hardware. These field crews are the "on-site" presence to remedying any network trouble.

Second, Field Operations provides leadership for customer installations. Field Operations Project Coordinators are assigned to each new account to singularly manage the local work required for each install. The Project Coordinator manages the dispatch of local technicians to install switches, routers, servers, and other equipment on the company side of the company/customer demarcation point.

Network Security

The Comcast Information Security Policy set defines the rules and processes that protect the information resources of Comcast. This set consists of supporting policies and standards including, but not limited to, Access Control, Business Continuity, Content Protection, Network Security, Physical

COMCAST BUSINESS

and Environmental Security, etc. The policies for cybersecurity are reviewed at planned intervals, or if significant changes occur, to ensure their continuing suitability, adequacy, and effectiveness.

Comcast employs both high-touch and high-tech strategies to protect our systems from attack. We geographically disperse our internet points of presence so that critical applications continue to function in the event of a catastrophe. In addition, all Comcast data centers, operations centers and other key buildings and assets are subject to both physical security checks and related monitoring.

We use the latest cyber security technologies -- from intrusion detection and prevention systems, anti-virus technology, and content controls at web and email gateways, to cryptographic keys, digital certificates, and caching devices. Systems and activities are continuously monitored via 24x7x365 network and security operation centers to prevent, detect, and respond to cybersecurity events.

Every day, our Cyber Security team is tasked with addressing vulnerabilities, applying security patches and managing any significant incidents.

Network Management Reporting

Comcast Business provides customers access to a web-based portal that is a central location where customers can view and manage their Ethernet services. Through the portal, customers can view their Ethernet sites and services including UNI ID, EVC ID, port speed, access type, bandwidth, and Class of Service (CoS). Additionally, customers can view historical performance data including latency, packet loss, jitter, availability, and utilization. Customer will be given a secure web login to review the external reporting data at their convenience.

COMCAST BUSINESS

Comcast Escalation Procedures

NOC End User Support and Escalation Procedures

The NOC is organized with a standard 3-tier escalation configuration with automatic escalation intervals. Tier 4 support is escalated to Comcast's Network Engineering Department. The NOC is staffed 24 x 7 x 365. Technicians remain on call 7 x 24 to assist with major problems. The NOC may also dispatch technicians 7 x 24.

As part of the onboarding process, customers are provided with escalation procedures and contact information. Reported troubles are escalated within Enterprise Technical Support (ETS) to meet the response/restoration objectives described below (Service Level Objectives). Service issues are escalated within Comcast ETS as follows:

- to a **Supervisor** at the end of the applicable objective time interval plus one (1) hour;
- to a **Manager** at the end of the applicable objective time interval plus two (2) hours,
- and to a **Director** at the end of the applicable objective time interval plus four (4) hours.

Customers are welcome to request to speak with a supervisor or manager at any time.

Service Level Objectives

In the event of a service interruption, Comcast shall use commercially reasonable efforts to respond to the service interruption and to clear the service interruption within the time frames set forth below. Comcast shall notify customer that Comcast has dispatched its personnel to effect restoration and repair and shall inform customer when service has been restored.

Category	Objective
Comcast Core Network Availability	99.99%
Mean Time to Respond Telephonically to Call	15 minutes
Mean Time to Restore Comcast On-Net Equipment	4 hours
Mean Time to Restore Off-Net Equipment	4 hours
Mean Time to Restore On-Net Services	6 hours
Mean Time to Restore Off-Net Services	6 hours

COMCAST BUSINESS

Certificate of Insurance



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
11/18/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER MARSH USA INC. 1717 Arch Street Philadelphia, PA 19103-2797 Attn: Comcast.Certs@marsh.com Fax: 212-948-0380		CONTACT NAME: PHONE (A/C No. Ext): E-MAIL ADDRESS: FAX (A/C No.):															
INSURED COMCAST CORPORATION ONE COMCAST CENTER 1701 JOHN F. KENNEDY BLVD. PHILADELPHIA, PA 19103		<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : ACE American Insurance Company</td> <td>22667</td> </tr> <tr> <td>INSURER B : Indemnity Ins Co Of North America</td> <td>43575</td> </tr> <tr> <td>INSURER C : ACE Property And Casualty Ins Co</td> <td>20699</td> </tr> <tr> <td>INSURER D : ACE Fire Underwriters Ins. Co</td> <td>20702</td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : ACE American Insurance Company	22667	INSURER B : Indemnity Ins Co Of North America	43575	INSURER C : ACE Property And Casualty Ins Co	20699	INSURER D : ACE Fire Underwriters Ins. Co	20702	INSURER E :		INSURER F :	
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INSURER C : ACE Property And Casualty Ins Co	20699																
INSURER D : ACE Fire Underwriters Ins. Co	20702																
INSURER E :																	
INSURER F :																	

COVERAGES

CERTIFICATE NUMBER:

CLE-005525822-30

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY <input checked="" type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> SIR: \$100,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			XSL G47308859	12/01/2022	12/01/2023	EACH OCCURRENCE \$ 14,900,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 14,900,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 14,900,000 GENERAL AGGREGATE \$ 60,000,000 PRODUCTS - COMP/OP AGG \$ 15,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> Hired AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY			ISA H10703876	12/01/2022	12/01/2023	COMBINED SINGLE LIMIT (Ea accident) \$ 15,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
C	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$			XEU G27924840 008	12/01/2022	12/01/2023	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y <input checked="" type="checkbox"/> N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	WLR C70307785 (AOS)	12/01/2022	12/01/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER
A	Excess Workers Compensation			WLR C70307807 (CA/ MA)	12/01/2022	12/01/2023	E.L. EACH ACCIDENT \$ 2,000,000
D				SCF C70307881 (WI)	12/01/2022	12/01/2023	E.L. DISEASE - EA EMPLOYEE \$ 2,000,000
A				WCU C70307844 (WA)	12/01/2022	12/01/2023	E.L. DISEASE - POLICY LIMIT \$ 2,000,000
							Ea Acc/Dis Employee/Dis Policy \$ 2,000,000
							SIR \$ 5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
EVIDENCE OF INSURANCE

CERTIFICATE HOLDER

COMCAST BUSINESS COMMUNICATIONS, LLC

ONE COMCAST CENTER
1701 JOHN F. KENNEDY BLVD.
PHILADELPHIA, PA 19103

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Marsh USA Inc.

ACORD 25 (2016/03)

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COMCAST BUSINESS

Company Overview

Headquartered in Philadelphia, Pennsylvania, Comcast Corporation is a global media and technology company with three primary businesses: Comcast Cable, NBCUniversal and Sky. Founded in 1963 as a single-system cable operator, Comcast is now one of the nation's largest and leading providers of information, communications and entertainment products and services.

Comcast Business, a division of Comcast Corporation's cable segment, is a leader in business technology – offering businesses and organizations a suite of Connectivity, Communications, Networking, Cybersecurity, Wireless, and Managed Solutions to help prepare for what's next. Powered by the nation's largest Gig-speed broadband network, and backed by 24/7 customer support, Comcast Business is one of the nation's largest cable providers to educational organizations, government, small, mid-size, and Enterprise businesses.

Comcast Business invests billions every year to continue to build our nationwide, fiber-rich network – giving organizations the robust performance needed to enable students to thrive. Our high-speed, high-capacity broadband and Ethernet services operate across our advanced network, and with the first and largest fully 40G backbone, and the deployment of the first 100G router interface, Comcast's network delivers reliable and scalable services for organizations of any size.

Core Values

Our core values are rooted in improving the communities where our employees, customers, and audiences live and work.

Diversity, Equity, and Inclusion (DE&I)

We believe that a diverse and inclusive company is a more innovative and successful company. Our approach to DE&I is focused on five key pillars: Governance, Workforce, Supplier Diversity, Programming, and Community Impact. Comcast NBCUniversal has a robust Supplier Diversity program with diverse Tier I and Tier II suppliers.

Sustainability

We believe in protecting the environment where we live and work, so we have a sustainable planet now and in the future.

In the Community

We provide and support programs intended to have a positive, sustainable impact on the communities we serve. Our long-standing commitment continues to be recognized by various organizations and publications.

Awards

Our growth and innovation has resulted in a number of awards for excellence in the services and support we provide. In addition, Comcast Business is the first carrier in the world to be MEF CE 2.0 certified, leading the industry and demonstrating our commitment to our customers.

Financial Information

Financial information is available at: <https://www.cmcsa.com/financials>.

For more information about Comcast Business visit <http://business.comcast.com/about-us/comcast-business>.

COMCAST BUSINESS

References

Aspire Public Schools

Joe Regueiro, Director of IT
Information Technology Department
323-219-9544
joe.regueiro@aspirepublicschools.org

Visalia Unified School District

Adam Brown, Systems Manager II
Technological Services
559-622-3100
adam@vusd.org

Folsom Cordova Unified School District

Dave Stone
1965 Birkmont Drive
Rancho Cordova, CA 95742
916-294-9025

COMCAST BUSINESS

Comcast Account Team

This Proposal is presented to you by the Comcast Business Account Team. Please contact us if you have any questions regarding this proposal or let us know how we can be of service to you.

Customer Relationship

Romeo Lorico
Strategic GovEd Account Executive
999-888-1387
romeo_lorico@cable.comcast.com

Technical Matters

Andrew Johnson
Sales Engineer
916-830-6813
andrew_johnson6@comcast.com

Management

Dustin Hall
Director
916-531-0532
dustin_hall2@comcast.com

COMCAST BUSINESS

Comcast Business Contract Exceptions

No statement made in the proposal shall be considered a contractual term unless expressly included in a contract mutually negotiated between the parties as part of the post bid submission process. At that time, Comcast would be amenable to negotiating modifications to the Contract appended to the RFP, to the extent allowed by law or as mutually negotiated by the parties, and to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast solution. Comcast also reserves the right to include any additional terms and conditions upon which the above mentioned services are being specifically offered by Comcast as a highly regulated provider of such services.

Service Agreement (E-Rate)

This Service Agreement ("Agreement") is entered into on [Insert Month] [Insert Day], 20[Insert Year] ("Effective Date") by and between Comcast Cable Communications Management, LLC, a Delaware limited liability company, on behalf of itself and its applicable operating affiliates and subsidiaries offering Service(s) as identified below, with offices located at 1701 JFK Blvd., Philadelphia, PA 19103 and [Insert Customer Form 470 Name] ("Customer"), with offices located at [Insert Customer Form 470 Address].

This Agreement sets forth the terms and conditions under which Comcast Cable Communications Management, LLC and its applicable operating affiliates and subsidiaries (identified above, "Comcast") will provide communications and other Service(s) to the above Customer. This Agreement consists of this document ("Service Agreement Cover Page"), the Comcast General Terms and Conditions for E-Rate ("General Terms and Conditions"), Sales Order(s), the Product Specific Attachment(s) applicable to the ordered Service(s) ("PSA(s)"), and any written amendments to the Agreement and executed by both parties, if any ("Amendment(s)"), collectively referred to as the "Agreement". In the event of an explicit inconsistency among these documents, precedence will be as follows: (1) Amendment(s), (2) PSA(s), (3) General Terms and Conditions, (4) this Service Agreement Cover Page, and (5) Sales Order(s). The PSA(s) are located at <https://business.comcast.com/terms-conditions-ent> (or any successor URL). Use of the Service(s) is also subject to the High-Speed Internet for Business Acceptable Use Policy ("AUP") located at <https://business.comcast.com/customer-notifications/acceptable-use-policy> (or any successor URL), and the High-Speed Internet for Business Privacy Policy ("Privacy Policy") located at https://business.comcast.com/privacy-statement_new (or any successor URL). Comcast may update the PSA(s), AUP and Privacy Policy from time to time upon posting to the Website. This Agreement shall become a legally binding agreement upon the mutual execution of this Service Agreement Cover Page by the parties. The Agreement shall terminate as set forth in the General Terms and Conditions. All capitalized terms not defined on this Service Agreement Cover Page shall have the definitions given to them in the General Terms and Conditions.

As set forth in the Sales Order(s) attached hereto, the following Services shall be provided to Customer by Comcast:			
[Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Dedicated Internet ("EDI") Service(s) circuit(s).			
[Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Network Service ("ENS") circuit(s).			
[Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Private Line ("EPL") Service(s) circuit(s).			
[Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Virtual Private Line ("EVPL") Service(s) circuit(s).			
Term (Months): [Spell out No.] ([Insert No.])		Agreement Number: [State-FLast-MMDDYY-CM-No./FY24]	
Non-Recurring Charges (NRC): \$[Insert NRC]		Monthly Recurring Charges (MRC): \$[Insert MRC]	
Custom Installation Charge ("CIC"): \$[Insert CIC] Amortized at \$[Insert Amortized Price - if applicable] per month for the initial Service Term			
Number of Service Location(s): [Spell out No.] ([Insert No.])		Estimated Service Commencement Date: On or after July 1, 2024	
Notes / Comments:			
1. E-Rate funding, if applicable, to be solely by Customer.			
2. The Service(s) specified herein shall be provided by Comcast Business Communications, LLC. The Comcast Business Communications, LLC SPIN No. is 14303990. <u>EDI, EPL, EVPL, ENS</u>			
3. The Service(s) specified herein shall be provided by the applicable state affiliate of Comcast Phone, LLC. The Comcast Phone, LLC SPIN No. is 14803455. <u>INTRASTATE ONLY</u>			
Salesperson: [Insert Name]		Telephone Number: [Insert Phone Number]	
Sales Director: [Insert Name]		Telephone Number: [Insert Phone Number]	
Customer Contact: [Insert Customer Name]		Telephone Number: [Insert Phone Number]	

Customer, by signing below, agrees and accepts the terms and conditions of this Agreement.

[Insert Customer Name]		Comcast Cable Communications Management, LLC	
Signature:		Signature:	
Printed Name:		Printed Name:	
Title:		Title:	
Date:		Date:	

COMCAST ENTERPRISE SERVICES
GENERAL TERMS AND CONDITIONS FOR E-RATE
("General Terms and Conditions")

ARTICLE 1: DEFINITIONS

For purposes of these General Terms and Conditions, the following terms shall have the meanings specified below.

Affiliate: With respect to each party, any entity that controls, is controlled by, or is under common control with such party. For the purposes of this definition, "control" shall mean ownership of at least fifty percent (50%) of the voting stock or other voting ownership interest in an entity.

Agreement: Collectively, these General Terms and Conditions, the Service Agreement (E-Rate) Cover Page executed by the Customer and accepted by Comcast, any applicable Product Specific Attachment, and each binding Sales Order and/or Statement of Work.

Comcast: The operating Affiliate of Comcast Cable Communications Management, LLC that provides the Services. References to Comcast in Article 5 and Article 6 shall also include its Affiliates and their respective directors, officers, and employees.

Comcast Equipment: Any and all facilities, equipment or devices provided by Comcast or its authorized contractors at the Service Location(s) that are used to deliver the Services. Notwithstanding the foregoing, inside telephone wiring within a Service Location, whether or not installed by Comcast, shall not be considered Comcast Equipment.

Confidential Information: All information regarding either party's business that has been marked or is otherwise communicated as being "proprietary" or "confidential" or which reasonably should be known by the receiving party to be proprietary or confidential information. Without limitation, the foregoing, Confidential Information shall include, even if not marked or otherwise designated as proprietary, the Agreement, all Licensed Software, promotional materials, proposals, quotes, rate information, account information, subscriber information, network upgrade information and schedules, network operation information (including without limitation information about outages and planned maintenance), and invoices, as well as the parties' communications regarding such items. Confidential Information does not include any data transmitted over or through the Services.

Customer: The entity named on the Service Agreement (E-Rate) Cover Page.

Customer-Provided Equipment: All facilities, equipment, and devices supplied by Customer, or by a party not contracted by Comcast, for use in connection with the Services.

Network: The Comcast Equipment, fiber optic, or coaxial cable associated with electronics and other equipment used to provide the Services, including any such equipment not located on or at the Service Location(s).

Product Specific Attachment(s) or PSA(s): The additional terms and conditions applicable to each of the Services ordered by Customer under the Agreement.

Sales Order: An order form for the provision of Services to a Service Location(s) on (a) the then-current Comcast form designated for such purpose or (b) such other form, or in such other manner, as may be agreed upon by the parties. Unless otherwise indicated herein, each Statement of Work shall be considered a Sales Order.

Service(s): Service(s) provided by Comcast pursuant to a Sales Order or Statement of Work. All Services provided under the Agreement are for commercial, non-residential use only. Except as expressly provided in a Sales Order, Statement of Work, or PSA, all Services provided under the Agreement are for domestic use only.

Service Commencement Date: With respect to each Service, "Service Commencement Date" shall have the meaning ascribed in the PSA applicable to such Service or in the Statement of Work, it being understood that a single Sales Order containing multiple Service Locations or Services may have multiple Service Commencement Dates.

Service Location(s): The Customer location(s) where Comcast provides the Services.

Service Term: As specified in a Sales Order or Statement of Work, the duration of time (which shall commence on the Service Commencement Date) for which Services are ordered.

Statement of Work (SOW): The specific terms under which Comcast will provide certain customized services to Customer, including all attached appendices and exhibits, if any.

Termination Charges: Charges that may be imposed by Comcast upon early termination of a Service as specified in the applicable PSA.

Website: The Comcast website where the General Terms and Conditions, PSAs, the Privacy Policy, and the AUP are posted. The current URL for the Website is <https://business.comcast.com/terms-conditions-ent> (as the same may be updated by Comcast from time-to-time).

ARTICLE 2. DELIVERY OF SERVICE

2.1 Orders. To request Service at a Service Location(s), Customer may request from Comcast a Sales Order or SOW. If Customer wishes to move forward with the provision of the requested Service(s), Customer shall sign and return the Sales Order or SOW to Comcast. For purposes of Sales Orders, upon

Customer's signature of the Agreement, the Sales Order will become binding, subject to an engineering review. SOWs shall not become binding unless and until executed by both Parties. Each Sales Order or SOW submitted by Customer may be subject to an engineering review which will determine whether and to what extent the Network must be extended, built, or upgraded in order to provide the ordered Services. After any such engineering review, Comcast will provide Customer written notification in the event Service installation at any Service Location will require an additional non-recurring installation fee ("Custom Installation Fee" or "Construction Charges"). Notwithstanding anything to the contrary contained in this Article 2.1, Customer shall have thirty (30) days from receipt of such notice to reject the Custom Installation Fee and terminate the affected Service Location(s). In addition to the foregoing, if Comcast's cost of installing the applicable Services (including any applicable construction costs) increases following Customer's acceptance of the Custom Installation Fee such that Comcast's internal rate of return for the applicable Services is unacceptable to Comcast, as reasonably determined by Comcast, then (i) Comcast may increase the monthly recurring charge or Custom Installation Fee, as agreed to by Customer or (ii) if Customer does not agree to such increase, Comcast may terminate the applicable Services to the affected Service Location upon ten (10) days' notice to Customer, without penalty.

2.2 Access. To deliver Services to Customer, Comcast may require access, right-of-way, conduit, and/or common room space within and/or outside each Service Location and facility containing the Service Location ("Access"). Within each Service Location and facility containing the Service Location, Customer shall be solely responsible for securing and maintaining such Access as Comcast may require to deliver the Services. In the event that Customer fails to secure or maintain such Access, Comcast (i) may upon thirty (30) days' prior written notice cancel or terminate Service at such Service Location and such termination shall be subject to applicable Termination Charges and (ii) shall be excused from its obligations with respect to the Service(s) at such Service Location (including any obligation to issue service credits) until such time as Customer provides Comcast with the necessary Access. If Comcast is unable to secure or maintain Access outside a particular Service Location or facility and associated property containing the Service Location, which Access is needed to provide Services to such Service Location, Customer or Comcast may cancel or terminate Service at such Service Location, without further liability beyond the termination date, upon a minimum thirty (30) days' prior written notice to the other party.

2.3 Hazardous Materials. If the presence of asbestos or other hazardous materials exists or is detected at a Service Location or within the building where the Service Location is located, Comcast may immediately stop providing and/or installing Services until such materials are removed. Customer

shall be responsible for any additional expense incurred by Comcast as a result of encountering, or in the avoidance of, hazardous materials.

2.4 Equipment.

A. Comcast Equipment. Comcast may, in its sole discretion, remove or change Comcast Equipment; provided that any such removal or change does not cause a material degradation in the Services. Customer shall not move, disconnect, attempt to repair, or otherwise tamper with any Comcast Equipment or permit others to do so, and shall not use the Comcast Equipment for any purpose other than as authorized by the Agreement. Customer shall (i) provide an adequate environmentally controlled space and such electricity as may be required for installation, operation, and maintenance of the Comcast Equipment and (ii) be responsible for damage to, or loss of, Comcast Equipment caused by its acts or omissions, or by fire, theft, or other casualty at the Service Location(s), unless caused by the gross negligence or willful misconduct of Comcast. Any maintenance provided by Comcast for the Comcast Equipment under this Agreement shall be at Customer's cost to the extent it is related to causes other than the ordinary and proper use of the Comcast Equipment. Upon termination or expiration of this Agreement and any Sales Order or SOW, Customer shall be responsible for the return of applicable Comcast Equipment. Until such time as the Comcast Equipment is returned to Comcast, Comcast may continue to invoice Customer for the monthly fee applicable to such Comcast Equipment. If any returned Comcast Equipment has been damaged and/or destroyed other than by Comcast or its agents, normal wear and tear excepted, Comcast may, in its sole discretion, invoice Customer for the manufacturer's list price of such Comcast Equipment or the cost of repair.

B. Customer-Provided Equipment. Unless otherwise set forth in an SOW, Customer shall have sole responsibility for providing maintenance, repair, operation, and replacement of all Customer-Provided Equipment, inside telephone wiring, and other Customer equipment and facilities on the Customer's side of the Demarcation Point. "Demarcation Point" means the point of interconnection between the Network and Customer-Provided Equipment located at a Service Location. Neither Comcast nor its employees, Affiliates, agents, or contractors shall (i) have any obligation to install, operate, or maintain Customer-Provided Equipment or (ii) be liable for any damage, loss, or destruction to Customer-Provided Equipment, unless caused by the gross negligence or willful misconduct of Comcast. Customer-Provided Equipment shall at all times be compatible with the Network. Except as otherwise provided in an SOW, Customer shall be responsible for the payment of service charges for visits by Comcast's employees or agents to a Service Location when the service difficulty or trouble report results from Customer-Provided Equipment or facilities provided by a party not contracted by Comcast.

3.2 Payment Terms; Disputes.

A. Except as otherwise indicated herein or in a PSA, Comcast will invoice Customer in advance on a monthly basis for all monthly recurring charges and fees arising under the Agreement. All other charges will be billed monthly in arrears, including without limitation, certain usage-based charges. Payment is due within thirty (30) days after the invoice date. If a Service Commencement Date is not the first day of a billing period, Customer's first monthly invoice shall include any pro-rated charges for the Services from the Service Commencement Date to the start of the next billing period. Except to the extent otherwise prohibited by law, Customer will be assessed a service charge up to the full amount permitted under applicable law for any check or other instrument used to pay for the Services that has been rejected by the bank or other financial institution. Subject to Customer's right to dispute charges in accordance with Article 3.2(B), any payment not made when due will be subject to a late charge equal to (i) 1.5% per month or (ii) the highest rate allowed by law, whichever is lower. If Comcast is required to use a collection agency or attorney to collect any amount owed by Customer or any unreturned Comcast Equipment, Customer agrees to pay all reasonable costs of collection or other action. No acceptance of partial payment(s) by Comcast shall constitute a waiver of any rights to collect the full balance owed under the Agreement.

B. If Customer disputes any portion of an invoice, Customer shall pay the undisputed portion of the invoice and submit a written claim, including all substantiating documentation, to Comcast for the disputed amount of the invoice by the invoice due date. The parties shall negotiate in good faith to resolve any billing dispute submitted by Customer pursuant to this Article 3.2(B). Under no circumstances may Customer submit a billing dispute to Comcast later than ninety (90) days following the invoice date.

3.3 Credit Approval and Deposits. Delivery of Services may be subject to credit approval. Customer authorizes Comcast to make inquiries and to receive information about Customer's credit history from others and to enter this information in Customer's records. Comcast, in its sole discretion, may deny the Services based upon an unsatisfactory credit history. Subject to applicable regulations, Comcast may require Customer to make a deposit as a condition to Comcast's provision of the Services.

3.4 E-Rate Funding. Comcast makes no representations, guarantees or warranties with respect to the eligibility or ineligibility of the Services or any Service component for federal e-rate support or for other governmental and quasi-governmental telecommunications/internet discounts or entitlements (collectively, "E-Rate Funding"). Customer expressly acknowledges and agrees that it is responsible for ensuring that Comcast is paid one hundred percent (100%) of all non-recurring charges ("NRC(s)"), monthly recurring

Service charges ("MRC(s)") and other amounts required under this Agreement in accordance with the payment intervals specified therein. Unless and until the Customer has received, or has been designated as a recipient of, E-Rate Funding for the Services, Customer may not withhold or offset any such amounts on the basis of its anticipated receipt of E-Rate Funding, except as otherwise set forth below. In the event that the Customer has received, or has been designated as a recipient of, E-Rate Funding for the Services, Customer may choose to either (1) pay Comcast in full for the Services, or (2) receive discounted bills from Comcast. If Customer chooses option (1), the Customer must utilize the applicable customer-initiated reimbursement process relative to such E-Rate Funding. Comcast shall have no obligation to discount or pro-rate its invoices or to take other action to process such E-Rate Funding, except to the extent specifically required by law and regulation, or except as otherwise set forth above or below. Notwithstanding this, Comcast will reasonably assist Customer in the completion of any portions of the FCC Form 472 which, as a matter of law or regulation, are required to be completed by the service provider. If Customer chooses option (2), Comcast shall have no obligations under this Agreement until Customer provides Comcast the copy of the Notification and Statement of Form(s) 486 from the Universal Services Administrative Company, Schools and Libraries Division ("SLD"), approving Customer's eligibility for E-Rate Funding. A Customer selecting option (2) is required to pay Comcast the non-discounted portion of all NRC(s), MRC(s), and other amounts required under this Agreement in accordance with the payment interval specified therein. Customer also must reasonably assist Comcast in completing the Service Provider Invoice Form (FCC Form 474) and obtaining full payment of the discount amount from the Universal Service Administrative Company or other E-Rate fund administrator or administrative entity. If during the term of this Agreement, Customer fails to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of the Agreement succeeding the first fiscal period, Customer may elect to (i) continue to receive Services under this Agreement, in which Customer shall remain bound by the terms and conditions set forth hereunder and remain responsible for all NRC(s) and MRC(s), as set forth in the Agreement or applicable Sales Order(s), for the remaining term applicable thereto, irrespective of E-Rate Funding status, or, (ii) terminate this Agreement or Sales Order(s) upon written notice as of the beginning of the fiscal year for which funds are not appropriated or otherwise made available. The effect of termination of the Agreement or Sales Order(s) hereunder will be to discharge both Comcast and the Customer from future performance of the Agreement. However, Comcast shall be reimbursed for any and all unpaid NRC(s), any unpaid past due balance(s), and any additional costs already incurred by Comcast in conjunction with this Agreement. Customer shall notify Comcast in writing within thirty (30) days of fiscal budget denial indicating funds may not be available for the continuation of the Agreement for each succeeding fiscal period beyond the first year. In no event

shall Comcast initiate construction of the Network until proof of funding has been received, in whole or in part, based on 100% Customer-furnished funds or partially reimbursed funds by the SLD.

ARTICLE 4. TERM & TERMINATION

4.1 Sales Order Term. Upon the expiration of the Service Term applicable to a Sales Order, each Service Term shall automatically renew for successive periods of one (1) month each (each, a "Renewal Term"), not to exceed twelve (12) months unless prior written notice of non-renewal is delivered by either party to the other at least thirty (30) days before the expiration of the Service Term or the then current Renewal Term. To the extent the initial Service Term or a Renewal Term applicable to a Sales Order extends beyond the expiration date of the term of the Agreement, such Sales Order shall continue to be governed by the terms and conditions of the Agreement. The term of the Agreement commences on the Effective Date and continues for the time set forth on the Service Agreement (E-Rate) Cover Page.

4.2 Termination for Convenience. Notwithstanding any other term or provision in this Agreement, Customer shall have the right, in its sole discretion, to terminate any or all Sales Order(s) or SOW(s) at any time, upon thirty (30) days prior written notice to Comcast (subject to applicable Termination Charges).

4.3 Termination for Cause.

- A. If either party is in material breach of the Agreement and the breach continues unremedied for thirty (30) days after written notice of default, the other party may terminate for cause any Sales Order or SOW materially affected by the breach. In addition to other remedies, if the Customer is in breach of a payment obligation and fails to make payment in full within thirty (30) days after written notice of default, Comcast may suspend the Service(s) under the affected Sales Order(s) or SOW(s).
- B. Subject to applicable law, either party may terminate a Sales Order or SOW immediately upon notice to the other party if the other party has become insolvent as defined under the U.S. Bankruptcy Code, institutes or has instituted against it any bankruptcy, reorganization, debt arrangement or assignment for the benefit of creditors, other proceeding under any bankruptcy or insolvency law or dissolution, receivership, or liquidation proceeding (and if such proceeding is instituted against it, such proceeding is not dismissed within sixty (60) days).
- C. Comcast may terminate any Sales Order and/or the Agreement immediately if Customer or its employees, agents, or representatives threaten, harass, or use

vulgar or inappropriate language toward Comcast personnel.

4.4 Effect of Expiration/Termination of a Sales Order or SOW. Upon the expiration or termination of a Sales Order or SOW for any reason, Comcast (i) shall disconnect the applicable Service and (ii) may assess and collect from Customer applicable Termination Charges (unless the Service is terminated by Customer pursuant Article 4.3 above). Termination by either party of a Sales Order or SOW does not waive any other rights or remedies that it may have under this Agreement.

ARTICLE 5. LIMITATION OF LIABILITY; DISCLAIMER OF WARRANTIES

5.1 Limitation of Liability.

A. THE AGGREGATE LIABILITY OF COMCAST AND ITS AGENTS, SUPPLIERS, AND LICENSORS FOR ANY AND ALL LOSSES, DAMAGES, AND CAUSES OF ACTION ARISING OUT OF THE AGREEMENT, INCLUDING, BUT NOT LIMITED TO, THE PERFORMANCE OF SERVICE, AND NOT OTHERWISE LIMITED HEREUNDER, WHETHER IN CONTRACT, TORT, OR OTHERWISE, SHALL NOT EXCEED DIRECT DAMAGES EQUAL TO THE SUM TOTAL OF PAYMENTS MADE BY CUSTOMER TO COMCAST DURING THE THREE (3) MONTHS IMMEDIATELY PRECEDING THE EVENT FOR WHICH DAMAGES ARE CLAIMED. THIS LIMITATION SHALL NOT APPLY TO INDEMNIFICATION OBLIGATIONS.

B. NOTWITHSTANDING ANYTHING TO THE CONTRARY CONTAINED IN THIS AGREEMENT, NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY INCIDENTAL, INDIRECT, SPECIAL, COVER, PUNITIVE, OR CONSEQUENTIAL DAMAGES, WHETHER OR NOT FORESEEABLE, OF ANY KIND, INCLUDING, BUT NOT LIMITED TO, ANY LOSS OF REVENUE, LOSS OF USE, LOSS OF BUSINESS, OR LOSS OF PROFIT WHETHER SUCH ALLEGED LIABILITY ARISES IN CONTRACT OR TORT; PROVIDED, THAT, THE FOREGOING LIMITATION SHALL NOT LIMIT CUSTOMER'S LIABILITY FOR CHARGES OWED FOR THE SERVICES, FOR ANY EQUIPMENT OR SOFTWARE PROVIDED BY COMCAST, OR FOR TERMINATION CHARGES.

C. NOTWITHSTANDING ANYTHING TO THE CONTRARY CONTAINED IN THE AGREEMENT, IN NO EVENT SHALL THE AGGREGATE LIABILITY OF COMCAST AND ITS AGENTS, SUPPLIERS, AND LICENSORS UNDER THIS AGREEMENT FOR ALL

INDEMNIFICATION OF INTELLECTUAL PROPERTY CLAIMS UNDER SECTION 6(i) OF THESE GENERAL TERMS AND CONDITIONS EXCEED THE GREATER OF (I) ONE (1) MILLION DOLLARS (\$1,000,000) AND (II) THE SUM TOTAL OF PAYMENTS MADE BY CUSTOMER DURING THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE DATE ON WHICH THE INTELLECTUAL PROPERTY CLAIM FIRST AROSE.

5.2 Disclaimer of Warranties.

A. TO THE MAXIMUM EXTENT ALLOWED BY LAW, COMCAST EXPRESSLY DISCLAIMS ALL EXPRESS, IMPLIED, AND/OR STATUTORY WARRANTIES, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NONINFRINGEMENT. Without limiting the generality of the foregoing, and except as otherwise identified in a PSA or SOW, Comcast does not warrant that the Services, Comcast Equipment, or Licensed Software will be uninterrupted, error-free, or free of latency or delay, or that the Services, Comcast Equipment, or Licensed Software will meet Customer's requirements, or that the Services, Comcast Equipment, or Licensed Software will prevent unauthorized access by third parties. Customer acknowledges and agrees that the Services are not fail-safe and are not designed or intended for use in situations requiring fail-safe performance or in which an error or interruption in the Services could lead to severe injury to business, persons, property, or environment.

B. Notwithstanding anything to the contrary contained in the Agreement, in no event shall Comcast and its agents, suppliers, and licensors be liable for any loss, damage, or claim arising out of or related to: (1) content or data received or distributed by Customer or its users through the Services; (2) any act or omission of Customer, its users, or third parties not under the control of Comcast; (3) interoperability, interaction, or interconnection of the Services with applications, equipment, services, or networks provided by Customer or third parties not under the control of Comcast; or (4) loss or destruction of any Customer hardware, software, files, or data resulting from any virus or other harmful feature or from any attempt to remove it. Customer is solely responsible for backing up its data, files, and software prior to the installation of Service and at regular intervals thereafter.

5.3 Exclusive Remedies. Customer's sole and exclusive remedies are as expressly set forth in the Agreement. In those states where Customer's remedies cannot be so limited, the liability of Comcast is limited to the maximum extent permitted by law.

ARTICLE 6. INDEMNIFICATION

6.1 Comcast's Indemnification Obligations. Subject to Sections 5.1(B) and 5.1(C) and any other limitations contained in the Agreement, Comcast shall indemnify, defend, and hold harmless Customer, its Affiliates and their respective employees, directors, officers, and agents from and against all damages, liabilities, losses, and expenses (including reasonable attorneys' fees) arising out of a claim or demand by a third party ("Claims") incurred as a result of (i) infringement of U.S. patent or copyright law based solely on Comcast Equipment or Licensed Software; provided, that, Comcast shall have no liability for any claim of infringement arising from: (a) Comcast's compliance with any designs, specifications, or instructions of Customer; (b) modification or alteration of the Licensed Software or Comcast Equipment by Customer or a third party without the prior knowledge and written approval of an authorized officer of Comcast; (c) use of the Licensed Software or Comcast Equipment in a way not authorized in writing by an authorized officer of Comcast; and/or (d) Customer's failure to use an updated version of the Licensed Software or Comcast Equipment which has been provided, or made available to Customer and (ii) damage to tangible personal property or real property, and personal injuries (including death) to the extent caused by the gross negligence or willful misconduct of Comcast while working on the Service Locations. For purposes of this Article 6.1, any claims by any end-user of the Services shall not be included in the definition of Claims.

6.2 Customer's Indemnification Obligations. Subject to Section 5.1(B), Customer shall indemnify, defend, and hold harmless Comcast and its agents, suppliers, and licensors from any and all Claims arising on account of or in connection with Customer's and its users' use or sharing of the Service provided under the Agreement, including with respect to: (i) any content received or distributed by Customer or its users through the Service; (ii) libel, infringement of copyright, or unauthorized use of trademark, trade name, or service mark arising out of communications via the Service; (iii) for patent infringement arising from Customer's combining or connection of Customer-Provided Equipment to use the Service; and (iv) for damage arising out of the gross negligence or willful misconduct of Customer.

6.3 Indemnification Procedures. To the extent a party may be entitled to indemnification under this Agreement (an "Indemnified Party"), such Indemnified Party shall (i) promptly notify the other party (the "Indemnifying Party") in writing of any pending or threatened Claim that gives rise to a right of indemnification (an "Action") and (ii) cooperate in every reasonable way to facilitate the defense or settlement of such Action. The Indemnifying Party shall assume the defense of any Action with counsel selected by the Indemnifying Party. The Indemnified Party may employ its own counsel in any such case and shall pay such counsel's fees and expenses. The Indemnifying Party shall have the right to settle any Action; provided, however, that to the extent that such settlement

requires the Indemnified Party to take or refrain from taking any action or purports to obligate the Indemnified Party, then the Indemnifying Party shall not settle such Action without the prior written consent of the Indemnified Party, which consent shall not be unreasonably withheld, conditioned, or delayed.

ARTICLE 7. CONFIDENTIAL INFORMATION AND PUBLICITY

7.1 Disclosure and Use. All Confidential Information disclosed by either party shall, during the term of the Agreement and for two (2) years after the expiration or termination thereof (or such longer period as may be required by law), not be disclosed to any third party without the disclosing party's express written consent. Notwithstanding the foregoing, such information may be disclosed (A) to the receiving party's employees, affiliates, and agents who have a need to know for the purpose of performing under this Agreement, using the Services, and rendering the Services (provided that in all cases the receiving party shall take appropriate measures prior to disclosure to its employees, affiliates, and agents designed to protect against unauthorized use or disclosure) or (B) as otherwise authorized by this Agreement. Each party's confidentiality obligations hereunder shall not apply to information that: (A) is already known to the receiving party without a pre-existing restriction as to disclosure; (B) is or becomes publicly available without fault of the receiving party; (C) is rightfully obtained by the receiving party from a third party without restriction as to disclosure or approved for release by written authorization of the disclosing party; or (D) is developed independently by the receiving party without use of the disclosing party's Confidential Information. Each party agrees to treat all Confidential Information of the other in the same manner as it treats its own proprietary information, but in no case using less than a reasonable degree of care. If either party is required to disclose Confidential Information pursuant to a judicial order or other compulsion of law, such party shall be permitted to make such disclosure provided that it: (a) limits the disclosure to only that information which is required to be disclosed by such order or legal requirement, (b) if permitted, provides the disclosing party with prompt notice of such order or legal requirement, and (c) reasonably assists the disclosing party in obtaining a protective order, if requested and at the disclosing party's expense.

7.2 Publicity. Neither party shall issue any publication or press release relating to, or otherwise disclose the existence of, the terms and conditions of any contractual relationship between Comcast and Customer without the prior written consent of the other party.

7.3 Remedies. Notwithstanding any other Article of this Agreement, the non-breaching party shall be entitled to seek equitable relief to protect its interests pursuant to this Article 7, including, but not limited to, injunctive relief.

ARTICLE 8. PROHIBITED USES; COMCAST POLICIES

8.1 Prohibited Uses; Comcast Policies. Customer is prohibited from using, or permitting the use of, any Service (i) for any purpose in violation of any law, rule, regulation, or policy of any government authority; (ii) in violation of the Comcast Acceptable Use Policy ("AUP") available on the Website; (iii) for any use as to which Customer has not obtained all required government approvals, authorizations, licenses, consents, or permits; or (iv) to interfere unreasonably with the use of Comcast service by others or the operation of the Network. Customer is responsible for the compliance of its users with the provisions of the Agreement. Customer acknowledges and agrees that use of the Services, including by Customer, its Affiliates, and any users, shall be subject to the AUP. Notwithstanding anything to the contrary contained in Section 4.3, Comcast reserves the right to act immediately and without notice to terminate or suspend the Agreement and/or any Services if Comcast determines that such use or information is in violation of this Article 8.1 and such termination will constitute termination for cause and (b) terminate or suspend the Services in the event of fraudulent use of the Services. Customer acknowledges and agrees that Comcast is not obligated to detect or report unauthorized or fraudulent use of the Services to Customer.

8.2 Privacy Policy. Comcast will comply with the Comcast Privacy Policy ("Privacy Policy") which is available at the Website. Comcast is not responsible for any information provided by Customer to third parties and Customer assumes all privacy and other risks associated with providing personally identifiable information to third parties via the Services.

8.3 Prohibition on Resale. Customer may not sell, resell, sublease, assign, license, sublicense, share, provide, or otherwise utilize in conjunction with a third party (including, without limitation, in any joint venture or as part of any outsourcing activity) the Services or any component thereof. For the avoidance of doubt, this prohibition includes Customer bundling the Services with any services or components of Customer that are then sold to end users of any kind.

8.4 Monitoring. Comcast shall have no obligation to monitor postings or transmissions made in connection with the Services, however, Customer acknowledges and agrees that Comcast and its agents shall have the right to monitor any such postings and transmissions from time to time and to use and disclose them in accordance with this Agreement, and as otherwise required by law or government request. Comcast reserves the right to refuse to upload, post, publish, transmit or store any information or materials, in whole or in part, that, in Comcast's sole discretion, is unacceptable, undesirable or in violation of this Agreement.

ARTICLE 9: MISCELLANEOUS TERMS

9.1 Force Majeure. Neither party nor its Affiliates shall be liable to the other party for any delay, failure in performance, loss, or damage to the extent caused by force majeure conditions such as acts of God, fire, explosion, power blackout, cable cuts, acts of regulatory or governmental agencies, unforeseeable third party actions, or other causes beyond the party's reasonable control, except that Customer's obligation to pay for Services provided under the Agreement shall not be excused. Changes in economic, business, or competitive condition shall not be considered force majeure events.

9.2 Assignment or Transfer. Customer shall not assign any right, obligation, or duty, in whole or in part, nor any other interest hereunder, without the prior written consent of Comcast, which shall not be unreasonably withheld. Any assignment in violation of this provision shall be deemed null and void. All obligations and duties of either party hereunder shall be binding on all successors in interest and permitted assigns of such party.

9.3 Notices. Except as otherwise identified herein, any notice sent pursuant to the Agreement shall be deemed given and effective when sent by e-mail (confirmed by certified mail), or when delivered by overnight express or other express delivery service, in each case, to the following addresses (or to such other addresses as a party may designate by written notice to the other party): (i) with respect to Customer, to the address set forth on any Sales Order; or (ii) with respect to Comcast, to Vice President of Sales Operations (Comcast Business), One Comcast Center, 1701 JFK Blvd., Philadelphia, PA 19103, with a copy to Legal_Notices@comcast.com. Alternatively, Customer may send termination notice to Comcast through the Comcast disconnection portal found at the following URL: <https://business.comcast.com/landingpage/disconnect> (as the same may be updated by Comcast from time to time).

9.4 Amendments; Changes to the Agreement.

A. The Agreement may not be amended except by a written agreement executed by the Parties, provided, that, notwithstanding the foregoing, Comcast may change or modify the PSAs, and any related policies (including the AUP and Privacy Policy) from time to time ("Revisions") by posting such Revisions to the Website. The Revisions are effective upon posting to the Website. Customer will receive notice of any Revisions in the next applicable monthly invoice. Customer shall have thirty (30) calendar days from the invoice notice of such Revisions to provide Comcast with written notice that the Revisions adversely affect Customer's use of the Service(s). If, after such notice, Comcast is able to verify such adverse effect but is unable to reasonably mitigate the Revisions' impact on such Services, then Customer may terminate the impacted Service(s) without further obligation (including Termination Charges) to Comcast beyond the termination date. This shall be Customer's sole and exclusive remedy for any Revisions. Customer acknowledges and agrees that terms or conditions

contained in any Customer purchase order, or similar Customer order form (regardless of whether executed by Comcast), or restrictive endorsements or other statements on any Customer form of payment, shall be void and of no force or effect. Without limitation to the foregoing, if (i) Customer requires Comcast to execute a Customer purchase order or other Customer order form for a Service or as a condition to receiving payment for the same and (ii) Comcast executes such purchase order or Customer order form, Customer acknowledges and agrees that (1) Comcast's execution is solely for the purpose of assisting Customer in satisfying its internal procurement requirements and (2) any terms and conditions contained in such purchase order or Customer order form shall be null and void and of no force or effect.

B. The parties acknowledge that the respective rights and obligations of each party as set forth in this Agreement are based on applicable law and regulations as they exist on the date of the Agreement's execution. The parties agree that in the event of any legislative, regulatory, or judicial order, rule, or regulation, or decision in an arbitration or other dispute resolution proceeding, or other legal or regulatory action that materially affects the provisions of this Agreement or the economic terms of the Agreement, Comcast may, by providing written notice to the Customer, require that the affected provisions of the Agreement be renegotiated in good faith. If Customer refuses to enter such renegotiations, or the parties are unable to reach resolution on new Agreement terms, Comcast may, in its sole discretion, terminate this Agreement, in whole or in part, upon sixty (60) days written notice to Customer.

5 Tariffs. Notwithstanding anything to the contrary in the Agreement, Comcast may be required to file with regulatory agencies tariffs for certain Services. In such event, the terms set forth in the Agreement may, under applicable law, be superseded by the terms and conditions of the tariffs. Without limiting the generality of the foregoing, in the event of any inconsistency between the Agreement and applicable Sales Orders on one hand, and the relevant tariffs on the other hand, the rates and other terms set forth in the Agreement and applicable Sales Orders will be treated as individual case-basis arrangements to the maximum extent permitted by law. If Comcast voluntarily or involuntarily cancels or withdraws a tariff under which a Service is provided to Customer, the Service will thereafter be provided pursuant to the Agreement and the terms and conditions contained in the tariff immediately prior to its cancellation or withdrawal. In the event that Comcast is required by a governmental authority to modify a tariff under which Service is provided to Customer in a manner that is material and adverse to the Customer, the Customer may terminate the applicable Sales Order upon a minimum thirty (30) days' prior written notice to the other party, without further liability.

9.6 Compliance with Laws. Each of the Parties agrees to comply with all local, state and federal laws and regulations and

ordinances applicable to such Party in the performance of its respective rights and obligations under this Agreement.

9.7 Consent to Communications from Comcast.

Customer acknowledges and agrees that Comcast or third parties acting on Comcast's behalf may call or text Customer at any telephone number that Customer provides to Comcast or that Comcast issues to Customer and may do so for any purpose relating to Customer's account and/or the Services to which Customer purchased. Customer expressly consents to receive such calls and texts and agree that these calls and texts are not unsolicited. Customer acknowledges and agrees that these calls and texts may entail the use of an automatic telephone dialing system and/or artificial or prerecorded messages. Customer may not opt-out of receiving certain communications pertaining to Customer's account, including but not limited to communications regarding emergencies, fraud or other violations of law, security issues, and harm caused to the Network. Message frequency depends on Customer's activity with the Services. Message and/or data rates may apply.

9.8 Entire Understanding; Construction; Survival; Headings; No Waiver.

The Agreement supersedes all prior agreement between the parties with respect to its subject matter and constitutes a complete and exclusive statement of the terms of the agreement between the parties with respect to the subject matter hereof. In the event that any portion of the Agreement is held to be invalid or unenforceable, the parties shall replace the invalid or unenforceable portion with another provision that, as nearly as possible, reflects the original intention of the parties, and the remainder of the Agreement shall remain in full force and effect. The rights and obligations of either party that, by their nature would continue beyond the termination or expiration of the Agreement shall survive termination or expiration of the Agreement. The article headings and hereinafter are for reference only and shall not limit or control any interpretation or provision of this Agreement or the interpretation or construction thereof. No failure by either party to enforce any right(s) hereunder shall constitute a waiver of such right(s). The Agreement may be executed in counterparts. Each party represents and warrants that the persons who executes the Agreement on its behalf are duly authorized to do so.

9.9 Choice of Law. This Agreement shall be governed by, and construed and interpreted in accordance with the laws of the state in which the Service is provided without regard to its conflict of laws principles. Any claim or controversy arising out of or relating to this Agreement shall be brought exclusively in federal or state court located in Philadelphia, Pennsylvania and the parties hereby consent to personal jurisdiction and venue in such court. Both parties hereby waive any right to a trial by jury.

9.10 No Third-Party Beneficiaries; Independent Contractors. Except as otherwise specifically set forth herein, this Agreement does not expressly or implicitly provide any

third party (including users) with any remedy, claim, liability, reimbursement, cause of action, or other right or privilege. The parties to this Agreement are independent contractors. Neither party is an agent, representative, or partner of the other party. Neither party shall have any right, power, or authority to enter into any agreement for, or on behalf of, or incur any obligation or liability of, or to otherwise bind, the other party. This Agreement shall not be interpreted or construed to create an association, agency, joint venture, or partnership between the parties or to impose any liability attributable to such a relationship upon either party. Each party acknowledges and agrees that any interpretation of this Agreement may not be construed against a party by virtue of that party having drafted the provisions.

9.11 Export Laws and Regulation. Customer acknowledges that any products, software, and technical information (including, but not limited to, services and training) provided pursuant to the Agreement may be subject to U.S. export laws and regulations. Customer agrees that it will not use, distribute, transfer, or transmit the products, software, or technical information (even if incorporated into other products) except in compliance with U.S. export regulations and this Agreement.

[Remainder of Page Intentionally Blank]

Cost Proposal

RFP 24-100

Responder Company Name: Comcast Business Communications, LLC

Responder Name: Romeo Lorico

Responder Title: Enterprise Account Executive

Responder SPIN: 143003990

Responder Phone: 925-493-9455

Please see Exhibit 'D' for completion of Cost Proposal

Proposers are permitted to propose optional services not specifically requested by the District as part of the RFP, however the District shall be under no obligation to consider, nor adopt, any such services.

Responding to Request For Proposal No. 24-100 due January 9, 2024 before 3:00 PM

RFP Form

RFP 24-100

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: Comcast Business Communications, LLC

Legal Status (i.e., sole proprietorship, partnership, corporation): Limited Liability Company (LLC)

Tax I.D. Number (Sole Proprietorship Only): 23-1709202

Address: 1701 JFK Blvd
Philadelphia, PA 19103

Authorized Representative:


Signature

Terrence J. Connell

Name (Print or Type)

Senior Vice President

Title

January 4, 2024

Date

(925) 724-9005

Phone

() N/A

Fax

ronald_speno@comcast.com

E-mail address

No statement made in the proposal shall be considered a contractual term unless expressly included in a contract mutually negotiated between the parties as part of the post bid submission process. At that time, Comcast would be amenable to negotiating modifications to the Contract appended to the RFP, to the extent allowed by law or as mutually negotiated by the parties, and to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast solution. Comcast also reserves the right to include any additional terms and conditions upon which the above mentioned services are being specifically offered by Comcast as a highly regulated provider of such services.



Center Joint Unified School District

8408 Watt Avenue * Antelope, CA 95843
916-338-6330 * Fax 916-338-6411

BOARD OF TRUSTEES

Nancy Anderson
Jeremy Hunt
Milad H. J'Beily
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT

Scott A. Loehr

Established 1858

Letter of Agreement - RFP 24-100

Pursuant to the terms of Center Joint Unified School District's RFP # 24-100 for Data Transport Service, (Name of Company) Comcast Business Communications, LLC's response to RFP #24-100 dated (mm/dd/yyyy) 1/4/2024, (Name of Company)

Comcast Business Communications, LLC will provide the equipment and services per RFP # 24-100 effective the date of issuance of Center Joint Unified School District Purchase Order(s).

(Name of Company) Comcast Business Communications, LLC 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 2024 (Year 27), 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 District shall not be responsible for any costs to Bidder prior to termination.

Center Joint Unified School District

Comcast Business Communications, LLC

(Name of Company)

Authorized Representative Signature

Authorized Representative Signature

Date: _____

Date: January 4, 2024

Name: Eugene Graham

Name: Terrence J. Connell

Title: Technology Coordinator

Title: Senior Vice President

Address: 8408 Watt Avenue

Address: 1701 JFK Blvd

Sacramento, CA 95843

Philadelphia, PA 19103

Email: egraham@centerusd.org

Email: ronald_speno@comcast.com

Phone: (916) 338-6336

Phone: 925-724-9005

Fingerprint Certification

RFP 24-100

This is Not Applicable as Comcast will not have employees who will have unsupervised access.

Responder Certification

I, _____, am an authorized representative of/doing business as (Name of Responder/consultant) _____, 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 _____ day of _____, 20_____, in _____ County, California.

Name of Responder/Consultant (please print)

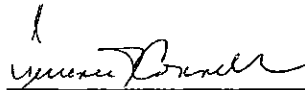
Name/Title of Authorized Representative (printed)

(Signature)

Statement of Non-Conflict of Interest

RFP 24-100

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.



Signature

Terrence J Connell

Printed Name

Senior Vice President

Title

Comcast Business Communications, LLC

Responder

January 4, 2024

Date

Insurance Acknowledgement

RFP 24-100

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.

1. 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.~~

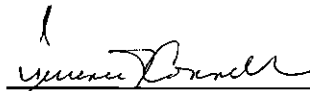
~~To the fullest extent allowed by law, Contractor shall defend, indemnify, and hold harmless District, its directors, officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error, or omission by Contractor or its directors, officers, agents, employees, 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.

No statement made in the proposal shall be considered a contractual term unless expressly included in a contract mutually negotiated between the parties as part of the post bid submission process. At that time, Comcast would be amenable to negotiating modifications to the Contract appended to the RFP, to the extent allowed by law or as mutually negotiated by the parties, and to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast solution. Comcast also reserves the right to include any additional terms and conditions upon which the above mentioned services are being specifically offered by Comcast as a highly regulated provider of such services.



Signature

Terrence J. Connell
Printed Name

Senior Vice President
Title

Comcast Business Communications, LLC
Responder

January 4, 2024
Date

**COMCAST ENTERPRISE SERVICES
PRODUCT-SPECIFIC ATTACHMENT
ETHERNET TRANSPORT SERVICES**

ATTACHMENT IDENTIFIER: Ethernet Transport, Version 1.14

The following additional terms and conditions are applicable to Sales Orders for Comcast's Ethernet Transport Services.

DEFINITIONS

Capitalized terms not otherwise defined herein shall have the meaning ascribed to them in the General Terms and Conditions.

"Comcast Switch" means Comcast's ethernet terminating device located at a Service Location and used for provisioning its services and the delivery of the UNI (as defined in Schedule A-1). The Comcast Switch constitutes Comcast Equipment.

"Customer Switch or Router" means the switch or router installed at the Service Location and used to connect to the UNI. The Customer Switch or Router may be Comcast Equipment or Customer-Provided Equipment.

"Estimated Availability Date" means the target date for delivery of Service.

"HFC Network" means a hybrid fiber coax network.

"Off-Net" means geographical locations that are outside of Comcast's service area and/or geographical locations that are within Comcast's service area generally but are not readily accessible by Comcast Network facilities. All Off-Net Services are provided by third-party service providers. Off-Net Services that are provisioned over a dedicated fiber optic network are referred to as **"Off-Net Dedicated Fiber"**. Off-Net Services that are provisioned over a non-dedicated fiber optic network are referred to as **"Off-Net Non-Dedicated Fiber"**. Off-Net services that are provisioned over a non-fiber network (e.g., coax, fixed wireless, and other non-fiber access technologies) are referred to as **"Off-Net Non-Fiber"**.

"On-Net" means geographical locations where Comcast currently provides Services through the Comcast Network. On-Net Services may be provisioned over a fiber optic network (**"On-Net Fiber"**) or via an HFC Network (**"On-Net HFC"**), as available through Comcast.

"Service(s)" means Ethernet Transport Services.

ARTICLE 1. SERVICES

This attachment shall apply to Comcast's Ethernet Transport Services. A further description of the Services is set forth in Schedule A-1 hereto which is incorporated herein by reference.

ARTICLE 2. REGULATORY APPROVAL; TRAFFIC MIX

Comcast's pricing for Service may be subject to FCC, public service commission or other regulatory approval. Further, Customer represents that its use of Service hereunder will be jurisdictionally interstate. Comcast reserves the right, in its reasonable sole discretion, to reclassify Customer's use of Service as jurisdictionally interstate or intrastate, as appropriate. Customer agrees to indemnify, defend, and hold Comcast harmless from any claims by third parties, including, without limitation, any governmental entities, resulting from or arising out of Customer's failure to properly represent or certify the jurisdictional nature of its use of the Service(s).

ARTICLE 3. CUSTOM INSTALLATION FEES

Once Comcast accepts a Sales Order for Service, Comcast will invoice Customer for all Custom Installation Fee(s). Customer will pay the Custom Installation Fee(s) within thirty (30) days of the invoice date unless a payment schedule is specified in the applicable Sales Order.

ARTICLE 4. PROVISIONING INTERVAL

Following Comcast's acceptance of a Sales Order, Comcast shall notify Customer of the Estimated Availability Date applicable to that Sales Order. Comcast shall use commercially reasonable efforts to provision the Service on or about the Estimated Availability Date; provided, however, that Comcast's failure to provision Service by said date shall not constitute a breach of the Agreement.

ARTICLE 5. SERVICE COMMENCEMENT DATE

Comcast shall inform Customer when the Service is available and performing at the Service Location in accordance with the Technical Specifications (as defined in Article 8) (**"Availability Notification"**). Charges for Service shall begin to accrue as of the Service Commencement Date. The Service Commencement Date shall be earliest of: (A) the date on which Customer confirms receipt of and concurrence with the Availability Notification; (B) five (5) business days following the date of the Availability Notification, if Customer fails to notify Comcast that the Service does not comply materially with the Technical Specifications (as defined below) or (C) the date on which Customer first uses the Service. In the event that

a Service Term has not been expressly set forth in a Sales Order, the Service Term for such Sales Order shall be twelve (12) months.

**ARTICLE 6. TERMINATION CHARGES;
PORTABILITY; UPGRADES; OFF-NET SERVICES**

6.1 The charges set forth or referenced in each Sales Order have been extended to Customer in reliance on the Service Term set forth therein.

6.2 Termination Charges for On-Net Services.

A. Subject to Section 6.3, in the event that On-Net Service is terminated following Comcast's acceptance of the applicable Sales Order but prior to the Service Commencement Date, Customer shall pay Termination Charges equal to one hundred and twenty percent (120%) of the costs and expenses incurred by Comcast in installing or preparing to install the On-Net Service.

B. Subject to Section 6.3, in the event that On-Net Service is terminated on or following the Service Commencement Date but prior to the end of the applicable Service Term, Customer shall pay Termination Charges equal to a percentage of the monthly recurring charges remaining for the unexpired portion of the then-current Service Term, calculated as follows:

- i. 100% of the monthly recurring charges with respect to months 1-12 of the Service Term; plus
- ii. 80% of the monthly recurring charges with respect to months 13-24 of the Service Term; plus
- iii. 65% of the monthly recurring charges with respect to months 25 through the end of the Service Term; plus
- iv. 100% of any remaining, unpaid Custom Installation Fees.

Termination Charges shall be immediately due and payable upon cancellation or termination and shall be in addition to any and all accrued and unpaid charges for the Service rendered by Comcast through the date of cancellation or termination.

C. Termination Charges for Off-Net Services. In the event that Customer terminates Off-Net Service following Comcast's acceptance of the applicable Sales Order but prior to the end of the applicable Service Term, Customer shall pay Termination Charges equal to 100% of the monthly recurring charges remaining through the end of the Service Term plus 100% of any remaining, unpaid Custom Installation Fees. Customer shall also pay any third-party charges incurred by Comcast as a result of the early termination of Service by the Customer.

6.3 Exclusions. Termination Charges shall not apply to Service terminated by Customer as a result of Comcast's material and

uncured breach in accordance with the General Terms and Conditions.

6.4 Portability. Customer may terminate an existing On-Net Service (an "**Existing Service**") and turn up a replacement On-Net Service (*i.e.*, activate Service with termination points on Comcast's network that are different than those of the Existing Service) (a "**Replacement Service**") without incurring Termination Charges with respect to the Existing Service, provided that (a) the Replacement Service must have a Service Term equal to or greater than the remaining Service Term of the Existing Service but in no event less than twelve (12) months; (b) the Replacement Service must have monthly recurring charges equal to or greater than the monthly recurring charges for the Existing Service; (c) Customer submits a Sales Order to Comcast for the Replacement Service within ninety (90) days after termination of the Existing Service and that Sales Order is accepted by Comcast; (d) Customer reimburses Comcast for any and all installation charges that were waived with respect to the Existing Service; and (e) Customer pays the actual costs incurred by Comcast in installing and provisioning the Replacement Service.

6.5 Upgrades. Customer may upgrade the speed or capacity of an Existing Service without incurring Termination Charges, provided that (a) the upgraded Service (the "**Upgraded Service**") must assume the remaining Service Term of the Existing Service, but in no event less than twelve (12) months; (b) the Upgraded Service must have the same points of termination on Comcast's network as the Existing Service; (c) Customer submits a Sales Order to Comcast for the Upgraded Service and that Sales Order is accepted by Comcast; (d) Customer pays Comcast's applicable nonrecurring charges for the upgrade; and (e) Customer agrees to pay the applicable monthly recurring charges for the Upgraded Service commencing with the upgrade. Upgrades to Off-Net Services are subject to the applicable third party service provider rules and availability. Comcast has no obligation to upgrade Customer's Off-Net Service.

6.6 Off-Net Services. If Customer is receiving Off-Net Services, Comcast shall, in its sole discretion, have the ability to (a) provide On-Net Services in lieu of such Off-Net Services and/or (b) substitute the current Off-Net Services provider for an alternate Off-Net Services provider, each, at no additional cost to Customer; provided, however, that Comcast shall not make any changes to Customer's Off-Net Services provider that could, in Comcast's reasonable opinion, impair Customer's specific network design or provider attributes (*e.g.*, diversity). Comcast shall use commercially reasonable efforts to coordinate a mutually agreeable time with Customer to conduct any such changes.

ARTICLE 7. ADDITIONAL INFORMATION

As necessary for the interconnection of the Service with services provided by third parties, Comcast may request (as applicable), and Customer will provide to Comcast, circuit facility assignment information, firm order commitment information, and design layout records necessary to enable Comcast to make the necessary cross-connection between the Service and Customer's other service provider(s). Comcast may charge Customer nonrecurring and monthly recurring cross-connect charges to make such connections.

ARTICLE 8. TECHNICAL SPECIFICATIONS; SERVICE LEVEL AGREEMENT

The technical specifications applicable to the Service are set forth in Schedule A-1 hereto ("**Technical Specifications**"). The service level agreement applicable to the Services is set forth in Schedule A-2 hereto ("**Service Level Agreement**" or "**SLA**").

**COMCAST ENTERPRISE SERVICES
PRODUCT-SPECIFIC ATTACHMENT
ETHERNET TRANSPORT SERVICES**

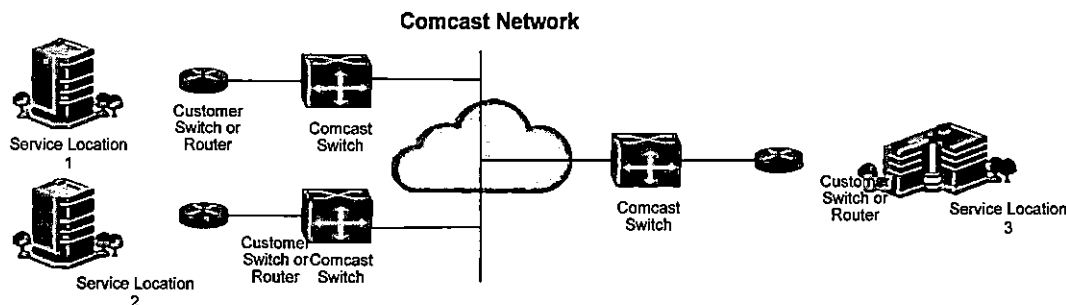
**SCHEDULE A-1
SERVICE DESCRIPTIONS, TECHNICAL SPECIFICATIONS AND PERFORMANCE STANDARDS**

The Services will be provided in accordance with the service descriptions, technical specifications and performance standards set forth below:

A. Service Descriptions

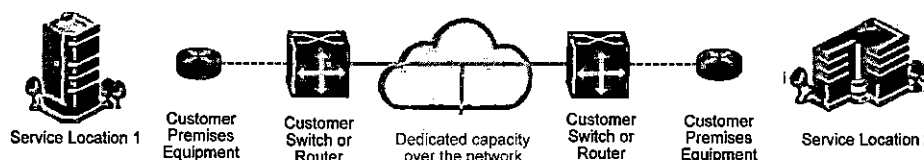
1. **Ethernet Network Service ("ENS")** is a multipoint-to-multipoint transport service that enables Customer to connect multiple physically distributed Service Locations across a metropolitan area network ("MAN") or wide area network ("WAN") as if such Service Locations are on the same local area network ("LAN") by providing an ethernet virtual connection ("EVC") between such Service Locations. The EVC is provided by using industry standard 100 Mbps, 1 Gbps, 10 Gbps or 100 Gbps ethernet user-to-network interfaces, which are located on a Comcast Switch ("UNI") to enable bidirectional connections between the Customer Switches or Routers at the Service Locations. ENS provides virtual LAN ("VLAN") transparency, enabling Customer to implement Customer's own VLANs without any coordination with Comcast. ENS is available with flexible bandwidth options from 1 Mbps to 10 Gbps. Comcast offers three (3) classes of ENS, as described in the Technical Specifications below.

Ethernet Network Service (ENS)
Multipoint-to-multipoint connectivity

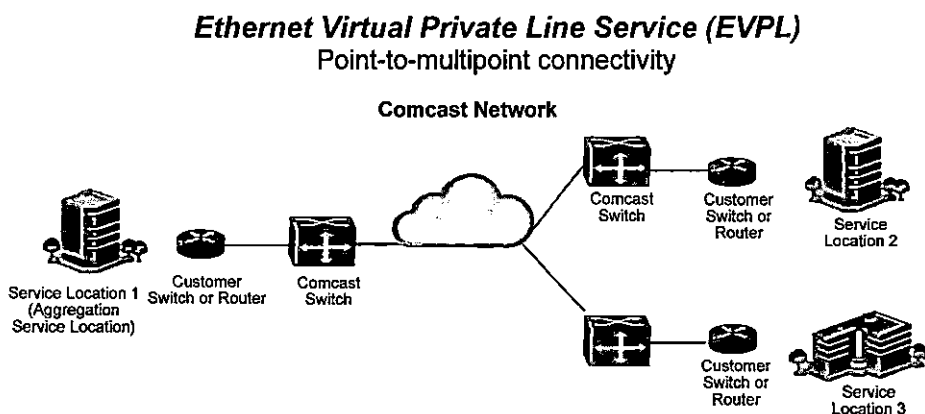


2. **Ethernet Private Line ("EPL")** is a point-to-point transport service that provides an EVC between two (2) Service Locations by using industry standard 100 Mbps, 1 Gbps, 10 Gbps or 100 Gbps UNI to enable bidirectional connections between the Customer Switches or Routers at such Service Locations. EPL is available with flexible bandwidth options from 1 Mbps to 10 Gbps. EPL enables the Customer to use any VLANs without coordination with Comcast. Comcast offers three (3) classes of EPL, as described in the Technical Specifications below.

Ethernet Private Line Service (EPL)
Point-to-point connectivity between two Service Locations



3. **Ethernet Virtual Private Line (“EVPL”)** is a point-to-multipoint transport service that provides a connection between two (2) Service Locations similar to EPL, but supports the added flexibility to multiplex multiple EVCs on a single UNI at the Customer’s hub or aggregation Service Location (the “**Aggregation Service Location**”). Specifically, EVPL provides an EVC between the Aggregation Service Location and one or more other Service Locations by using industry standard 100 Mbps, 1 Gbps, 10 Gbps or 100 Gbps UNI to enable bidirectional connections between the Customer Switch or Router at Customer’s Aggregation Service Location and the Customer Switch or Router at one or more of Customer’s other Service Locations. The multiplexing capability is not available at Service Locations served by Comcast On-Net HFC. For clarity, in order for EVPL to enable a connection between two (2) Service Locations, one of such Service Locations must be the Aggregation Service Location. By way of example, in the diagram below, EVPL enables a bidirectional connection between Service Location 1 and Service Location 2, and between Service Location 1 and Service Location 3, but not between Service Location 2 and Service Location 3. EVPL is available with flexible bandwidth options from 1 Mbps to 10 Gbps. Comcast offers three classes of EVPL, as described in the Technical Specifications below.



4. Multiple Access Options

The Services are available with the following access options:

- **On-Net Fiber Access** – Connectivity to Service Locations is enabled via Comcast On-Net Fiber infrastructure.
- **On-Net HFC Access** – Connectivity to Service Locations is enabled via Comcast On-Net HFC infrastructure.
- **Off-Net Access** (Off-Net Dedicated Fiber, Off-Net Non-Dedicated Fiber, and Off-Net Non-Fiber) – Connectivity to Service Locations is enabled through a network-to- network interface (“NNI”) via third-party network provider.

5. EVC Area Types

The Services are available both within and between certain major metropolitan areas throughout the United States. Each EVC is assigned an EVC area type (Metro, Regional or Continental, as described below) based upon the proximity of Customer’s respective Service Locations. “**Region**” means a Comcast-defined geographical region, as determined by Comcast from time to time, within Comcast’s cable footprint. “**Metro**” means a Comcast-defined sales market, as determined by Comcast from time to time, within a Region.

- **Metro** – EVC enables connectivity between Service Locations within the same Metro.
- **Regional** – EVC enables connectivity between Service Locations that are in different Metros, but within the same Region.
- **Continental** – EVC enables connectivity between Service Locations that are in different Regions.

B. Technical Specifications

1. Ethernet User-to-Network Interface

The Services provide bidirectional, full duplex transmission of untagged ethernet frames using a standard IEEE 802.3 UNI to attach to the Customer Switch or Router. Figure 1 lists the available UNI speeds and their UNI physical interfaces, and available committed information rate ("CIR") bandwidth increments and committed burst sizes ("CBS"). CIR increments of less than 10 Mbps are generally not available in conjunction with Off-Net Services.

UNI Speed	UNI Physical Interface	CIR Increments	CBS (bytes)
		1 Mbps	25,000
100 Mbps	100BaseT	10 Mbps	250,000
1 Gbps	1000Base T or 1000BaseSX	100 Mbps	2,500,000
10 Gbps	10GBase-SR or 10GBase-LR	1 Gbps	25,000,000
100 Gbps	100GBASE-LR4	10 Gbps	25,000,000

Figure 1: Available UNI interface types and CBS values for different CIR increments

2. Class of Service ("CoS") Options

The Services are available with three (3) different CoS options that allow for differentiated Service performance levels for different types of network traffic. This includes Basic (Low), Priority (Medium) and Premium (High). CoS is used to prioritize customer mission-critical traffic over lower priority traffic in the network. Customer must specify a CIR for each CoS to indicate how much bandwidth should be assigned to that CoS. The performance metrics associated with each CoS are described in the SLA. As described in the following table, permissible CoS options vary by access type.

Access Type	CoS Options
On-Net Fiber	Basic, Priority & Premium
On-Net HFC	Basic & Priority
Off-Net Dedicated Fiber	Basic, Priority & Premium
Off-Net Non-Dedicated Fiber	Basic & Priority
Off-Net Non-Fiber	Basic & Priority

3. CoS Identification and Marking

Customer traffic classification and forwarding is based upon CoS prioritization that is specified in the Sales Order. It is the Customer's responsibility to shape traffic to ordered bandwidth. If the Customer only orders a single CoS solution, Customer is not required to mark Customer's packets and all Customer packets will be forwarded based upon 802.1p value associated with the CoS level specified in the Sales Order. All packets, tagged or untagged, will be mapped into the subscribed CoS.

- If Customer implements a multi-CoS solution or for EVPL ports with service multiplexing, the Customer must mark all packets using C-tag 802.1p CoS values as specified in the table below to ensure the Service will provide the intended CoS performance objectives.
- For multi-CoS solutions, untagged packets will be treated as if they are marked with a 0. Packets with other 802.1p values are mapped to the lowest subscribed CoS.

- For EVPL ports with service multiplexing, untagged packets will be discarded and C-tag VLAN ID values are used to map traffic to applicable EVCs. Based on Ethernet Frame 802.1p values, Customer's traffic is mapped to the Comcast forwarding classes traffic accordingly to the table below:

CoS Type	802.1p Marking
Basic (Low)	0-1
Priority (Medium)	2-3
Premium (High)	5

4. Mac Learning and Forwarding (*ENS only*)

The ENS is capable of learning up to 2,500 MAC addresses from all interfaces connecting to the Service. It is highly recommended that routing equipment be utilized to minimize the number of MAC addresses exposed directly to the Service in larger networks. Any addresses in excess of 2,500 will not be learned and traffic directed to these addresses will be treated as "unknown unicast".

5. Traffic Management

Comcast's Network traffic-policing policies restrict traffic flows to the subscribed CIR for each CoS. If the Customer-transmitted bandwidth rate for any CoS exceeds the subscribed CIR and CBS, Comcast will discard the non-conforming packets. For packets marked with a non-conforming CoS marking, the Service will transmit such packets using the Basic CoS without altering the Customer's CoS markings. Traffic management policies associated with Off-Net Services will conform to the policies enforced by the third-party service provider.

6. Maximum Frame Size

Services delivered via fiber support a maximum transmission unit ("MTU") frame size of 2,000 bytes for untagged, tagged and Q-in-Q traffic with IEEE 802.1q or IEEE 802.1ad encapsulation types.

- Services delivered via On-Net Fiber may, if set forth in a Sales Order or change order thereto, support an MTU up to 9,100 bytes for untagged, tagged and Q-in-Q frame sizes.
- Services delivered via Off-Net Dedicated Fiber may, if set forth in a Sales Order or change order thereto, support an MTU up to 9,100 bytes for untagged, tagged and Q-in-Q frame sizes, but only, and solely, to the extent the applicable Off-Net provider can support such MTU frame size.

Services delivered via HFC support an MTU frame size of 1,522 bytes. All frames that exceed specifications shall be dropped.

Transport Type	MTU Size
On-Net Fiber and Off-Net Dedicated Fiber	1,600-9,100 bytes
On-Net HFC	1,522-2000 bytes
Off-Net Non-Dedicated Fiber and Off-Net Non-Fiber	1,522 -1,600 bytes

7. Customer Traffic Transparency

All fields within a Customer's ethernet frames (unicast, multicast and broadcast, except L2CP) from the first bit of payload are preserved and transparently transported over UNI to UNI connections, as long as the ethernet frames are mapped into the EVC.

8. Ethernet Service Frame Disposition

The Services process different types of ethernet frames differently. Ethernet frames may pass unconditionally through the Network or may be limited, as indicated in the table below. The following table illustrates Comcast's service frame disposition for each service frame type.

Service Frame Type	ENS Frame Delivery	EPL and EVPL Frame Delivery
Unicast	All frames delivered unconditionally	All frames delivered unconditionally
Multicast	All frames delivered conditionally	All frames delivered unconditionally
Broadcast	All frames delivered conditionally	All frames delivered unconditionally

ENS only:

- **Unicast Traffic.** Unicast traffic must be bidirectional in order to facilitate mac-learning and avoid restriction.
- **Multicast Traffic.** By default, every ENS port is able to support up to 2 Mbps of multicast traffic. If an ENS Customer requires greater than 2 Mbps of multicast bandwidth, Customer must uniquely specify the bandwidth Customer requires for each root site and associated CoS at the time of contracting the ENS.
- **Broadcast Traffic.** Broadcast and unknown unicast traffic are restricted to 1.2mb or 300pps on ingress to the network.

EVPL only:

- Customer is responsible for mapping multicast, broadcast and unknown unicast traffic to specific Customer VLANs.

C. Transmission Protocols

User data protocol ("UDP") is the default protocol for communication between two (2) Service Locations. If Customer elects to change from UDP to another protocol (e.g., transmission control protocol ("TCP")), Customer does so at its own risk and acknowledges and agrees that the transmission speed may be negatively impacted.

D. Monitoring, Technical Support and Maintenance

1. **Network Monitoring.** Comcast monitors On-Net Services on a 24x7x365 basis.
2. **Technical Support.** Comcast provides a toll-free trouble reporting telephone number to the Comcast Business Services Network Operations Center that operates on a 24x7x365 basis. Comcast provides technical support for Service-related inquiries. Comcast Business Services Network Operations Center will not offer consulting or advice on issues relating to non-Comcast Equipment.
 - (a) **Escalation.** Reported troubles are escalated within the Comcast Business Services Network Operations Center to meet the response/restoration objectives described below (Response and Restoration Standards). Service issues are escalated within the Comcast Business Services Network Operations Center as follows: to a Supervisor at the end of the applicable objective time interval plus one (1) hour; to a Manager at the end of the applicable objective time interval plus two (2) hours; and to a Director at the end of the applicable objective time interval plus four (4) hours.
 - (b) **Maintenance.** Comcast's standard maintenance window for On-Net Services is Sunday to Saturday from 12:00am to 6:00am local time ("**Maintenance Window**"). Scheduled maintenance for On-Net Services is performed during the Maintenance Window and will be coordinated between Comcast and the Customer. Comcast provides a minimum of seven (7) days' notice for On-Net Service impacting planned maintenance. Emergency maintenance is performed as needed without advance notice to Customer. Maintenance for Off-Net Services shall be performed in accordance with the applicable third party service provider rules. Therefore, maintenance for Off-Net Service may be performed without advance notice to Customer.

3. Comcast Equipment. Comcast provides certain Comcast Equipment for provisioning its Services and the delivery of the UNI, which will reside at the Service Location. Comcast will retain ownership and management responsibility for this Comcast Equipment. This Comcast Equipment must be used only for receipt of Services. Customers are required to shape their egress traffic to the CIR identified in the Sales Order. Comcast will be excused from paying SLA credits, as set forth in Schedule A-2, if the Service Interruption (as defined in Schedule A-2) is the result of Customer's (a) failure to shape Customer's traffic to the contracted CIR or (b) utilization of Comcast Equipment for non-Comcast provided services.

4. Response and Restoration Standards. Comcast has the following response and restoration objectives:

CATEGORY	OBJECTIVE	MEASUREMENT	REMEDIES
<i>Mean Time to Respond Telephonically to Call</i>	15 minutes	Averaged Over A Month	Escalation (see above)
<i>Mean Time to Restore On-Net Comcast Equipment</i>	4 hours	Averaged Over A Month	Escalation (see above)
<i>Mean Time to Restore Off-Net Equipment</i>	4 hours	Averaged Over A Month	Escalation (see above)
<i>Mean Time to Restore On-Net Services</i>	6 hours	Averaged Over A Month	Escalation (see above)
<i>Mean Time to Restore Off-Net Services</i>	6 hours	Averaged Over A Month	Escalation (see above)

Customer shall bear any expense incurred, e.g., dispatch/labor costs, where a Service Interruption is found to be the fault of Customer, its end users, agents, representatives or third-party suppliers.

E. Customer Responsibilities

Comcast will retain ownership and management responsibility for the Comcast Switch. As a result, the Comcast Switch must be used only for delivering Comcast Services. Customer is responsible for providing the Customer Switch or Router to connect to the UNI. To ensure proper performance, Customer is required to shape its egress traffic to the contracted CIR.

Customers have the following responsibilities related to the installation, support, and maintenance of the Service:

- Provide an operating environment with temperatures not below fifty-five (55) or above eighty-five (85) degrees Fahrenheit. Humidity shall not exceed ninety (90) percent at eighty-five (85) degrees Fahrenheit.
- Provide secure space sufficient for access to one (1) standard, freestanding, equipment cabinet at each of the Service Locations, no further than fifty (50) feet from the Customer Switch or Router interface.
- Provide outside cable entry conduit(s), entry cable ground point, and internal building conduit to allow Comcast the ability to rod/rope a fiber optic cable to the Demarcation Point.
- Locate and mark all private underground utilities (water, electric, etc.) along path of new underground placement not covered by utility companies.
- Provide a pull rope in any existing duct that Comcast is to use and ensure existing duct is serviceable for Comcast use.
- Obtain "right-of-way" entry easement for Comcast facilities and equipment from property owners at each Service Location.
- Coring of the Service Location's outside wall and internal walls. Upon request, Comcast can perform this activity on an "as needed" basis for an additional fee.
- Provide backup battery power equipment.
- Emergency local generator backup service, if applicable.
- Provide access to the buildings and Demarcation Point at each Service Location to allow Comcast and its approved contractors to install the Service and for regular (8am - 5pm) and emergency (24 hour) service and maintenance of Comcast's equipment and facilities.

- Provide, install and maintain a device that is capable of interconnecting network traffic between the Service and the Customer's LAN.
- Customer must provide a point of contact ("**POC**") for installation, service activation and any maintenance activities.

**COMCAST ENTERPRISE SERVICES
PRODUCT-SPECIFIC ATTACHMENT
ETHERNET TRANSPORT SERVICES**

**SCHEDULE A-2
SERVICE LEVEL AGREEMENT**

The Services are backed by the following Service Level Agreement:

A. Definitions

Capitalized terms not otherwise defined herein shall have the meaning ascribed to them in the Ethernet Transport Services PSA or the General Terms and Conditions.

“Jitter” means the short-term variations for a portion of successfully delivered service frames. Jitter may also be referred to as Frame Delay Variation.

“Latency” means the average delay for a portion of successfully delivered service frames. Latency may also be referred to as Frame Delay.

“Market” means the Comcast geographic region where the applicable Service Location is located, as identified on the Sales Order.

“Packet Loss” means the difference between the number of service frames transmitted at the ingress UNI and the total number of service frames received at the egress UNI. Packet Loss may also be referred to as Frame Loss.

“Planned Service Interruption” means any Service Interruption caused by planned work such as scheduled maintenance or planned enhancements or upgrades to the network.

“Service Interruption” means an interruption in transmission that renders the Service unusable due to a total loss of signal for the Service. The Service shall be “Available” in the absence of a Service Interruption.

B. Ethernet Transport Service Level Agreements

1. Availability SLA

Comcast’s liability and Customer’s sole remedy for Service Interruptions, and errors, omissions, interruptions, delays, outages, or defects in transmission or switching of any Service (individually or collectively, “**Liability**”), shall be limited to the amounts set forth in the Tables below with the stated percentages to be applied against the MRC (as defined below) associated with the impacted portion of the Service set forth in the Sales Order (“**Availability Credit**”). For the purposes of calculating credit for a Service Interruption, the “**Length of Service Interruption**” begins when the Customer reports such Service Interruption and a trouble ticket is opened, and concludes upon the closing of the same trouble ticket or, if sooner, the termination of the Service Interruption, less any time Comcast is awaiting additional information or premises testing from the Customer. In no event shall the total amount of Availability Credit issued to Customer’s account on a per-month basis exceed 50% of the total monthly recurring charge (“**MRC**”) associated with the impacted portion of the Service set forth in the Sales Order. The Length of Service Interruptions for separately occurring Service Interruptions will not be aggregated for purposes of determining Availability Credit allowances. To qualify, Customer must request the Availability Credit from Comcast within thirty (30) days of the beginning of the Service Interruption. Comcast shall not incur any Liability, including Availability Credit, for any failure of the Services caused by force majeure events, Planned Service Interruptions, Customer actions, omissions or equipment (including Customer-Provided Equipment), a Customer Switch or Router, or any other items set forth in the “Exceptions to Credit Allowances” section below.

TABLE 1: Availability SLA for Services provided over On-Net Fiber or Off-Net Dedicated Fiber Transport (99.99% Availability)

Length of Service Interruption:	Availability Credit:
Less than 4 minutes	None
At least 4 minutes but less than 4 hours	5% of Total MRC
At least 4 hours but less than 8 hours	10% of Total MRC
At least 8 hours but less than 12 hours	20% of Total MRC
At least 12 hours but less than 16 hours	30% of Total MRC
At least 16 hours but less than 24 hours	40% of Total MRC
24 hours or greater	50% of Total MRC

TABLE 2: Availability SLA for Services provided over On-Net HFC, Off-Net Non-Dedicated Fiber or Off-Net Non-Fiber Transport (99.9% Availability)

Length of Service Interruption:	Availability Credit:
Less than 40 minutes	None
At least 40 minutes but less than 4 hours	5% of Total MRC
At least 4 hours but less than 8 hours	10% of Total MRC
At least 8 hours but less than 12 hours	20% of Total MRC
At least 12 hours but less than 16 hours	30% of Total MRC
At least 16 hours but less than 24 hours	40% of Total MRC
24 hours or greater	50% of Total MRC

SEPARATELY OCCURRING SERVICE INTERRUPTIONS ARE NOT AGGREGATED FOR THE PURPOSES OF DETERMINING CREDIT ALLOWANCES.

2. Performance Objectives SLA

The performance objectives associated with traffic flows between any two (2) Service Locations are dependent upon the performance tier, which is determined by Comcast, in its sole discretion, based on the locations of the respective Service Locations, designated as "Service Location A" and "Service Location Z" on the applicable Sales Order ("**Performance Tier**" or "**PT**"). Traffic flow between Service Location A and Service Location Z is a "**Service Location Pairing**."

For any Sales Order accepted by Comcast on or before June 15, 2023, the PT for a particular Service Location Pairing is assigned by Comcast, in its sole discretion, based on the Market of each Service Location in a Service Location Pairing.

For any Sales Order accepted by Comcast after June 15, 2023, the PT for a particular Service Location Pairing is assigned by Comcast, in its sole discretion, based on the mileage between Service Location A and Service Location Z ("**Mileage Band**"). For clarity and avoidance of doubt, the below table is intended only as a guide and Comcast reserves the right to assign a particular Service Location Pairing a different PT than the PT corresponding to the applicable Mileage Band in the table below based on certain factors, including, but not limited to, the geographic landscape, terrain, and particular fiber route(s).

Performance Tiers	PT1	PT2	PT3	PT4
Mileage Band	0-150 miles	151-750 miles	751-2,500 miles	2,501-4,300 miles

Access Types

- On-Net Access.** For On-Net access, the Mileage Band will be determined by multiplying (A) the total number of direct air miles "as the crow flies" ("**Direct Miles**") between Service Location A and Service Location Z, by (B) 1.25.
- Off-Net Access.** In addition to On-Net access, Comcast enables Off-Net access to Ethernet Transport Services via one or more third party provider(s). The Performance Tier for Off-Net Service is based upon the location of the Off-Net Service Location,

the location of the NNI between Comcast and the third party provider and the performance commitment from the third party provider. For Off-Net Access, the Mileage Band will equal the sum of: (A) (the Direct Miles between Service Location A and NNI * 1.25), plus (B) (Direct Miles between NNI and Service Location Z * 2).

Performance Tiers and Performance Objectives

Comcast collects continuous in-band performance measurements for the Services. The calculation of all Latency, Jitter and Packet Loss performance metrics for each calendar month for purposes of this performance objectives service level agreement are based upon the average of sample round trip measurements taken by Comcast during the applicable calendar month, excluding any period during which there is a Service Interruption. The below charts indicate the performance objectives for each of the performance metrics over each calendar month based on the applicable Performance Tier and CoS.

1. Performance Tier 1 (PT1) Agreements

Performance Metric	Class of Service (CoS)		
	Basic	Priority	Premium
Latency (Round Trip Network Delay)	90ms	46ms	14ms
Jitter (Network Delay Variation)	20ms	10ms	2ms
Packet Loss	<1%	<0.01%	<0.001%

2. Performance Tier 2 (PT2) Agreements

Performance Metric	Class of Service (CoS)		
	Basic	Priority	Premium
Latency (Round Trip Network Delay)	160ms	90ms	46ms
Jitter (Network Delay Variation)	25ms	15ms	5ms
Packet Loss	<1%	<.02%	<.01%

3. Performance Tier 3 (PT3) Agreements

Performance Metric	Class of Service (CoS)		
	Basic	Priority	Premium
Latency (Round Trip Network Delay)	200ms	160ms	90ms
Jitter (Network Delay Variation)	30ms	20ms	10ms
Packet Loss	<1%	<.04%	<.02%

4. Performance Tier 4 (PT4) Agreements

Performance Metric	Class of Service (CoS)		
	Basic	Priority	Premium
Latency (Round Trip Network Delay)	240ms	200ms	160ms
Jitter (Network Delay Variation)	35ms	25ms	15ms
Packet Loss	<1%	<.05%	<.04%

Credit Allowance

Customer's sole remedy for Comcast's failure to achieve the applicable performance metric standards above over a given calendar month for the Service are the receipt of the following credit amounts with the stated percentages to be applied against the MRC associated with the impacted portion of the Service set forth in the Sales Order ("Performance Objective Credits").

TABLE 1: Credit Allowance for Latency Performance Metric

		Performance Tier							
		PT1		PT2		PT3		PT4	
		Measurement (ms)	Credit	Measurement (ms)	Credit	Measurement (ms)	Credit	Measurement (ms)	Credit
Class of Service	Premium	0 - 14	No Credit	0 - 46	No Credit	0 - 90	No Credit	0 to 160	No Credit
		>14 - 46	10%	>46 - 90	10%	>90 - 160	10%	>160 - 200	10%
		>46 - 90	25%	>90 - 160	25%	>160 - 200	25%	>200 - 240	25%
		>90	50%	>160	50%	>200	50%	>240	50%
	Priority	0 - 46	No Credit	0 - 90	No Credit	0 to 160	No Credit	0 to 200	No Credit
		>46 - 90	10%	>90 - 160	10%	>160 - 200	10%	>200 - 240	10%
		>90 - 160	25%	>160 - 200	25%	>200 - 240	25%	>240 - 300	25%
		>160	50%	>200	50%	>240	50%	>300	50%
	Basic	0 - 90	No Credit	0 to 160	No Credit	0 to 200	No Credit	0 to 240	No Credit
		>90 - 160	10%	>160 - 200	10%	>200 - 240	10%	>240 - 300	10%
		>160 - 200	25%	>200 - 240	25%	>240 - 300	25%	>300 - 360	25%
		>200	50%	>240	50%	>300	50%	>360	50%

TABLE 2: Credit Allowance for Jitter Performance Metric

		Performance Tier							
		PT1		PT2		PT3		PT4	
		Measurement (ms)	Credit	Measurement (ms)	Credit	Measurement (ms)	Credit	Measurement (ms)	Credit
Class of Service	Premium	0 - 2	No Credit	0 - 5	No Credit	0 - 10	No Credit	0 - 15	No Credit
		>2 - 3	10%	>5 - 10	10%	>10 - 15	10%	>15 - 20	10%
		>3 - 5	25%	>10 - 15	25%	>15 - 20	25%	>20 - 30	25%
		>5	50%	>15	50%	>20	50%	>30	50%
	Priority	0 - 10	No Credit	0 - 15	No Credit	0 - 20	No Credit	0 - 25	No Credit
		>10 - 15	10%	>15 - 20	10%	>20 - 30	10%	>25 - 40	10%
		>15 - 20	25%	>20 - 30	25%	>30 - 50	25%	>40 - 60	25%
		>20	50%	>30	50%	>50	50%	>60	50%
	Basic	0 - 20	No Credit	0 - 25	No Credit	0 - 30	No Credit	0 - 35	No Credit
		>20 - 30	10%	>25 - 40	10%	>30 - 50	10%	>35 - 60	10%
		>30 - 50	25%	>40 - 60	25%	>50 - 80	25%	>60 - 90	25%
		>50	50%	>60	50%	>80	50%	>90	50%

TABLE 3: Credit Allowance for Packet Loss Performance Metric

		Performance Tier							
		PT1		PT2		PT3		PT4	
		Measurement	Credit	Measurement	Credit	Measurement	Credit	Measurement	Credit
Class of Service	Premium	0% - 0.001%	No Credit	0% - 0.01%	No Credit	0% - 0.02%	No Credit	0% - 0.04%	No Credit
		>0.001% - 2%	10%	>0.01% - 2%	10%	>0.02% - 2%	10%	>0.04% - 2%	10%
		>2% - 4%	25%	>2% - 4%	25%	>2% - 4%	25%	>2% - 4%	25%
		>4%	50%	>4%	50%	>4%	50%	>4%	50%
	Priority	0% - 0.01%	No Credit	0% - 0.02%	No Credit	0% - 0.04%	No Credit	0% - 0.05%	No Credit
		>0.01% - 2%	10%	>0.02% - 2%	10%	>0.04% - 2%	10%	>0.05% - 2%	10%
		>2% - 4%	25%	>2% - 4%	25%	>2% - 4%	25%	>2% - 4%	25%
		>4%	50%	>4%	50%	>4%	50%	>4%	50%
	Basic	0% - 1%	No Credit	0% - 1%	No Credit	0% - 1%	No Credit	0% - 1%	No Credit
		>1% - 2%	10%	>1% - 2%	10%	>1% - 2%	10%	>1% - 2%	10%
		>2% - 4%	25%	>2% - 4%	25%	>2% - 4%	25%	>2% - 4%	25%
		>4%	50%	>4%	50%	>4%	50%	>4%	50%

Customer shall be entitled to receive a Performance Objective Credit only for one performance metric failure per affected portion of the Service per calendar month. For example, if the applicable metric for Jitter and Latency were missed for the same transport connection (Service Location A to Service Location Z) in a given calendar month, Customer will be entitled only to the Performance Objective Credit associated with either the Jitter or Latency failure for such portion of the Service. In addition, Customer may not receive both the Performance Objective Credit and an Availability Credit for the same portion of the Service in the same calendar month. To qualify for a Performance Objective Credit, Customer must request the applicable Performance Objective Credit from Comcast within thirty (30) days of the end of the applicable calendar month in which the applicable Performance Metric standard was not achieved. Comcast shall not incur any Liability, including Performance Objective Credit, for any failure of the Services caused by force majeure events, Planned Service Interruptions or other scheduled maintenance events, Customer actions or omissions, Customer-provided power or equipment, including Customer-Provided Equipment, a Customer Switch or Router or any other items set forth in the "Exceptions to Credit Allowances" section below.

C. Exceptions and Terms Applicable to All SLAs

1. Emergency Blocking

The parties agree that if either party hereto, in its reasonable and sole discretion, determines that an emergency action is necessary to protect its own network, the party may, after engaging in reasonable and good faith efforts to notify the other party of the need to block, block any transmission path over its network by the other party where transmissions do not meet material standard industry requirements. The parties further agree that none of their respective obligations to one another under the Agreement will be affected by any such blockage except that the party affected by such blockage will be relieved of all obligations to make payments for charges relating to the circuit(s) which is so blocked and that no party will have any obligation to the other party for any claim, judgment or liability resulting from such blockage.

2. Remedy Processes

All claims and rights arising under this Service Level Agreement must be exercised by Customer in writing within the time period set forth in Sections B.1 and B.2 of this Service Level Agreement, as applicable. The Customer must submit the following information to the Customer's Comcast account representative with any and all claims for credit allowances: (a) Organization name; (b) Customer account number; and (c) basis of credit allowance claim (including date and time, if applicable). Comcast will acknowledge and review all claims promptly and will inform the Customer by electronic mail or other correspondence whether a credit allowance will be issued or the claim rejected, with the reasons specified for the rejection.

3. Exceptions to Credit Allowances

Comcast's failure to meet either of the SLAs set forth on this Schedule A-2 shall not qualify for the remedies set forth herein if such failure is related to, associated with, or caused by: Planned Service Interruptions or other scheduled maintenance events; Customer actions or omissions; a Customer Switch or Router; Customer-provided power or equipment, including Customer-Provided

Equipment; any third party not contracted through Comcast, including, without limitation, Customer's users, third-party network providers, any power, equipment or services provided by third parties; or an event of force majeure as defined in the Agreement.

4. Other Limitations

THE TOTAL CREDIT ALLOWANCE PER CALENDAR MONTH UNDER THIS SCHEDULE A-2 IS CAPPED AT 50% OF THAT MONTH'S MRC FOR THE IMPACTED PORTIONS OF SERVICE. In addition, the remedies set forth in this Service Level Agreement shall be Customer's sole and exclusive remedies for any Service Interruption, outage, unavailability, delay, or other degradation, or any Comcast failure to meet the service objectives or otherwise comply with this SLA.

CENTER JOINT UNIFIED SCHOOL - ERATE YR 2024 (YR27)

Exhibit D

We are requesting a Hub and spoke (Point to Multi Point) typography.

Service Provider Name	Please include copy of your company's logo on the returned Pricing Worksheet
SPIN	Do NOT protect or lock down this Pricing Worksheet
Date of Quote	Do NOT submit a PDF version of this Pricing Worksheet
Estimated Percentage of taxes and surcharges**	Do NOT add or delete any rows or columns from the spreadsheet.

Comcast Business Communications, LLC
143003990
1/4/2024

Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

HUB for Point to Multi point COLLECTOR CIRCUIT

LOCATION A^^			LOCATION Z^^			10 Gbps - three (3) year term with two one year options to extend					
LOCA Site Name (HUB)	LOCA Street Address	LOCA City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring Installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	See list below			\$0.00	\$0.00	\$ 1,260.00	\$ 1,260.00	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			20 Gbps - three (3) year term with two one year options to extend					
LOCA Site Name (HUB)	LOCA Street Address	LOCA City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring Installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	See list below			\$0.00	\$0.00	\$ 4,900.00	\$ 4,900.00	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			1 Gbps - three (3) year term with two one year options to extend					
LOCA Site Name (HUB)	LOCA Street Address	LOCA City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring Installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Artec Way	Antelope, 95843	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville, 95747	\$0.00	\$0.00	\$ 1,721.30	\$ 1,721.30	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			2 Gbps - three (3) year term with two one year options to extend					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring Installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to Install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville, 95747	\$0.00	\$0.00	\$ 2,828.70	\$ 2,828.70	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			5 Gbps - three (3) year term with two one year options to extend					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring Installation	**Monthly recurring cost for three year term	Monthly recurring cost for month-to-month terms	^Number of days to Install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville,95747	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville,95747	\$ -	\$ -	\$ 4,246.20	\$ 4,246.20	90-120 days	Fiber

*Per the 2023 Eligible Services List special construction consists of one-time costs of physically deploying new or upgraded network facilities and the services required to complete that deployment, i.e., construction of network facilities.											
^Number of days to Install: Indicate the number of calendar days required to install service from date of service order. Note that failure to meet indicated number of days may result in termination of contract due to non-performance. The FCC's Second Modernization Order allows only a single-year extension for installation of services that have special construction charges making the final deadline for installation of services ordered in Funding Year 2024 June 30, 2025.											
^^School reserves the right to change A and/or Z locations to meet the overall needs of the School											
**If taxes and surcharges vary by the type of circuit, please indicate the variances in notes at the bottom of the worksheet.											

CENTER JOINT UNIFIED SCHOOL - ERATE YR 2024 (YR27)

Exhibit D

We are requesting a Hub and spoke (Point to Multi Point) typography

Service Provider Name	Please include copy of your company's logo on the returned
SPIN	Do NOT protect or lock down this Pricing Worksheet
Date of Quote	Do NOT submit a PDF version of this Pricing Worksheet
Estimated Percentage of taxes and surcharges**	Do NOT add or delete any rows or columns from the spreadsheet.

HUB for Point to Multi point COLLECTOR CIRCUIT

LOCATION A^^			LOCATION Z^^			10 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	See list below			\$0.00	\$0.00	\$ 840.00	\$ 840.00	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			20 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	See list below			\$0.00	\$0.00	\$ 3,920.00	\$ 3,920.00	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			1 Gbps - five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Center High	3111 Center Court Ln.	Antelope, 95843	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	McClellan High	8725 Watt Ave.	Antelope, 95843	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber
Center Jt Unified Sch Dist	8408 Watt Ave.	Antelope, 95843	Rex Fortune	461 Upland Drive	Roseville, 95747	\$0.00	\$ -	\$ 1,299.20	\$ 1,299.20	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			2 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville, 95747	\$ -	\$ -	\$ 1,885.80	\$ 1,885.80	90-120 days	Fiber

LOCATION A^^			LOCATION Z^^			5 Gbps - Five (5) year term					
LOC A Site Name (HUB)	LOC A Street Address	LOC A City/ZIP	LOC Z Site Name	LOC Z Street Address	LOC Z City/ZIP	*Non-recurring special construction	Non-recurring installation	**Monthly recurring cost for five year term	Monthly recurring cost for month-to-month terms	^Number of days to install	Circuit Type
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Dudley Elem	8000 Aztec Way	Antelope, 95843	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Center High	3111 Center Court Ln.	Antelope, 95843	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Spinelli Elem	3401 Scotland Dr.	Antelope, 95843	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	McClellan High	8725 Watt Ave.	Antelope, 95843	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	North Country Elem	3901 Little Rock Dr.	Antelope, 95843	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Oak Hill Elementary	3909 North Loop Blvd.	Antelope, 95843	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	W. C. Riles Middle	4747 PFE Rd.	Roseville, 95747	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber
Center Jt Unified SCh Dist	8408 Watt Ave.	Antelope,95843	Rex Fortune	461 Upland Drive	Roseville, 95747	\$ -	\$ -	\$ 3,302.60	\$ 3,302.60	90-120 days	Fiber

*Per the 2023 Eligible Services List special construction consists of one-time costs of physically deploying new or upgraded network facilities and the services required to complete that deployment, i.e., construction of network facilities, design and engineering, and project management.

^Number of days to install: Indicate the number of calendar days required to install service from date of service order. Note that failure to meet indicated number of days may result in termination of contract due to non-performance. The FCC's Second Modernization Order allows only a single-year extension for installation of services that have special construction charges making the final deadline for installation of services ordered in Funding Year 2024 June 30, 2025.

^^School reserves the right to change A and/or Z locations to meet the overall needs of the School

**If taxes and surcharges vary by the type of circuit, please indicate the variances in notes at the bottom of the worksheet.



Universal Service
Administrative Co.

FCC Form 470 – Funding Year 2024

Form 470 Application Number: 240002635

CENTER YR27

Billed Entity

CENTER JT UNIFIED SCHOOL DIST
8408 WATT AVE ANTELOPE, CA 95843-9116
SACRAMENTO
916-338-6400

Contact Information

Eugene Graham
egraham@centerusd.org
916-338-6347

Billed Entity Number: 144622

FCC Registration Number:

Number of Eligible Entities: 9

Application Type

Applicant Type: School District

Recipients of Services: Charter School District; New
Construction School; Public School; Public School
District

Consulting Firms

Name	Consultant Registration Number	Phone Number	Email
Mattison Enterprises	16043631	916-849-0502	loy@surewest.net

Consultants

Name	Phone Number	Email
LOY MATTISON	916-849-0502	loy@surewest.net

RFPS

ID	Name
164064	Center YR 27 RFP 24_100 Data Transport Service
164065	Center YR 27 exhibit _D_ bid pricing

Category One Service Requests

Service Type	Function	Function Other Description	Minimum Capacity	Maximum Capacity	Entities	Quantity	Unit	Installation and Initial Configuration?	Associated RFPs
Data Transmission and/or Internet Access	Standalone Data Transmission Service		1 Gbps	25 Gbps	9	9	Each	Yes	164064, 164065

Description of Other Functions

ID	Name
----	------

Narrative
The District is seeking data transport circuits to service all of our school sites. With bandwidth levels of 1Gbps, 2Gbps, 5Gbps at each school site and a 10Gbps and 20Gbps option at our Hub location for the collector circuit. We are looking for pricing on a three-year with two annual extension options as well as a five-year term. Please see the attached RFP and Exhibit D bid pricing spreadsheet for complete details.

Category Two Service Requests

Service Type	Function	Manufacturer	Manufacturer Other Description	Entities	Quantity	Unit	Installation and Initial Configuration?	Associated RFPs
--------------	----------	--------------	--------------------------------	----------	----------	------	---	-----------------

Description of Other Manufacturers

ID	Name
----	------

Narrative

Technical Contact

State and Local Procurement Restrictions

State Level: https://leginfo.legislature.ca.gov/faces/codes.xhtml Local Level: Eugene Graham, Technology Coordinator, (916)-338-6336

Billed Entities

Billed Entity Number	Billed Entity Name
144622	CENTER JT UNIFIED SCHOOL DIST

Certifications

I certify that the applicant includes:

I certify that the applicant includes schools under the statutory definitions of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. §§ 7801 (18) and (38), that do not operate as for-profit businesses, and do not have endowments exceeding \$50 million.

Other Certifications

I certify that this FCC Form 470 and any applicable RFP will be available for review by potential bidders for at least 28 days before considering all bids received and selecting a service provider. I certify that all bids submitted will be carefully considered and the bid selected will be for the most cost-effective service or equipment offering, with price being the primary factor, and will be the most cost-effective means of meeting educational needs and technology goals.

I certify that I will retain required documents for a period of at least 10 years (or whatever retention period is required by the rules in effect at the time of this certification) after the later of the last day of the applicable funding year or the service delivery deadline for the associated funding request. I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the form for, receipt of, and delivery of services receiving schools and libraries discounts. I acknowledge that I may be audited pursuant to participation in the schools and libraries program.

I certify that I have reviewed all applicable FCC, state, and local procurement/competitive bidding requirements and that I have complied with them. I acknowledge that persons willfully making false statements on this form may be punished by fine or forfeiture, under the Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001.

I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program.

I certify that the services the applicant purchases at discounts provided by 47 U.S.C. § 254 will be used primarily for educational purposes, see 47 C.F.R. § 54.500, and will not be sold, resold or transferred in consideration for money or any other thing of value, except as permitted by the Commission's rules at 47 C.F.R. § 54.513. Additionally, I certify that the entity or entities listed on this form have not received anything of value or a promise of anything of value, other than services and equipment sought by means of this form, from the service provider, or any representative or agent thereof or any consultant in connection with this request for services.

I acknowledge that support under this support mechanism is conditional upon the school(s) and/or library(ies) I represent securing access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that I have considered what financial resources should be available to cover these costs. I certify that I am authorized to procure eligible services for the eligible entity(ies). I certify that I am authorized to submit this

request on behalf of the eligible entity(ies) listed on this form, that I have examined this request, and to the best of my knowledge, information, and belief, all statements of fact contained herein are true.

NOTICE:

In accordance with Section 54.503 of the Federal Communications Commission's ("Commission") rules, certain schools and libraries ordering services that are eligible for and seeking universal service discounts must file this Description of Services Requested and Certification Form (FCC Form 470) with the Universal Service Administrator. 47 C.F.R. § 54.503. The collection of information stems from the Commission's authority under Section 254 of the Communications Act of 1934, as amended. 47 U.S.C. § 254. The data in the report will be used to ensure that schools and libraries comply with the competitive bidding requirement contained in 47 C.F.R. § 54.503. Schools and libraries must file this form themselves or as part of a consortium.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

The FCC is authorized under the Communications Act of 1934, as amended, to collect the information requested in this form. We will use the information you provide to determine whether you have complied with the competitive bidding requirements applicable to requests for universal service discounts. If we believe there may be a violation or a potential violation of any applicable statute, regulation, rule or order, the information you provide in this form may be referred to the Federal, state, or local agency responsible for investigating, prosecuting, enforcing, or implementing the statute, rule, regulation or order. In certain cases, the information you provide in this form may be disclosed to the Department of Justice or a court or adjudicative body when (a) the FCC; or (b) any employee of the FCC; or (c) the United States Government is a party of a proceeding before the body or has an interest in the proceeding. In addition, information provided in or submitted with this form, or in response to subsequent inquiries, may also be subject to disclosure consistent with the Communications Act of 1934, FCC regulations, the Freedom of Information Act, 5 U.S.C. § 552, or other applicable law.

If you owe a past due debt to the federal government, the information you provide in this form may also be disclosed to the Department of the Treasury Financial Management Service, other Federal agencies and/or your employer to offset your salary, IRS tax refund or other payments to collect that debt. The FCC may also provide the information to these agencies through the matching of computer records when authorized.

If you do not provide the information we request on the form, the FCC or Universal Service Administrator may return your form without action or deny a related request for universal service discounts.

The foregoing Notice is required by the Paperwork Reduction Act of 1995, Pub. L. No. 104-13, 44 U.S.C. § 3501, et seq.

Public reporting burden for this collection of information is estimated to average 3.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, completing, and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the reporting burden to the Federal Communications Commission, Performance Evaluation and Records Management, Washington, DC 20554. We also will accept your comments via the email if you send them to PRA@FCC.gov. DO NOT SEND COMPLETED WORKSHEETS TO THESE ADDRESSES.

Authorized Person

Eugene Graham

CENTER JT UNIFIED SCHOOL DIST

8408 WATT AVE ANTELOPE, CA 95843-9116 SACRAMENTO

916-338-6347

Certified Timestamp

11/20/2023 02:50 PM EST



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Michael Jordan
Director of Curriculum, Instruction, and SpEd
Initials: MDJ

SUBJECT: NOVAK Education TK-12 Universal Design for Learning Professional Development Online Learning Opportunities

☒ **Action Item**

☐ **Information Item**

Attached Pages 0

BACKGROUND:

Three online self-directed courses will be offered to all TK-12 teachers. Teachers will complete ten hours of self-directed course materials on Universal Design for Learning.

Course options are:

Building Bridges Between General Ed and Special Ed
Introduction to UDL
Improving Accessibility with Technology and UDL

PAYMENT: \$50.00 per teacher (not to exceed 35 participants). Participants who complete the course and receive a certificate of completion may receive a \$550 stipend or one Continuing Education Unit.

RECOMMENDED BOARD ACTION:

CJUSD Board of Trustees approves the Professional Development opportunity through Novak Education.



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: TRIO Educational Talent Search - American River College

Initials:

JF

SUBJECT: Request for Spring Break college campus tour at Center High School

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

TRIO Educational Talent Search (ETS) at American River College is a federally funded precollege program for middle and high school students. The mission of TRIO ETS is to help motivate, support, encourage, and expose students to experiences that will enhance their potential to succeed in higher education.

On Tuesday, March 26, 2024, we will take 21 Center High School TRIO ETS students on a one day overnight trip to visit various California colleges and will return on Wednesday, March 27, 2024. There will be five chaperones attending the overnight excursion. The dates are during the Center district Spring Break and will not affect the student's class attendance. Attached is the list of all TRIO ETS Students at Center. We have yet to promote the event or ask for sign-ups, so we do not have a list of students attending the trip. We plan to visit the California State University Sonoma and Chico, Cal Maritime Academy, and Sierra Community College. We also plan to take students on a tour of Alcatraz Island in the San Francisco bay.

We will stay at the Embassy Suites by Hilton Walnut Creek 1345 Treat Blvd, Walnut Creek, CA 94597. There will be three students of the same gender identity per room, with their own bed. The entire excursion will be at no cost to the students or CJUSD. ARC TRIO ETS will be covering the cost of transportation, food, hotel, and excursion activities. Students will only be financially responsible for the souvenirs they purchase. If you have any questions feel free to reach out to me.

RECOMMENDED BOARD ACTION:

Review and approve field trip



**EDUCATIONAL TALENT SEARCH
SPRING CAMPUS TOURS
MARCH 26-27 2024
ITINERARY**

ETS
EDUCATIONAL
TALENT SEARCH
AMERICAN RIVER COLLEGE

DAY 1: TUESDAY, MARCH 26, 2024

TIME	TASK	LOCATION	ADDRESS	NOTES
7:30 AM	Pick Up	ARC	4700 College Oak Dr Sacramento, CA 95841	
8:00 AM	Depart For	Sonoma State	1801 East Cotati Ave Rohnert Park, CA 94928	
9:30 AM	Arrive & Tour	Sonoma State	1801 East Cotati Ave Rohnert Park, CA 94928	
11:30 AM	Lunch	Sonoma State	1801 East Cotati Ave Rohnert Park, CA 94928	Lunch on campus at Sonoma State
12:15 PM	Depart For	Cal Maritime	200 Maritime Academy Drive Vallejo, CA 94590	
1:30 PM	Arrive & Tour	Cal Maritime	200 Maritime Academy Drive Vallejo, CA 94590	
3:00 PM	Depart For	Pier 39	Beach Street & The Embarcadero San Francisco, CA 94133	
4:00 PM	Dinner	Pier 39	Beach Street & The Embarcadero San Francisco, CA 94133	
5:30 PM	Depart For	Alcatraz Tour	Pier 33 Suite 200, San Francisco, CA 94111	
6:15 PM	Arrive & Tour	Alcatraz Tour	Pier 33 Suite 200, San Francisco, CA 94111	
9:20 PM	Depart For	Hotel	Embassy Suites by Hilton Walnut Creek 1345 Treat Blvd, Walnut Creek, CA 94597	



**EDUCATIONAL TALENT SEARCH
SPRING CAMPUS TOURS
MARCH 26-27 2024
ITINERARY**

ETS
EDUCATIONAL
TALENT SEARCH
AMERICAN RIVER COLLEGE

DAY 2: WEDNESDAY, MARCH 27, 2024

TIME	TASK	LOCATION	ADDRESS	NOTES
6:30 AM	Breakfast	Hotel	Embassy Suites by Hilton Walnut Creek 1345 Treat Blvd, Walnut Creek, CA 94597	
7:30 AM	Depart For	Chico State	400 West First Street Chico, CA 95929	
10:00 AM	Arrive & Tour	Chico State	400 West First Street Chico, CA 95929	
11:45 AM	Lunch	Chico State	400 West First Street Chico, CA 95929	Lunch on campus at Chico State
12:15 PM	Depart For	Sierra College	5100 Sierra College Blvd Rocklin, CA 95677	
2:00 PM	Arrive & Tour	Sierra College	5100 Sierra College Blvd Rocklin, CA 95677	
3:20 PM	Depart For	ARC	4700 College Oak Dr Sacramento, CA 95841	
4:45 PM	Drop Off	ARC	4700 College Oak Dr Sacramento, CA 95841	



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
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SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 02/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: ARC Upward Bound Program
Maricela Juarez

Initials:
JF

SUBJECT: Approval for overnight college Tour on March 25-27, 2024

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

Hello, Center Joint Unified School District Board of Trustees,

The Upward Bound Program at American River college would like to ask for your approval to take sixteen students from Center High School and travel to visit Cal Poly Humboldt and National State Parks for three days (two nights). In addition, we will incorporate some educational and cultural activities.

As prior years, our program will provide all that is needed for the travel. We will have four staff members going on the trip. All our students and Parents/Guardians will attend a mandatory meeting to review rules/expectations and allow parents to ask any questions or get clarifications before departure.

RECOMMENDED BOARD ACTION:

Approval for overnight college Tour on March 25-27, 2024

Memo

To: Center Unified School District Board Members

From: Maricela Juarez

cc:

Date: January 31, 2024

Re: Spring Break College Tour March 25-27

Hello, Center Joint Unified School District Board of Trustees,

The Upward Bound Program at American River college would like to ask for your approval to take sixteen students from Center High School and travel to visit Cal Poly Humboldt and National State Parks for three days (two nights). In addition, we will incorporate some educational and cultural activities.

As prior years, our program will provide all that is needed for the travel. We will have four staff members going on the trip. All our students and Parents/Guardians will attend a mandatory meeting to review rules/expectations and allow parents to ask any questions or get clarifications before departure.

If you have any questions, please feel free to connect with me. We thank you for your time and support.

Kind regards,
Maricela Juarez
Director
Upward Bound Programs
American River College

NorCal College Tour
March 25-27, 2024

Hotel: Holiday Inn Express & Suites Arcata/Eureka-Airport Area
3107 Concorde Dr, McKinleyville, CA 95519

March 25, 2024

9:00 AM	Leave School and start travel.
12:00 PM	Lunch in Chico, CA
4:00 PM	Check in at the hotel: Holiday Inn Express & Suites Arcata/Eureka-Airport Area 3107 Concorde Dr, McKinleyville, CA 95519
6:00 PM	Dinner- Location TBD
8:30 PM	Review schedule for next day
9:00 PM	Lights out

March 26, 2024

9:30 AM	Departure to Cal Poly Humboldt
10:00 AM	Tour
12:30 PM	Lunch
2:00 PM	Trees of Mystery 5500 US-101, Klamath, CA 95548
5:00 PM	Departure for dinner
6:00 PM	Dinner and activity
8:30 PM	Review schedule for next day
9:00 PM	Lights out

March 27, 2024

8:00 AM	Hotel Check-out
8:30 AM	Departure back to Antelope
9:00 AM	Activity (TBD)
12:30 PM	Lunch
2:30 PM	Snack Break
5:00 PM	Arrive at Center High School



AGENDA ITEM

BOARD OF TRUSTEES

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Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Eugene Graham

Initials:

EG

SUBJECT: Aeries Cloud Hosting

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

Currently the district uses Aeries as our Student Information System. We are hosting this on multiple servers in the district. We would like to have Aeries host our Student Information System directly over Amazon Web Services. This is an add-on cost in addition to our normal Aeries subscription.

Benefits

- Increased Cyber Security Protection
- Increased Backups
- Redundancy of being hosted across multiple locations
- Reliability and expertise of running the servers
- Improved Power Backup Systems
- Quicker response time for support
- Aeries will be responsible for all SIS updates
- Aeries will be responsible for server updates
- Aeries will be responsible for Rollover
- Aeries will be online even if our network is offline

RECOMMENDED BOARD ACTION:

Approve moving Aeries to Cloud Hosting



Quotation

770 The City Drive South
Orange, CA 94118
US

Quote Date: 1/16/2024
Quote Number: Q-02302
Expiration Date: 4/15/2024

Prepared by: Brandon Cruz
Phone: (888) 487-7555
Email: brandonc@aeries.com

Prepared for: Center Joint Unified
School District
Phone: (916) 338-6347
Email: egraham@centerusd.org

Terms: Net 30

Bill to: Center Joint Unified
School District
Attn: Eugene Graham
Address: 8408 Watt Ave.
Antelope, CA 95843

Aeries Cloud Hosting Services

Product Name	Qty	List Price	Start Date	End Date	Extended
Aeries Cloud Hosting Services	4,199	\$4.00	4/1/2024	3/31/2025	\$16,796.00
Aeries Database Maintenance, per additional year	15	\$250.00	4/1/2024	3/31/2025	\$3,750.00
Aeries Cloud Hosting Configuration	1	\$2,000.00	3/1/2024		\$2,000.00
Aeries Cloud Hosting Services TOTAL:					\$22,546.00

*See attached Scope of Work

Purchase Instructions:

Please email your signed purchase order to the sales representative listed above, or to sales@aeries.com

One-time services will be invoiced immediately.
Subscription services will be invoiced on the start date listed above.
Net 30

Description of Aeries Hosted Services

Aeries Student Information System proposes to be the Hosted Service Provider for the District.

Hardware& Systems Components, Security

Aeries Software provides all the required hardware, software, and configuration services needed to procure, setup, and manage the components necessary to house and maintain your Aeries data and make it readily available to all stakeholders.

This includes:

- Microsoft SQL Server hardware and software management
- Software Licensing (operating systems, database, certificates, etc.)
- Upgrades/patches – the hardware is maintained at the highest industry standards. Our technical staff is able to respond immediately to any disruption of services and fail-over redundancy is standard. Maintenance is scheduled to have the least possible impact on the District
- Disaster Recovery – in the event of a natural or other type of disaster, your Aeries database can be recovered from off-site backup
- Transport layer security encryption
- Expert administration, management, and maintenance of all hardware in hosted environment.
- DDoS/Intrusion detection and mitigation services.

Aeries SQL Database Management

- Aeries Updates for all Aeries Software
- Backups – full backup nightly, hourly automated back-ups
- Point-in-time data recovery
- Database maintenance
- Errant data correction assistance
- SQL database account and security management (user accounts/roles/permissions/etc.)
- Aeries systems security consulting
- Manage school-based code set consistency
- Industry standard SLA provided

Aeries Premium Hosting Services

The following services and pricing may vary dependent on the District's custom needs within the Aeries Hosted environment. These services are optional and can be purchased in addition to the standard features above.

- Dedicated SQL server with Elevated SQL permissions
- Permissions to administer SQL jobs
- Custom hosted SQL databases for users to integrate data with Aeries SIS database.
- Additional Aeries environment servers
- District developed Aeries customization support



AGENDA ITEM

BOARD OF TRUSTEES

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SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Michael Jordan
Director of Curriculum, Instruction, and SpEd
Initials: MDJ

SUBJECT: Keys to Literacy K-12 Writing Professional Development Online Learning Opportunities

☒ Action Item ☐ Information Item Attached Pages 0

BACKGROUND:

Two online self-directed courses will be offered to all K-12 teachers. Teachers will complete fifteen hours of self-directed course materials on teaching writing.

Course options are:

Keys to Early Writing
Keys to Content Writing

PAYMENT: \$195.00 per teacher (not to exceed 45 participants). Participants who complete the course and receive a certificate of completion may receive a \$800 stipend or one Continuing Education Unit.

RECOMMENDED BOARD ACTION:

CJUSD Board of Trustees approves the Professional Development opportunity through Keys to Literacy.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
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Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024
TO: Center Joint Unified School District Board of Trustees
FROM: Richard Putnam
Director of Facilities
INITIALS: RP
SUBJECT: Agreement with Mobile Modular for storage units at Center High for the Modernization Project.

☒ **Action Item** ☐ **Information Item** **Attached Pages** 5

BACKGROUND:

The Facilities Department is requesting the Board to ratify the Agreement with Mobile Modular for storage units at Center High School. These are to store classroom items during the Modernization Project.

The cost for yearly rental is FOURTEEN THOUSAND, FOUR HUNDRED FORTY-SEVEN AND FOUR CENTS (\$14,447.04). This is for 4 8x40 units.

RECOMMENDED BOARD ACTION:

The Board of Trustees ratify the Agreement with Mobile Modular for storage units at Center High School.



a Division of McGrath Rentcorp
 Corporate Address:
 5700 Las Positas Road
 Livermore, CA 94551
 www.mgrc.com

Lease Quotation and Agreement

Quote #	Q-422554
Date of Quote	01/31/2024
Quote Expiration Date:	03/01/2024
Lease Term:	12 Months
Estimate Del Date:	01/31/2024
Lessee PO#:	Attn: Facilities /

Lessee Name and Billing Address	Site Information	Lessor Name
Center USD ("Lessee") 8408 Watt Avenue SACRAMENTO, CA 95843 Michael Flores Phone #: 9164621196	Michael Flores 3111 Center Court Lane SACRAMENTO, CA 95843 Cell: 9164621196	Mobile Modular Portable Storage a Division of McGrath RentCorp ("Lessor") Questions? Contact: Janissa Quevedo janissa.quevedo@mobilemodularcontainers.com Direct Phone: 1 (925) 453-3334

Equipment and Accessories	Qty	Monthly Rent	Extended Rent	Taxable
8x40 Storage Double-Door (Storage Only with Double Doors)	4	\$167.00	\$668.00	Y
Equipment and Accessories Monthly Subtotal:				\$668.00

Charges Upon Delivery	Qty	Charge Each	Total One Time	Taxable
8x40 Storage Double-Door (Storage Only with Double Doors)				
Delivery	4	\$175.00	\$700.00	N
Return	4	\$175.00	\$700.00	N
Locks	4	\$60.00	\$240.00	Y
Charges Upon Delivery Subtotal:				\$1,640.00

Total Estimated Charges			
		Subtotal of Monthly Rent	\$668.00
		Personal Property Expense	\$23.60
		Taxes on Monthly Charges	\$60.52
		Total Charges per Month (including tax)	\$752.12
		Charges Upon Delivery (including tax)	\$1,661.00
		Estimated Charges Upon Return (including tax)*	\$0.00
		Estimated Initial Invoice*	\$2,413.12

Special Notes

Estimated Equipment Value		
The Estimated Equipment Value is listed below. Lessee is solely responsible for complying with all insurance requirements set forth in the Lease Terms and Conditions attached hereto.		
Equipment Description	Qty	Estimated Equipment Value (each)
8x40 Storage Double-Door	4	\$25,332.00



a Division of McGrath Rentcorp
Corporate Address:
5700 Las Positas Road
Livermore, CA 94551
www.mgrc.com

Lease Quotation and Agreement

Quote #	Q-422554
Date of Quote	01/31/2024
Quote Expiration Date:	03/01/2024
Lease Term:	12 Months
Estimate Del Date:	01/31/2024
Lessee PO#:	Attn: Facilities /

This Lease Quotation and Agreement is entered into by and between Lessor and Lessee effective as of the date signed by Lessee. This Quotation and Agreement includes the terms and conditions set forth in the following two documents (collectively, the "Agreement"), each of which is incorporated herein by this reference:

1. **Lease Terms and Conditions for Storage Containers** attached hereto; and
2. **Supplemental Lease Terms and Conditions for Storage Containers** located at <https://www.mobilemodularcontainers.com/contact-us>, as the same may be updated from time to time in the sole and absolute discretion of Lessor.

IN THE EVENT THE LESSOR AND LESSEE HAVE ENTERED INTO A MASTER LEASE AGREEMENT, THE TERMS OF SUCH MASTER LEASE AGREEMENT ARE INCORPORATED HEREIN BY THIS REFERENCE, ARE DEEMED A PART OF THIS AGREEMENT, AND TAKE PRECEDENCE OVER ANY CONFLICTING TERMS IN THIS AGREEMENT.

By signing below, Lessee: (1) acknowledges and agrees that it has received, read and understands the terms of this Agreement and agrees to be bound by the terms of this Agreement, including prices and specifications, and (2) instructs Lessor to make appropriate arrangements for the preparation and delivery of the Equipment identified herein. This Agreement may be executed in one or more counterparts (including through the use of electronic signatures), each of which shall be deemed an original and all of which shall constitute one and the same Agreement.

No document provided by Lessee, including, without limitation, Lessee's purchase orders, work orders, bills of lading, or forms for receipt or acknowledgment or authorization ("**Lessee Forms**"), nor the terms and conditions associated with such Lessee Forms, shall amend, modify, supplement, waive, or release any term or condition of this Agreement (or the Master Agreement, as applicable) even if such Lessee Forms are signed by an agent or representative of Lessor. The terms and conditions of this Agreement (or the Master Agreement, as applicable) shall prevail over any Lessee Forms, and any inconsistent or additional terms and conditions in Lessee Forms shall be deemed void *ab initio* and of no force or effect.

The individuals signing this Agreement affirm that they are duly authorized to execute and commit to this Agreement on behalf of the parties hereto.

LESSOR:

Mobile Modular Portable Storage
a Division of McGrath RentCorp

LESSEE:

Center USD

Signature: _____

Signature: _____

Name: _____

Name: Richard Putnam

Title: _____

Title: Director of Facilities

Date: _____

Date: 2-8-2024



a Division of McGrath Rentcorp
Corporate Address:
5700 Las Positas Road
Livermore, CA 94551
www.mgrc.com

Lease Quotation and Agreement

Quote #	Q-422554
Date of Quote	01/31/2024
Quote Expiration Date:	03/01/2024
Lease Term:	12 Months
Estimate Del Date:	01/31/2024
Lessee PO#:	Attn: Facilities /

LEASE TERMS AND CONDITIONS FOR STORAGE CONTAINERS

1. LEASE TERM. The lease of the Equipment shall commence on the date of Equipment delivery and shall continue thereafter for the Lease Term. Lessee is responsible for paying the monthly charges as specified in this Agreement (as may be adjusted pursuant to Section 2) for each month during the Lease Term. Lessee may be subject to a cancellation fee if this Agreement terminates prior to the expiration of the Lease Term. Lessor shall not be liable to Lessee for any failure or delay in obtaining, delivering or setting up the Equipment. Regardless of the stated Lease Term, Lessee must provide a minimum of 10 business days' prior notice for return delivery of Equipment. Failure to do so will result in extension of the Lease Term in accordance with the terms of Section 2.

2. HOLDING OVER; LEASE EXTENSION. If Lessee (a) fails to timely notify Lessor of the intended return of Equipment, (b) fails to prepare the Equipment for removal as required or (c) fails to pay the charges upon return as required, the Lease Term shall be extended, on a month-to-month basis, beyond the Lease Term stated above. In this event, Lessor may establish a revised rental rate for such extended Lease Term and other charges related to the return of the Equipment.

3. LESSEE AGREEMENTS. Lessee agrees that Lessor (or its agents, employees or contractors) may, from time to time at any reasonable time, enter upon the premises of Lessee for the purposes of (a) inspecting the Equipment or posting "Notices of Non-Responsibility" or similar notices thereon, or (b) photographing the Equipment, including any items or occupants within or surrounding the Equipment, for promotional or other purposes. If Lessor determines that repairs to the Equipment are needed, Lessee shall grant access for said repairs. The Lessee is responsible for the cost of all repairs excluding normal wear and tear. If Lessee does not grant access for such repairs between 8:00 a.m. and 5:00 p.m., Monday through Friday, Lessee shall bear the cost of repair rates for labor at the applicable overtime rates.

4. PAYMENTS

(a) **DATE OF PAYMENT:** The monthly Equipment charges (including rent) will be due on a monthly basis. Such charges will be paid in advance to the month to which such charges relate. Any one-time charges reflected on the cover page of this Agreement (such as delivery and return haulage fees) will be due on the Date of Agreement.

(b) **LOCATION; NO SET OFF:** Lessee agrees to pay to Lessor (at the following address: Mobile Modular Portable Storage, P.O. Box 45043, San Francisco, CA 94145-5043, or to such other person or at such other place as Lessor may from time to time designate to Lessee in its invoice or other writing) each payment specified herein on a net invoice basis without demand by Lessor. All payments due from Lessee pursuant to the terms of this Agreement shall be made by Lessee without any abatement or setoff of any kind whatsoever arising from any cause whatsoever.

(c) **PRORATION:** Monthly Equipment charges (including rent) will be prorated in one-half (1/2) month increments. Thus, Lessee will be responsible for the full month's Equipment charges for any Equipment leased beyond the 14th day of a billing cycle. Under no circumstances will any Lease Term be for less than one (1) month.

5. PRICE ADJUSTMENTS; CLEANING.

(a) The Equipment pricing is subject to adjustment by Lessor in its sole and absolute discretion: (i) if Lessee fails to sign and return this Agreement to Lessor within thirty (30) days after the Date of Agreement set forth on the cover page of this Agreement, or (ii) for unknown or unanticipated conditions. Examples of unknown or unanticipated conditions include, without limitation, driver waiting time, pilot car requirements, special transport permits, difficult site conditions, and increase in fuel prices. Lessee's site must be dry, compacted, level and accessible by normal truck delivery. Costs to dolly, crane, forklift, etc. will be paid by Lessee. Unless noted herein, prices do not include permits, temporary power, engineering, taxes or utility hookups. If the Lessor's driver arrives at Lessee's site but is unable to deliver the Equipment for any reason, Lessee will be assessed a "dry run" fee equal to the delivery charge. If the Lessor's driver encounters any kind of delay which results in more than 30 minutes total delivery time, Lessee will be assessed a charge of \$75 per hour in thirty-minute increments. Unless otherwise noted herein, prices do not include prevailing wages, Davis-Bacon wages, or other special or certified wages.

(b) Lessee agrees to return each piece of Equipment in a clean condition equal to the condition it was when originally shipped. Lessor reserves the right to charge a minimum cleaning fee of \$100 per each piece of Equipment that is not returned in such condition.

6. TAXES: Lessee agrees be responsible for all charges, fees and taxes (local, state and federal) levied or assessed upon Lessee or Lessor relating to the ownership, leasing, rental, sale, possession, use or operation of the Equipment (including, without limitation, sales, use and personal property taxes); provided, however, that the foregoing obligation shall not apply to any local, state or federal income tax assessed against the Lessor as a result of this Agreement which shall continue to be the obligation of Lessor. Lessee shall pay all such taxes for which it is responsible to the appropriate taxing authorities or, if directed or invoiced by Lessor, pay such amounts to Lessor for remittance by Lessor to the appropriate taxing authorities.

7. LOSS OR DAMAGE: Until the Equipment is returned to Lessor, Lessee assumes all risk of loss or damage to the Equipment. Subject to Section 9(c), should any Equipment damaged be capable of repair, this Agreement shall not terminate, but Lessor, at its discretion, may cause the Equipment to be repaired and restored to its condition existing prior to such damage, at Lessee's sole expense. In the event any of the Equipment is damaged beyond repair or is lost, stolen or wholly destroyed, Lessee shall pay Lessor within forty-five (45) days thereafter, an amount equal to the full replacement value of such Equipment. The foregoing shall not relieve the Lessee of any obligation to continue to pay monthly Equipment charges (including rent).

8. INSURANCE: Lessee shall procure and maintain, at its sole expense (including all premiums, deductibles and self-insured retentions),



a Division of McGrath Rentcorp
Corporate Address:
5700 Las Positas Road
Livermore, CA 94551
www.mgrc.com

Lease Quotation and Agreement

Quote #	Q-422554
Date of Quote	01/31/2024
Quote Expiration Date:	03/01/2024
Lease Term:	12 Months
Estimate Del Date:	01/31/2024
Lessee PO#:	Attn: Facilities /

(a) property insurance covering the loss, theft, destruction, or damage to the Equipment in an amount not less than the full replacement value thereof (and with a deductible no higher than \$25,000), naming Lessor as loss payee of the proceeds; and (b) commercial general liability insurance (minimum of \$1,000,000 per occurrence and \$2,000,000 in the aggregate) (and with a deductible no higher than \$25,000), naming Lessor and its designees as additional insureds. Lessee's insurance shall be primary and non-contributory to any insurance maintained by Lessor or any other additional insureds. The liability insurance policy shall contain cross-liability and waiver of subrogation provisions in favor of Lessor and any other additional insureds. All evidence of all required insurance shall be in a form reasonably acceptable to Lessor and with a company having an A.M. Best rating of A- (VII) or better, and shall not be subject to cancellation without thirty (30) days' prior written notice to Lessor. Lessee shall provide to Lessor insurance certificates and endorsements (including without limitation, additional insured and loss payee endorsements) evidencing compliance with the insurance requirements of this Agreement (including without limitation, the deductible amounts and waiver of subrogation) prior to delivery of the Equipment and shall maintain all required insurance coverage until the Equipment is returned to Lessee. Lessor will not and does not provide insurance for any of Lessee's personal property that may be in or on any Equipment. Any failure by Lessor to obtain or receive certificates of insurance or any endorsements prior to leasing or delivering the Equipment to Lessee will not be deemed a waiver of Lessee's obligations to procure and maintain the insurance specified herein.

9. "AS-IS" CONDITION; WAIVER AND INDEMNIFICATION.

(a) THE EQUIPMENT IS LEASED TO LESSEE "AS IS". LESSOR MAKES NO WARRANTIES OR REPRESENTATIONS OF ANY KIND WHATSOEVER, EITHER EXPRESS OR IMPLIED, RELATING TO THE EQUIPMENT, INCLUDING WITHOUT LIMITATION, THE CONDITION OF ANY EQUIPMENT, ITS MERCHANTABILITY OR ITS FITNESS FOR ANY PARTICULAR PURPOSE, ANY WARRANTY AGAINST INFRINGEMENT, ANY WARRANTY THAT THE EQUIPMENT IS WATER TIGHT OR AS TO TITLE OR OTHERWISE.

(b) LESSOR SHALL NOT BE RESPONSIBLE OR LIABLE FOR, AND LESSEE DOES HEREBY WAIVE, RELEASE AND DISCHARGE LESSOR, ITS AGENTS, OFFICERS, SUBCONTRACTORS AND EMPLOYEES FROM ANY AND ALL LOSSES, LIABILITIES, COSTS, EXPENSES (INCLUDING ATTORNEYS' FEES), CLAIMS, ACTIONS, DEMANDS, FINES, FORFEITURES, SEIZURES AND PENALTIES, WHETHER KNOWN OR UNKNOWN OR CONTINGENT OR ABSOLUTE (COLLECTIVELY, "CLAIMS") FOR (I) LOSS OR DAMAGE OF ANY KIND WHATSOEVER TO ANY PERSONAL PROPERTY OR OTHER ITEMS STORED IN OR ABOUT THE EQUIPMENT, OR (II) ANY INJURIES TO LESSEE, LESSEE'S AGENT AND THIRD PARTIES. UNDER NO CIRCUMSTANCES SHALL LESSOR BE LIABLE TO LESSEE FOR ANY SPECIAL, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES OF ANY KIND (INCLUDING, BUT NOT LIMITED TO DAMAGES FOR LOSS OF USE, OR PROFIT, BY LESSEE OR FOR ANY COLLATERAL DAMAGES), WHETHER OR NOT CAUSED BY LESSOR'S NEGLIGENCE OR DELAY, RESULTING FROM THIS AGREEMENT OR THE MANUFACTURE, DELIVERY, INSTALLATION, REMOVAL OR USE OF THE EQUIPMENT, OR IN CONNECTION WITH THE SERVICES RENDERED BY LESSOR HEREUNDER, EVEN IF THE LESSOR OR LESSEE HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. WITHOUT LIMITING THE FOREGOING, LESSOR'S TOTAL LIABILITY UNDER THIS AGREEMENT, WHETHER IN LAW, EQUITY, CONTRACT, INFRINGEMENT, NEGLIGENCE, STRICT LIABILITY, TORT OR OTHERWISE, SHALL NOT EXCEED THE LEASE PAYMENTS ACTUALLY AND TIMELY PAID BY LESSEE UNDER THIS AGREEMENT FOR THE EQUIPMENT GIVING RISE TO THE CLAIM. ANY ACTION ARISING UNDER OR RELATING TO THIS AGREEMENT, WHETHER BASED IN LAW, EQUITY, CONTRACT, INFRINGEMENT, NEGLIGENCE, STRICT LIABILITY, TORT OR OTHERWISE, MUST BE COMMENCED WITHIN ONE (1) YEAR AFTER THE DATE OF DELIVERY OF EQUIPMENT, BUT NOT LATER THAN DURING THE TERM OF THIS AGREEMENT.

(c) LESSEE AGREES TO INDEMNIFY, DEFEND (WITH COUNSEL ACCEPTABLE TO LESSOR) AND HOLD HARMLESS LESSOR, ITS AGENTS, OFFICERS, SUBCONTRACTORS, AND EMPLOYEES FROM AND AGAINST ANY AND ALL CLAIMS ARISING OUT OF OR RELATED TO (DIRECTLY OR INDIRECTLY): (I) THE INSTALLATION, MAINTENANCE, POSSESSION OR USE OF THE EQUIPMENT BY LESSEE, ITS EMPLOYEES, AGENTS OR ANY PERSON INVITED, SUFFERED OR PERMITTED BY LESSEE TO USE OR BE IN, ON OR ABOUT THE EQUIPMENT, INCLUDING, BUT NOT LIMITED TO, CLAIMS RELATED TO THE DEATH OR INJURY TO PERSONS OR DAMAGE TO PROPERTY RESULTING FROM THE EQUIPMENT OR USE THEREOF, REGARDLESS OF WHETHER ANY SUCH CLAIMS RESULTED, DIRECTLY OR INDIRECTLY, FROM ANY NON-PERFORMANCE OR MALPERFORMANCE OF THE EQUIPMENT, OR TO THE EXTENT ARISING FROM LESSOR'S NEGLIGENCE, (II) LESSEE'S BREACH OR FAILURE TO COMPLY WITH ANY OF THE TERMS OF THIS AGREEMENT (AND ANY ASSOCIATED COSTS OR EXPENSES OF ENFORCEMENT INCURRED BY LESSOR), (III) ANY ACTS OR OMISSIONS OF LESSEE OR ANY LESSEE EMPLOYEE, AGENT, OWNER OR REPRESENTATIVE, OR (IV) ANY THEFT OR DESTRUCTION OF, OR DAMAGE TO, THE EQUIPMENT. THIS INDEMNITY INCLUDES ALL COSTS AND EXPENSES INCURRED BY LESSOR IN INVESTIGATING OR DEFENDING ANY CLAIM, SUIT, LIABILITY, COST OR EXPENSE, INCLUDING ALL LEGAL COSTS AND ATTORNEYS' FEES. IF THE FOREGOING OBLIGATIONS ARE NOT ENFORCEABLE AGAINST LESSEE UNDER APPLICABLE LAW, LESSEE AGREES TO INDEMNIFY, DEFEND AND HOLD HARMLESS LESSOR, ITS AGENTS, OFFICERS, SUBCONTRACTORS, AND EMPLOYEES FROM AND AGAINST ANY AND ALL CLAIMS TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW. LESSEE SHALL MAKE ALL PAYMENTS DUE UNDER THIS SECTION UPON DEMAND BY LESSOR.

10. EVENTS OF DEFAULT.

(a) Each of the following shall constitute an "Event of Default": (1) default by Lessee in making required payment(s) hereunder and the continuance of such default for ten (10) consecutive days; (2) any default or breach by Lessee; (3) default by Lessee in the performance of any obligation, covenant or liability contained in this Agreement or any other agreement or document with Lessor and the continuance of such default for ten (10) days after written notice, thereof by Lessor to Lessee; (4) loss, theft, damage, destruction or the attempted sale or encumbrance by Lessee of any of the Equipment, or any levy, seizure or attachment thereof or thereon; or (5) Lessee's dissolution, termination of existence, discontinuance of business, insolvency, or business failure; or the appointment of a receiver of any part of, the assignment for the benefit of creditors by, or the commencement of any proceedings under any bankruptcy, reorganization or arrangement laws by or against, Lessee. Lessee acknowledges that any Event of Default will substantially impair the lease value hereof.



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www.mgrc.com

Lease Quotation and Agreement

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Quote Expiration Date:	03/01/2024
Lease Term:	12 Months
Estimate Del Date:	01/31/2024
Lessee PO#:	Attn: Facilities /

(b) Upon Lessee's default, Lessor has the right to (1) accelerate all payments due hereunder; (2) terminate this Agreement as to any or all items of the Equipment; (3) take possession of or disable the Equipment wherever found, and for this purpose enter upon any premises of Lessee and remove or disable the Equipment, without any liability for suit, action or other proceedings by Lessee; (4) direct Lessee at its expense to promptly prepare the Equipment for pickup by Lessor; and/or (5) take such action that is permitted under law. Lessee waives any and all rights or claims of sovereign immunity and any property remaining in such Equipment upon its return will be deemed abandoned by Lessee.

11. SUBJECT TO AVAILABILITY: The obligation of Lessor to provide a particular item of Equipment is subject to availability. Additionally, and without limitation to the previous sentence, Lessor reserves the right, in its sole and absolute discretion, to provide substitute Equipment to Lessee that Lessor determines to be equal or better to that which is specified in the cover page to this Agreement.

12. CREDIT CARD AUTHORIZATION: Lessee hereby gives authorization to Lessor to charge against the credit card provided all charges contemplated herein including rent and applicable taxes, shipping and handling charges. Charges may be recurring, and additional billing and charges will occur until such time as all Equipment and respective accessories are returned and the rental is terminated.

13. COMPLIANCE WITH LAW: Lessee assumes all responsibility for any and all licenses, clearances, permits and other certificates as may be required for Lessee's lawful operation, use, possession and occupancy of the Equipment. Lessee agrees to fully comply with all laws, rules, regulations and orders of all local, state and federal governmental authorities which in any way relate to the Equipment. Lessee shall pay the cost of all license and registration fees and renewals thereof.

14. HAZARDOUS MATERIALS: Lessee agrees that no water, paint or chemicals, and no illegal, hazardous, controlled, toxic, explosive, flammable, restricted, contaminated or other dangerous materials, shall be maintained or stored in or on the Equipment.

15. GOVERNING LAW: Lessee and Lessor agree that this Agreement shall be governed in all respects by and interpreted in accordance with the laws of the state where the Equipment is originally delivered, without regard to its conflicts of laws' provisions.

16. CONSENT TO SMS, TEXT MESSAGES, AND EMAILS.

Lessor uses OptimoRoute and other software and services to provide updates on Lessee's order and delivery status via SMS, text message or email. By providing cell phone numbers to Lessee's representatives or otherwise to Lessor and its affiliates in the normal operation of Lessee's business, Lessee consents to providing delivery updates and account information via text message and warrants that Lessee has the authority to permit calls and texts to be directed to each number. Each text or SMS communication will contain opt out instructions and any recipient may reply as instructed in the text or communication to stop all further text or SMS communications.

Use of this service is not required, but Lessor believes it will allow Lessor to provide Lessee a more worry-free experience as Lessee orders and anticipates delivery of Lessee item(s). Lessor does not send marketing materials via this service and will not offer to sell users anything but rather use this service to manage deliveries and provide updates on order and delivery status to customers who have opted into this service.

Lessor uses the information collected from Lessee for the purposes set forth herein and those purposes alone. All text or SMS messaging fees charged by the user's cell phone carrier, if any, are the responsibility of those who opt into this service. Lessor's privacy policy is available at <https://www.mobilemodularcontainers.com/about-us/privacy-policy>.

17. DEFINED TERMS. Capitalized terms used in this Exhibit A but not otherwise defined herein shall have the meaning ascribed to such terms as set forth elsewhere in this Agreement.

Lease Terms and Conditions for Storage Containers, Rev. 9.2.22



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities

Initials:
RP

SUBJECT: Agreement with One Workplace to provide Towers for Oak Hill Elementary

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

The Facilities Department is requesting the Board to ratify the purchase of Towers that were purchased for multiple classrooms at Oak Hill Elementary. This includes delivery and assembly.

Cost for the Towers is FORTY-EIGHT THOUSAND,TWO HUNDRED SEVENTY-EIGHT DOLLARS AND NINTY-THREE CENTS (\$48,278.93).

RECOMMENDED BOARD ACTION:

The Board of Trustees ratify the purchase of Towers for Oak Hill Classrooms.



Sacramento Office
1631 Alhambra Blvd, Ste 140
Sacramento, CA 95816
T. 916.553.5800 | F. 916.553.5900
oneworkplace.com/sacramento

Quotation 720664

Quote Date 01/18/24

Project 239343

Customer 172079

Terms Net 30

Account Representative Taylor Herrick

Quote To

Richard Putnam
CENTER UNIFIED SCHOOL DISTRICT
3909 N LOOP BLVD
Antelope CA 95843-9116

Ship To

Richard Putnam
CENTER UNIFIED SCHOOL DISTRICT
3909 N LOOP BLVD
Antelope CA 95843-9116

tduncan@centerusd.org,
InvoicesOracle@oneworkplace.com

Phone +1 (916) 338-7580

rputnam@centerusd.org

All prices are guaranteed for 30 days from date of quotation unless otherwise specified in a Master Services Agreement (MSA).

Description	Quantity	Unit Price	Extended Price
1 CASCADE - Cascade Mega-Tower, Door(s) with Casters, No Riser/No Lectern, Platinum Back Panel, Shelves (no Totes), Solid End Panels SMITHSYSTE	30T	1,316.25	39,487.50
2 FREIGHT - Freight SMITHSYSTE	1T	3,037.50	3,037.50
3 24010286T - Labor to Receive OWP, Deliver, Assemble and Place (30) Cascade Mega Towers (Smith Systems) Prevailing Wage: Normal Business Hours UNITED	1T	2,281.43	2,281.43

Quotation Totals

Sub Total	44,806.43
Estimated Tax Rate - 7.750%	3,472.50
Grand Total	48,278.93

End of Quotation

Accepted by

Title Dir. of Facilities

Date 1-19-2024

1. QUOTATIONS AND ORDERS

TERM: All prices are guaranteed for 30 days from date of quotation.

- a. **PAYMENT TERMS:** Balance is due in full net thirty (30) days from date of invoice. For open punch list items, an amount commensurate to items in question and no greater than 10% may be withheld until completion as per standard industry practice.
- b. **DELAYS:** If, for any reason, Buyer is unable to receive product at the job site on the mutually agreed upon delivery date, product will be deemed delivered and will be invoiced as if delivered
- c. **CANCELLATIONS:**
All product is manufactured to customer specifications and, therefore, cannot be canceled once produced or in production, or returned. Restocking programs are not available.
- d. **EXTRA HANDLING DUE TO SITE CONDITIONS:** Charges will be assessed to the Buyer for excessive handling, storage and transportation incurred because of site conditions, activity of other trades, or other reasons beyond Seller's control not specifically identified in the price quotation at a standard hourly rate or actual charges if performed by a third party.

2. DELIVERY AND INSTALLATION

- a. **SELLER'S RESPONSIBILITIES:** Seller assumes responsibility to receive, inspect, stage, deliver and install Buyer's goods. All furnishings will be clean and put into good working order. Cartoning and packing materials will be removed and premises left in good order. When applicable, Seller may direct shipments directly to the job site.
- b. **FREIGHT CLAIMS:** Claims for product damaged in transit, other than drop shipments, will be processed by Seller and damaged product will be repaired or replaced to the reasonable satisfaction of Buyer.
- c. **WARRANTIES:**

SELLER MAKES NO WARRANTIES OF PRODUCT SOLD HEREUNDER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR WARRANTY THAT THE FURNITURE IS FIT FOR ANY PARTICULAR PURPOSE.

FORCE MAJEURE

Neither Party will be liable for a delay in performing its obligations under this Agreement or any Order to the extent that delay is caused by insurrection, war, terrorism, riot, explosion, nuclear incident, fire, flood, earthquake, or other catastrophic event or Act of God beyond the reasonable control of the affected Party.

These terms apply unless an alternative MSA has been agreed upon.

To view our full Terms and Conditions, visit www.oneworkplace.com/owp_tc

Accepted by



Title

Dir. of Facilities

Date

1-19-2024



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities
Initials: RP

SUBJECT: Agreement with Riverside Technologies, Inc. to install Guest Check-In for all Elementary Schools except Rex Fortune.

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

BACKGROUND:

The Facilities Department is requesting the Board ratify the purchase of 4 Guest Check-In Systems. This order is for all Elementary Schools except Rex Fortune. This includes supplying equipment and installing the system.

Cost for the Guest Check-In system is FIFTY-SIX THOUSAND,EIGHT HUNDRED ELEVEN DOLLARS AND ZERO CENTS (\$56,811.00).

RECOMMENDED BOARD ACTION:

The Board of Trustees ratify the purchase of the Guest Check-in from Riverside Technologies, Inc.



Special Promo Campaign

Quote #CB107191 v2

Prepared For:
Center Joint Unified School District
 Main
 Eugene Graham
 8408 Watt Ave.

Prepared by:
Riverside Technologies, Inc.
 Chass Beving
 748 N 109th Court
 Omaha, NE 68154

Date Issued:
12.04.2023
 Expires:
01.03.2024

Antelop, CA 95843

P: (916) 338-6336
 E: egraham@centerusd.org

P: 866.804.4388
 E: cbeving@riversidetechnologies.com

Contract:

Bundled Verkada		Price	Qty	Ext. Price
VERKADA BDL	Bundled Verkada Solution	\$56,420.00	1	\$56,420.00
LIC-WP-5Y	Verkada 5-Year Workplace License		7	
ACCX-TBL-1	10.2 Inch iPad, 64GB		7	
ACCX-TBL-STD-1	1 iPad Stand		7	
ACCX-PRT-1	Brother QL-820NWB/QL-820NWBc Label Printer		7	
ACCX-PRT-LBL-1	Labels for Brother QL-820NWB, Qty 200, Color White		7	
Shipping	Shipping and Handling	\$391.00	1	\$391.00
			Subtotal:	\$56,811.00

Quote Summary	Amount
Bundled Verkada	\$56,811.00
Total:	\$56,811.00

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
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SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities
Initials: RP

SUBJECT: Amendment #2-Architectural-Engineering Services Agreement By and Between AC Martin and Center Joint Unified School District for Oak Hill Modernization Project.

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

This Amendment is to increase compensation by EIGHT THOUSAND,TWO HUNDRED TEN DOLLARS(\$8,210) to provide Additional Services for the Oak Hill Modernization Project due to the relocation of the trash enclosure and ADA parking stalls.

REVISE Exhibit B, ARCHITECT Fees, Paragraph A
ADD to Exhibit B, ARCHITECT Fees, Paragraph B.3

The total compensation for Services shall be: FOUR HUNDRED EIGHTY-ONE THOUSAND,NINE HUNDRED EIGHTY-THREE DOLLARS(\$481,983)

Original Agreement was Board Approved on May 2, 2018 - \$414,813.00
Amendment #1 was Board Approved on March 15, 2023 - \$58,960.00

RECOMMENDED BOARD ACTION:

The Board of Trustees approve Amendment #2 to the Architectural-Engineering Services Agreement By and Between AC Martin and Center Joint Unified School District for the Oak Hill Modernization Project.

Amendment #2

ARCHITECTURAL-ENGINEERING SERVICES AGREEMENT

January 26, 2024

AGREEMENT made and entered into on the 3rd day of May in the year 2018, between the **CENTER JOINT UNIFIED SCHOOL DISTRICT**, hereinafter referred to as ("DISTRICT"), and **ATI-AC MARTIN, INC., DBA ATI ARCHITECTS + ENGINEERS**, hereinafter referred to as "ARCHITECT or AC Martin". The DISTRICT and the ARCHITECT are sometimes referred to herein individually as a "PARTY" and collectively as the "PARTIES".

WHEREAS, the Parties wish to amend the Agreement.

NOW, THEREFORE, the Parties hereby agree as follows:

This is an **Amendment** to increase compensation from Four Hundred Seventy-three Thousand Seven Hundred Seventy-three Dollars (\$473,773) to Four Hundred Eighty-one Thousand Nine Hundred Eighty-three Dollars (\$481,983), an increase of Eight Thousand Two Hundred Ten Dollars (\$8,210) to provide Additional Services for the Oak Hill Elementary School Modernization Project due to the need to relocate the trash enclosure and ADA parking including new stalls, stripping and ramp as described in the attached proposal from AC Martin dated January 23, 2024. This **Amendment** also provides an updated Exhibit "B" indicating revised Project Schedule and Architect Fees.

ADD to Exhibit B, the Project Schedule attached hereto as Exhibit A.

REVISE Exhibit B, ARCHITECT Fees, Paragraph A, as follows:


- A. The Total Fee is not-to-exceed Four Hundred Eighty-one Thousand Nine Hundred Eighty-three Dollars (\$481,983). Included in this not-to-exceed fee is the sum of the Total Fixed Fee for the Basic and Professional Services described in Article X and Reimbursable Expense Allowance as described in Article XI.

ADD to Exhibit B, ARCHITECT Fees, Paragraph B. 3, as follows:

- B. 3. The Total Fixed Fee not-to-exceed Eight Thousand Two Hundred Ten Dollars (\$8,210) for additional services as provided in AC Martin proposal dated January 23, 2024, attached hereto as Exhibit B.

The PARTIES, through their authorized representatives, have executed this AMENDMENT #2 to AGREEMENT as of the day and year first written above.

AC MARTIN

By  _____

Print Name Dimitris Klapsis

Title Associate Principal / Project Director

Date 02/07/2024

CENTER JOINT UNIFIED SCHOOL DISTRICT

By _____

Print Name: Scott Loehr

Title: Superintendent

Date _____



AGENDA ITEM

BOARD OF TRUSTEES

Nancy Anderson
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Delrae M. Pope
Adrianna Sammons

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities

Initials:
RP

SUBJECT: Approval of Final Change Order for HVAC Replacement Project at North Country Elementary-DSA #02-119588 and the 500 Building at Center High School-DSA #02-19589

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

The Facilities Department is asking for approval of Final Change Order 01 with B & M Builders to close out the HVAC Replacement Project. The Change Order reflects a credit to the contract in the amount of TWENTY-NINE THOUSAND, SIXTEEN DOLLARS AND TWENTY CENTS (\$29,016.20) against the project allowances. This change order revised the total contract amount from TWO MILLION, TWO HUNDRED SIXTY-EIGHT THOUSAND DOLLARS AND NO CENTS (\$2,268,000.00) to TWO MILLION, TWO HUNDRED THIRTY-EIGHT THOUSAND, NINE HUNDRED EIGHTY-THREE AND EIGHTY CENTS (\$2,238,983.80).

This change order will also increase the contract time by ONE HUNDRED FIFTY-SEVEN DAYS (157)

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the Final Change Order 01 for the HVAC Project at North Country Elementary and Center High School

Center JUSD
Center JUSD HVAC Replacement

FINAL CHANGE ORDER

Project:	Center JUSD HVAC Replacement	DSA App(s):	02-119588	North County ES	Date:	2/21/2024
Architect:	Henry + Associates		02-119589	Center HS		
Contractor:	B+M Builders				Change Order #:	Final #01

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	13 Non-compensable schedule extension	124	\$ -
The Contract will be modified by Non-Allowance PCOs in the amount of:		124	\$ -

Allowance No: 1 **Allowance Amount:** \$ 75,000.00 **Description:** Site A Allowance - NCES

PCO#	PCO Description	Days	Amount
1	1 Provide and install condensing unit DE1 & DE2 and security enclosures	5	\$ 14,590.66
2	3 Relocate existing fire alarm and electrical conduit for new duct work	0	\$ 26,905.73
3	5 Replace existing 3 ton Samsung mini split unit that was stolen at Kinder classroom in Pine Building	10	\$ 12,640.58
4	6.1 Additional powder coated shrouds (closure panels) for team enclosures for relocating units to the next window mullion	4	\$ 11,876.81
5	7 Window tint & removal of existing blinds at Center HS	1	\$ 1,261.90
6	8 Provide shrouds on exterior water pipe/condensate lines at North Country ES	1	\$ 1,081.35
7	10 Removal of blinds at North Country ES	1	\$ 1,793.49
8	11 Overtime work necessary to complete Kinder classrooms in Pine Building	0	\$ 6,397.17
9	12 Replacement of indoor mini-split in Kinder classrooms in Pine Building	0	\$ 4,733.31
Allowance No. 1 will be modified by this Change Order in the amount of:		22	\$ 81,281.00

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 75,000.00
Allowance Modifications:	\$ 6,281.00
Net change by previously authorized Change Orders:	\$ -
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ (81,281.00)
Cash Allowance Balance including this Change Order:	\$ -

Allowance No: 3 **Allowance Amount:** \$ 75,000.00 **Description:** Site B Allowance - CHS

PCO#	PCO Description	Days	Amount
1	2 Relocate existing Electrical not shown in Work Rooms G106 and G107, patch, paint and texture	0	\$ 5,714.55
2	4 Outside air return roof penetration instead of through window	10	\$ 33,572.03
3	9 Provide shrouds on exterior water pipe/condensate lines at Center HS	1	\$ 416.22
Allowance No. 3 will be modified by this Change Order in the amount of:		11	\$ 39,702.80

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 75,000.00
Allowance Modifications:	\$ (35,297.20)
Net change by previously authorized Change Orders:	\$ -
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ (39,702.80)
Cash Allowance Balance including this Change Order:	\$ -

For final settlement between B&M Builders and Center Joint Unified School District of all real claims including but not limited to the following:

Original Contract Sum:	\$ 2,268,000.00
Final Allowance Modification:	\$ (29,016.20)
Net change by previously authorized Change Orders:	\$ -
Contract Sum will be modified by this Change Order in the amount of:	\$ -
Contract Sum including this Change Order:	\$ 2,238,983.80

Contract Time increased by: 157 Days
Date of completion as of the date of this Change Order: 1/17/2024


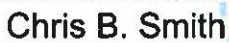


FINAL CHANGE ORDER

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.

Not valid until signed by the A/E, Contractor and Owner.

Issued by the Owners Representative	 Mark Rosson, President, Capital Program Management, Inc.	Date: 2/2/24
Reviewed by A/E	 Chris B. Smith, Henry + Associates Architects	Date:
Agreement by Contractor	 Eric Costa, B&M Builders, Inc.	Date: 2/7/24
Approved by Owner	 Richard Putnam, Director of Facilities, Center Joint Unified School District	Date: 2-8-2024



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024
TO: Center Joint Unified School District Board of Trustees
FROM: Richard Putnam
Director of Facilities
INITIALS: RP
SUBJECT: Approval of Final Change Order for Rex Fortune Elementary School Project DSA #02-119109

☒ **Action Item** ☐ **Information Item** **Attached Pages** 4

BACKGROUND:

The Facilities Department is asking for approval of Final Change Order 01 with Clark and Sullivan Construction to close out the Rex Fortune Elementary Project. The Change Order reflects a credit to the contract in the amount of ONE MILLION, ONE HUNDRED NINETY-FIVE THOUSAND, SEVEN HUNDRED EIGHTY-FOUR DOLLARS AND EIGHTY-EIGHT CENTS (\$1,195,784.88).

ONE MILLION, ONE HUNDRED FOURTY-FOUR THOUSAND, EIGHT HUNDRED ELEVEN DOLLARS AND EIGHTY-THREE CENTS (\$1,144,811.83) of the savings is from the project allowances and FIFTY THOUSAND, NINE HUNDRED SEVENTY-THREE DOLLARS AND FIVE CENTS (\$50,973.05) savings is from the Contract

The change order revised the total contract amount from FORTY-FIVE MILLION, THREE HUNDRED TWENTY THOUSAND, SEVEN HUNDRED SEVENTY-ONE DOLLARS (\$45,320,771) to FORTY-FOUR MILLION, ONE HUNDRED TWENTY-FOUR THOUSAND, NINE HUNDRED EIGHT-SIX DOLLARS AND TWELVE CENTS (\$44,124,986.12).

The contract was also extended by ONE HUNDRED SEVENTY-TWO DAYS (172)

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the Final Change Order 01 for the Rex Fortune Elementary School Project.

Center Joint Unified School District
Rex Fortune Elementary School

FINAL CHANGE ORDER

Project: **Rex Fortune Elementary School**
 Architect: **AC Martin**
 Contractor: **Clark/Sullivan Construction**

Date: **2/21/2024**

DSA App: **02-119109**

Change Order #: **1 - Final Change Order**

You are hereby authorized to make the following changes relative to your work on the above referenced project:

General Conditions - Open Book Savings

PCO#	PCO Description	Days	Amount
1 299-99.1	General Conditions - Shared Savings (Clark Sullivan)	0	\$ 7,276.95
The Contract will be modified in the amount of:		0	\$ 7,276.95

General Conditions - Value Engineering Savings

PCO#	PCO Description	Days	Amount
1 112-99	MC Cable credit - District requested change	0	\$ (16,908.00)
2 129-99	Bldg. A & D - Casework credit; two elevations were removed during the DSA approval process	0	\$ (1,939.00)
3 131-99	Inc 2 - Ornamental Fencing Credit (Welded to Bracketed)	0	\$ (37,561.00)
4 161-99	Remove window W21 in building D and infill opening	0	\$ (5,462.00)
5 182-99	L-3 Fixture confirmation - credit for errors in Sloan sinks (wrong color credit for JLM and no Air Deck ordered for Bldgs A and D)	0	\$ (11,163.00)
6 249-99	Landscaping changes credit due to specified shrubs not being available	0	\$ (3,475.00)
7 300-99.1	Value Engineering - Shared Savings (Clark Sullivan)	0	\$ 18,258.00
The Contract will be modified in the amount of:		0	\$ (58,250.00)

Allowance No: **1** Allowance Amount: **\$ 1,049,095.00** Description: **Construction Contingency**

PCO#	PCO Description	Days	Amount
1 152-99	Revised U-Plate to a Built-up Plate	0	\$ 3,222.00
2 163-99	Per owner's request, in all single use restrooms the accent tile was moved to stop at a height of 5' with the final accent row being at the top.	0	\$ 859.00
3 166-99	Add two dry-type sprinkler heads and drops in freezer	0	\$ 870.00
4 169-99	JLM AV boxes in classroom ceilings need 120v power receptacle	0	\$ 19,934.00
5 183-99	Concrete equipment pads at transformers and condensers	0	\$ 6,632.00
6 184-99	Added alternate roof duct supports; plans reference two different details.	0	\$ 9,111.00
7 188-99	Waterproofing at HM door/window jambs	0	\$ 2,241.00
8 189-99	Relocate main roof downspout from Bldg. B to an area outside of the steel canopy area	0	\$ 3,845.00
9 190-99	Roof cap installation discrepancy	0	\$ 4,290.00
10 191-99	Punch and dimple anchors at hollow metal window sill locations to avoid penetrations into pan flashing.	0	\$ 2,100.00
11 196-99	Added 6 precast concrete bollards at elevated walkways	0	\$ 21,362.00
12 197-99	Inc 2 CCD 024 added new hanger details and seismic restraints for structure used on the canopy and provided a new location for exterior wall penetrations for FS pipe in Bldg D	0	\$ 1,674.00
13 198-99	Substitute paving for concrete at hardscape between buildings B and C. Contractor recommendation and District approved	0	\$ 12,564.00
14 203-99	Shift condensing units 2'-2" from buildings in mechanical yards to allow room for maintenance. Owner	0	\$ 8,206.00
15 205-99	Added bent plate and fascia at north end of Bldg D Canopy	0	\$ 3,310.00
16 206-99	Added batt insulation under flat roof of Bldg A. Specified rigid insulation slope on roof could not be achieved without significantly more cost.	0	\$ 8,198.00
17 207-99	Added lighting inverter system at Bldg. D	0	\$ 18,824.00
18 208-99	Added roof access ladder to A3-1 MDF, A3-2 electrical and A3-3 janitorial	0	\$ 13,360.00
19 213-99	Added blocking for main fire riser; reroute fire line from MPR to storage areas.	0	\$ 1,471.00
20 215-99	Concrete paving at accessible stalls in lieu of AC paving	0	\$ 25,826.00
21 216-99	Added flashing at Soffit Canopy Beam	0	\$ 2,204.00
22 217-99	Replaced #4 stirrups with #3 closed loop stirrups	0	\$ 1,634.00
23 220-99	Added soffit in Bldg A Lobby to enclose fire sprinkler line	0	\$ 3,026.00
24 222-99	Relocate underground electrical pathway in Bldg A Library due to conflict with storefront	0	\$ 6,580.00
25 223-99	Storefront Jamb Flashing Conflict	0	\$ 2,127.00
26 225-99	Premium cost to upgrade rolling marker board materials	0	\$ 90,657.00
27 227-99	Added wireless motorized shade controllers	0	\$ 1,486.00
28 231-99	Added cabling through storefront doors at Bldg A to electrified door hardware	0	\$ 899.00
29 232-99	Fully welded seams at storefront window system flashing	0	\$ 6,240.00
30 233-99	Added sanded caulk to concrete joints	0	\$ 2,213.00
31 235-99	Added drain line, Inc 2 Solenoid Valve at MAU	0	\$ 4,183.00
32 236-99	Bldg. A Acoustic Wall Type Confirmation	0	\$ 3,486.00
33 237-99	Renew encroachment permit bond	0	\$ 8,325.00
34 238-99	Added layer of drywall in Bldg. A Library	0	\$ 1,090.00
35 248-99	Replace tackable panel in Bldg. D	0	\$ 2,981.00
36 251-99	Occupant load sign in Bldg. D	0	\$ 208.00
37 252-99	Inc 2 - Bldg. D Outdoor Seating Area Fencing Relocation	0	\$ 4,661.00
38 253-99	Additional paving in planter's area between	0	\$ 34,397.00
39 255-99	Turf instead of grass at kinder play area	0	\$ 34,562.00
40 259-99	Mow strip at landscaped kinder area	0	\$ 14,438.00
41 260-99	Inc 2 - Convection Oven Removal and Steamer Install	0	\$ 2,548.00
42 261-99	ACT change in library	0	\$ 6,021.00
43 263-99	Inc 2 - Missing Gate at Building D Enclosure	0	\$ 4,764.00
44 264-99	Inc 2 - Stack Door at Building A Ceiling Conflict	0	\$ 18,844.00

Center Joint Unified School District
Rex Fortune Elementary School

FINAL CHANGE ORDER

45	265-99	Raise DI's grating 0.05" from 121.00(per plan) to 121.05 to allow the paving to be installed per plan and still	0	\$	830.00
46	266-99	Inc 2 - Building A Library Corridor Light Fixture & Mechanical Ducts Conflict	0	\$	2,428.00
47	267-99	Inc 1 - Site Signage Confirmation	0	\$	3,497.00
48	268-99	Install a planter drain in the planter area per detail 11/C8.2 and add new storm	0	\$	1,216.00
49	269-99	Relocate downspout at the South end of bldg. A canopy to the North end of the canopy due to sloping direction of the canopy	0	\$	487.00
50	270-99	Inc 2 - Building A Ezobord Panel Confirmation	0	\$	2,895.00
51	271-99	Inc 2 - Split-rail Fence Removal	0	\$	16,938.00
52	272-99	Inc 2 - MT2 Panel at Building H Enclosure	0	\$	6,624.00
53	273-99	Inc 2 - Building G Missing CMU Footing During G & H Add Back	0	\$	8,143.00
54	274-99	Inc 2 - Signage at Fire Riser Doors and FACP	0	\$	625.00
55	275-99	Inc 2 - Building E Signage Changes Confirmation	0	\$	393.00
56	277-99	Inc 2 - Building A CPT4 at Library & Principal Office	0	\$	3,447.00
57	283-99	Inc 2 - Relocate Maple Tree Blocking Marque	0	\$	3,692.00
58	284-99	Replace Damaged Ceiling Panels Caused by Trades	0	\$	878.00
59	286-99	Relocate Exit Signs in Library	0	\$	1,297.00
60	287-99	Ceiling Tile Layout in Bathroom Bldg. A Reinstalled for better Alignment	0	\$	462.00
61	289-99	Install (5) Pull Plates on Restroom Doors in Bldgs. A & D that were indicated on Door Schedule	0	\$	518.00
62	290-99	Add Vision Lites to Principal, VP, & Counselor Office Doors	0	\$	2,252.00
63	292-99	Touch up Exterior Paint due to Concrete Splatter and Azuvo Door Hardware Change	0	\$	1,073.00
64	294-99	Re-replace HVAC Filters in Bldgs. B, C, E & F per District's Direction for Opening Day	0	\$	4,453.00
65	278-99	Premium OT to Catch up on Sitework/Concrete North	0	\$	4,349.00
66	301-99	Reclaimed Water Filter	172	\$	9,798.00
Allowance No. 1 will be modified by this Change Order in the amount of:			172	\$	501,768.00

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$	1,049,095.00
Allowance Modifications:	\$	(547,327.00)
Net change by previously authorized Change Orders:	\$	-
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$	(501,768.00)
Cash Allowance Balance including this Change Order:	\$	-

Allowance No:	2	Allowance Amount:	\$ 150,000.00	Description:	Winterization/Wet Soils
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	PCO#	PCO Description	Days	Amount
1	108-99	Cost for dewater and pumping of site for the month of March	0	\$ 2,785.00
2	111-99	Over excavate soft spots at building D pad	0	\$ 15,870.00
3	113-99	Winterize building A&D Pads footings with 2" of slurry	0	\$ 9,954.00
4	139-99	Muck out Building B footings due to rain event	0	\$ 2,647.00
5	200-99	Muck footings at light pole bases due to rain event	0	\$ 4,025.00
6	239-99	Winterization of footings for Bldgs. G and H	0	\$ 46,145.00
7	257-99	Overtime work to make up for rain delays	0	\$ 15,357.00
8	258-99	Building G & H Winterization Credit	0	\$ (19,589.00)

Allowance No. 2 will be modified by this Change Order in the amount of: 0 \$ 77,194.00

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$	150,000.00
Allowance Modifications:	\$	(72,806.00)
Net change by previously authorized Change Orders:	\$	-
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$	(77,194.00)
Cash Allowance Balance including this Change Order:	\$	-

Allowance No:	3	Allowance Amount:	\$ 278,000.00	Description:	Escalation Allowance
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	PCO#	PCO Description	Days	Amount
1	104-99	GP Mechanical equipment escalation	0	\$ 7,988.00
2	150-99	Updated flooring design & marquee design delays	0	\$ 1,038.00
3	174-99	Walk-in freezer substitution; avoid lead time/quality issues	0	\$ 2,056.00
4	195-99	Material escalation on AV equipment	0	\$ 14,397.00
5	211-99	Price escalation of asphalt	0	\$ 10,170.00

Allowance No. 3 will be modified by this Change Order in the amount of: 0 \$ 35,649.00

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$	278,000.00
Allowance Modifications:	\$	(242,351.00)
Net change by previously authorized Change Orders:	\$	-
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$	(35,649.00)
Cash Allowance Balance including this Change Order:	\$	-

Allowance No:	4	Allowance Amount:	\$ 349,698.00	Description:	District Contingency
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	PCO#	PCO Description	Days	Amount
1	100-99	Cost for City of Roseville encroachment permit performance bond	0	\$ 8,658.00
2	101-99	Bldgs G and H Removal	0	\$ (27,584.00)
3	102-99	Bldg A Restroom Floor Drain Add	0	\$ 6,186.00

Center Joint Unified School District
Rex Fortune Elementary School

FINAL CHANGE ORDER

4	106-99	Added Water Supply Box	0	\$	1,598.00
5	109-99	Additional cost for north entrance grading remobilization	0	\$	18,727.00
6	116-99	Bldg D added roof receptor vent	0	\$	3,176.00
7	117-99	Various Structural Changes	0	\$	26,357.00
8	118-99r	Deleted volleyball nets	0	\$	(8,427.00)
9	122-99	Remove rigid insulation at standing seam metal roof. Add roof and soffit venting at high and low standing seam metal roof overhangs.	0	\$	5,266.00
10	123-99	Structural roof framing changes; adding PSLs	0	\$	47,066.00
11	126-99	Various Structural Changes	0	\$	2,322.00
12	127-99	Various grading adjustments and clarifications	0	\$	887.00
13	128-99	Storm Drain and Sewer Invert Corrections. Added Sewer Drop Detail	0	\$	1,260.00
14	132-99	Added backing for marquee sign	0	\$	685.00
15	133-99	Inc 1 - RFI 162 - Added Inside Drop AT SSMH's	0	\$	5,253.00
16	135-99	Add HUC hangers	0	\$	715.00
17	136-99	Added Furred Wall at 6x6 HSS Column	0	\$	376.00
18	137-99	Added column cap to support GLB at lines D1 & DC	0	\$	269.00
19	138-99	Added 6x6 posts and 6x10 headers Bldg A	0	\$	2,890.00
20	140-99	Storm Drain Invert Corrections	0	\$	14,793.00
21	141-99	Relocating fire sprinkler pipe and changes to hanger supports	0	\$	2,183.00
22	148-99	Roof drain downspout material upgrade	0	\$	36,180.00
23	153-99	Updated Bldg B and C corridor drawings due to zone of influence concern	0	\$	3,218.00
24	154-99	Furnish and install 5/8" PT plywood infill at concrete curb at restrooms added detail 9 on sheet A-711	0	\$	3,469.00
25	155-99	Re-fabricate Bldg D Column C4010 - Structural Engineer Shop Drawing Error	0	\$	7,346.00
26	157-99	Added vent and waste piping at disposal; missing on plans	0	\$	4,199.00
27	158-99	Inc 1 - Scope SS Lines back to POC	0	\$	9,081.00
28	159-99	District requested add of water shut off valves for exterior hose bibs	0	\$	6,730.00
29	160-99	Added bollards and changed gate attachment and size for the trash enclosure	0	\$	4,280.00
30	162-99	Revised hanger detail for 2 x 8 outriggers in Bldg D	0	\$	4,733.00
31	167-99	Additional 4x blocking for CMST14 Strap at Bldg D	0	\$	725.00
32	168-99	CCD 017 changed detail 12/S-532 which required modification to two steel columns including additional steel	0	\$	4,170.00
33	179-99	Adjusted control/reveal joint layout on Bldgs A and D	0	\$	2,054.00
34	180-99	Bldg D high roof bridging at long span locations - infill between open roof joists for drywall backing	0	\$	2,611.00
35	187-99	Type 2 & 3 asphalt paving areas in parking areas increased from 3" to 4"	0	\$	5,509.00
36	192-99	Added parapet cap at CMU wall per district request	0	\$	11,847.00
37	193-99	Added 6' ornamental around transformer in front of bldg B	0	\$	11,367.00
38	194-99	ASI 001 -005 Conformed set. Adventure Club added fire water line was not clouded	0	\$	5,697.00
39	199-99	Deleted logo signage	0	\$	(7,478.00)
40	201-99	Upgraded 4k outdoor cameras and licensing	0	\$	16,833.00
41	204-99	District requested change from carpet to resilient flooring in Bldg F STEM rooms.	0	\$	17,369.00
42	209-99	Added soffit in Library A2-1 to encase exposed 2"-1/2 cold water piping	0	\$	3,548.00
43	210-99	Ceiling in servery was changed to ACT	0	\$	15,645.00
44	214-99	Added drywall control joints	0	\$	1,479.00
45	219-99	Added plywood valences in Bldg D restrooms for specified drop lights	0	\$	2,766.00
46	221-99	Added fire sprinkler blocking and welded knee brackets for fire pipe main running no west side of library in soffit to avoid hangers going up to ceiling.	0	\$	5,631.00
47	224-99	Added jamb caps at BldgD Servery roll-up doors	0	\$	659.00
48	242-99	Changes to storm drain manhole rim elevations	0	\$	4,537.00
49	247-99	Inc 2 - Landscape removal due to lot line adjustment	0	\$	(9,962.00)
50	250-99	Epoxy floor removal in IDF/MDF, Elect, & Fire Riser in Bldg. D & A	0	\$	(10,200.00)
51	254-99	Keying credit for District taking over Cores with Azuvo	0	\$	(6,844.00)
52	256-99	Eisenwall stucco on Bldgs. G and H	0	\$	15,116.00
53	262-99	Sod field instead of hydroseed	0	\$	92,206.00
54	288-99	Furnish and Install PLAM Shelf Blocks in Library	0	\$	7,203.00
55	291-99	Back Charge to Collins Electric for (10) Stolen TV's	0	\$	(9,683.00)
56	285-99	Relocate Exterior Lights on Bldgs. A & D Per District Request due to Color Temperatures	0	\$	2,462.00
57	282-99	Striping overtime	0	\$	7,245.00
58	295-99	Landscaping overtime	0	\$	26,632.00
59	297-99	Back Splash in Rm. A1-8	0	\$	1,041.00
60	280-99	Remove Bio-Retention Basin & Install Cobble From Curb to DI	0	\$	514.00
61	299-99	General Conditions - Shared Savings (District)	0	\$	(29,107.83)
62	298-99	Exterior Building Signage	0	\$	5,819.00
63	302-99	Back Charge to Collins Electric due to fire alarm deficiencies	0	\$	(10,246.00)
Allowance No. 4 will be modified by this Change Order in the amount of:			0	\$	379,256.17

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$	349,698.00
Allowance Modifications:	\$	29,558.17
Net change by previously authorized Change Orders:	\$	-
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$	(379,256.17)
Cash Allowance Balance including this Change Order:	\$	-

Center Joint Unified School District
Rex Fortune Elementary School

FINAL CHANGE ORDER

Allowance No: 5 Allowance Amount: \$ 349,698.00 Description: Unforeseen Allowance				
PCO#	PCO Description	Days	Amount	
1 120-99	Add furred walls for mop sinks and re-detail plumbing changes for sewer pipe in bldg D. RFI #115	0	\$	3,136.00
2 121-99	Moving Bldg D sewer point of connection	0	\$	2,980.00
3 134-99	Slurry Backfill Trench	0	\$	3,612.00
4 156-99	Additional SS Tie-in Cap Removal due to City Installation Error	0	\$	1,931.00
5 181-99	Added vapor control for epoxy flooring	0	\$	9,953.00
6 186-99	Slurry backfill water lines at zone of influence	0	\$	3,061.00
7 218-99	Added wireless door contact in Bldg D - conflict with HSS	0	\$	943.00
8 226-99	Relocate floor drains in Bldg D servery to align with food service equipment	0	\$	12,196.00
Allowance No. 5 will be modified by this Change Order in the amount of:		0	\$	37,812.00

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 349,698.00
Allowance Modifications:	\$ (311,886.00)
Net change by previously authorized Change Orders:	\$ -
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ (37,812.00)
Cash Allowance Balance including this Change Order:	\$ -

For final settlement between Clark/Sullivan Construction and Center Joint Unified School District of all real claims including but not limited to the following:

Original Contract Sum:	\$ 37,146,333.00
Changes via Amendments (Added back Buildings G & H)	\$ 8,174,438.00
Final Allowance Modifications: See below for summary	\$ (1,144,811.83)
- Construction Contingency:	\$ (547,327.00)
- Winterization/West Soils:	\$ (72,806.00)
- Escalation:	\$ (242,351.00)
- District Contingency:	\$ 29,558.17
- Unforeseen:	\$ (311,886.00)
Subtotal:	\$ (1,144,811.83)
Net change by previously authorized Change Orders:	\$ -
Contract Sum will be modified by this Change Order in the amount of: (Open Book & VE Savings)	\$ (50,973.05)
Contract Sum including this Change Order:	\$ 44,124,986.12

Contract Time increased by: 172 Days
 Date of completion as of the date of this Change Order: 12/19/2023

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.

Not valid until signed by the A/E, Contractor and Owner.

Issued by the
 Owners
 Representative

DocuSigned by:

Mark Rosson

Mark Rosson, President, Capital Program Management, Inc.

Kenneth Dunn, AC

Reviewed by A/E

Kenneth Dunn, AC

Agreement by
 Contractor

DocuSigned by:

Jason Angerer

Jason Angerer, Clark/Sullivan Construction

Approved by
 Owner

Richard Putnam

Richard Putnam, Center Joint Unified School District

Date: 2/5/2024

Date: 2/6/2024

Date: 2/6/2024

Date: 2/7/2024



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities

Initials:
RP

SUBJECT: Contract with JB Bostick Company - Center High School Parking Lot

☒ **Action Item**

☐ **Information Item**

Attached Pages 11

BACKGROUND:

The Facilities Department would like to enter into a contract with JB Bostick Company to repair, stripe, crack seal and seal coat the Center High School student and stadium parking lots.

The contract prices are FORTY THOUSAND,THREE HUNDRED SEVENTY-THREE DOLLARS (\$40,373) for the stadium parking lot and SEVENTY-SIX THOUSAND,FOUR HUNDRED NINTY-SEVEN DOLLARS (\$76,497) for the student parking lot.

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the contract with JB Bostick Company for work being done on the Center High School parking lots.



BOSTICK COMPANY
Asphalt Paving Contractors

PROPOSAL / CONTRACT

DATE:	PROPOSAL #	ESTIMATOR
2023-11-16	23-1272	Shon Garten

BID TO:	JOB LOCATION:
Center Joint Union School District 3111 Center Court Lane, Antelope, CA, USA Richard Putnam 19163387580 rputnam@centerusd.org	Center High School Lot #2 3111 Center Court Lane, Antelope, CA, USA

WE HEREBY SUBMIT SPECIFICATIONS AND ESTIMATES FOR: PRICE

ADD ADDITIONAL SCOPES OF WORK TO PROPOSAL BY SELECTING THE BOX(ES) BELOW:

ASPHALT REMOVE AND REPLACE	\$22,364.00
REMOVE BROKEN AND UNSTABLE ASPHALT IN 2 AREAS TOTALING APPROXIMATELY 3,844 SQUARE FEET TO A DEPTH OF 3 INCHES. HAUL OFF ALL SPOILS. TACK ALL VERTICAL EDGES WITH SS1H TACK OIL. INSTALL 3 INCHES OF HOT ASPHALT IN TWO LIFTS. ROLL TO A MAXIMUM COMPACTION.	
STRIPE AFTER PAVE	\$1,007.00
LAYOUT AND STRIPE 5 ARROWS	
CRACK SEAL	\$995.00
CLEAN AND PREPARE CRACKS TO BE SEALED. INSTALL CRACK SEAL MATERIAL TO APPROXIMATELY 600 LINEAR FEET OF CRACKS 1/4 " OR LARGER. JB BOSTICK WILL NOT BE RESPONSIBLE FOR CRACK SEAL SETTLING OR CRACKS REAPPEARING.	
SEAL COAT OPTION (ONE COAT)	\$9,282.00
CLEAN ENTIRE AREA TO BE SEALED TOTALING APPROXIMATELY 53,808 SQUARE FEET. SQUEEGEE APPLY 1 HEAVY COAT OF WESTERN COLLOID #327 SLATE TOP SEALER WITH LATEX ADDITIVES.	
<input checked="" type="checkbox"/> OPTION FOR 2ND COAT OF SEAL MATERIAL	\$2,613.00
SQUEEGEE APPLY ADDITIONAL SECOND HEAVY COAT OF WESTERN COLLOID #327 SLATE TOP SEALER WITH LATEX ADDITIVES TO ENTIRE AREA TO BE SEALED TOTALING APPROXIMATELY 53,808 SQUARE FEET.	
STRIPE AFTER SEAL	\$4,112.00
119 WHITE SINGLE LINE STALL, 22 WHITE 5' ARROW, 264 LINEAR FEET OF RED CURB WITH 3.5" NO PARKING FIRE LANE	

Total \$40,373.00

CLAUSES AND/OR NOTES:
MAP PLEASE SEE ATTACHED MAP.
ALL ATTEMPTS CLAUSE ALL ATTEMPTS WILL BE MADE FOR PROPER DRAINAGE WITH NO GUARANTEES.
ASPHALT PRICE PROTECTION CLAUSE DUE TO ESCALATING PRICES OF ASPHALT AND OR SEAL MATERIAL, THE TOTAL PRICE MAY INCREASE PRIOR TO INSTALLATION DATE.
DEPTH CLAUSE IF THE DEPTH OF REMOVAL EXCEEDS 3 INCHES PRICE WILL BE ADJUSTED.

CA STATE LICENSE #669487 TAX ID #94-3305812 DIR #1000025838

PHONE: 916-773-6067 FAX: 916-773-6070 EMAIL: JBBOSTICK@JBBOSTICK.NET

READ FOLLOWING PAGES FOR IMPORTANT INFORMATION WHICH IS PART OF THIS CONTRACT.

3111 Center Court Lane, Antelope

40 50 40 30 20 10

CS

Legend

- Asphalt Repair Areas
- Work Area

Google Earth

100 ft

JB Bostick Company
Exhibit A – General Terms and Conditions

- 1. Extra Work.** Owner agrees to pay JB Bostick Company ("Contractor") for all necessary extra and changed work. Owner is also responsible for any delays out of the Contractor's control and will compensate Contractor for any costs arising out of such delays.
- 2. Owner's Ability to Pay.** Prior to commencement of the work and upon written request by the Contractor, the Owner shall furnish to the Contractor reasonable evidence that the Owner has made financial arrangements to fulfill the Owner's obligations under the contract. The Contractor shall have no obligation to commence the work until the Owner provides such evidence.
- 3. Termination.** If the Owner fails to make payment within twenty (20) days following receipt of a Statement therefore, the Contractor may stop work and keep the project idle until all payments are received. Further, in additions to and remedies allowed by law, upon seven (7) additional days written notice to the Owner, the Contractor may terminate the Contract and recover from the Owner payment for all work executed, payment for any proved loss sustained upon any materials, equipment, tools, and construction equipment and machinery, including demobilization and any other costs associated with termination.

If the Owner suspends Work on the Project, for any reason, and directs the Contractor to stop Work for a period which exceeds thirty (30) days, the Contractor may elect to terminate this contract upon providing seven (7) days written notice to Owner. If such an election and termination occurs, the Contractor is entitled to the same compensation as though Owner had terminated the contract, without cause, as discussed below.

Owner and the Contractor may, without cause, terminate this contract by providing fourteen (14) days written notice. Upon such termination, Owner shall immediately pay all amounts due on the project, including, but not limited to, all outstanding bills and/or invoices from Contractor and any Subcontractors or suppliers who have performed work or have materials for the work, and all of the Contractor's Statements for work performed as set forth herein, including any demobilization and any other costs arising out of the termination.

- 4. Concealed or Unknown Conditions.** If the Contractor encounters conditions at the site that are (1) subsurface or otherwise concealed physical conditions that differ materially from those indicated in the contract documents or (2) unknown physical conditions of an unusual nature that differ materially from those ordinarily found to exist and generally recognized as inherent in the construction activities of the character provided for in the contract documents, the Contractor shall promptly provide notice to the Owner before conditions are disturbed and in no event later than 21 days after the first observance of the conditions. The Owner will promptly investigate such conditions and if they differ materially and cause an increase or decrease in the Contractor's cost of, or time required for performance of any part of the Work, Owner will make an equitable adjustment in the Contract Sum or Contract Time, or both.

- 5. Indemnification.** To the fullest extent of the law, the Owner shall indemnify and hold harmless the Contractor, and its agents and employees from and against claims, damages losses, and expenses, including but not limited to attorneys' fees, arising out of or resulting from the work, provided that such claim, damage, loss, or expense is attributable to bodily injury, sickness disease or death, or to injury to or destruction of tangible property (other than the work itself) except to the extent of the Contractor's active negligence or willful misconduct. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations to indemnity which would otherwise exist as to a party or person described herein.

- 6. Access.** The Contractor shall have reasonable access to the work at all times necessary for the performance of the work.

- 7. Design.** The Contractor is not responsible for the design of the project, including any plans, elevations, sections, details, schedules, specifications and diagrams. Owner is also responsible for all necessary permits for the work.

- 8. Mediation.** In any dispute arising under this contract, the parties agree to first mediate such dispute before filing any type of litigation or arbitration demand.

- 9. Attorney's Fees.** In any litigation, arbitration or other action arising from this Contract or the performance Of it, the Court, arbitrator or adjusted body shall award all costs and expenses of litigation, including expert witness fees, attorneys' fees and all other legal expenses to the prevailing party.

16307302.1

READ FOLLOWING PAGES FOR IMPORTANT INFORMATION WHICH IS PART OF THIS CONTRACT.

CONDITIONS AND GENERAL INFORMATION

JB Bostick Company will make every effort to preserve the surroundings of the job, however, we will not be held responsible for cracks or damage to sidewalks, driveways, curbs, patios, siding, decorative accents, stairs/handrails, walls, bridges, roof overhangs, black tire marks, water damage, lawns, overhead wires, underground pipes, conduits, fiberoptic lines or wires of any kind. No testing permit or fees included. Winterization not included. Prime coat or weed kill not included. De-watering not included. Lime stabilization not included. No staking layout or associated fees included. Not responsible for unsuitable soils. No bonds of any kind included unless specifically outlined in the proposal. Removal of hazardous or contaminated material not included. Storm water pollution plan not included. JB Bostick Company is not responsible for any liability resulting from traffic-control speed berms. Construction water is based on using water located on-site. Bid does not include cost of obtaining hydrant permit or meter.

The BUYER is solely responsible for protecting and securing the work site. JB Bostick Company is not responsible for any third parties, including visitors, residents or any other persons taking down, driving on, walking through or otherwise traversing through any barricaded areas once established. The tracking of material onto any personal or private property, or any claim of injury or damage that may result from this action is the SOLE responsibility of the BUYER. JB Bostick Company is not a policing agency and will not be responsible for keeping the work area secured. Any protection of the work area once barricaded is the SOLE responsibility of the BUYER and will not at any time be patrolled, maintained or guarded in any way by JB Bostick Company. BUYER is responsible for proper notification to tenants/residents.

JB Bostick Company has no obligation, unless otherwise stated on the front side of this contract, to obtain any permits to complete the job. It is solely the BUYER'S responsibility to obtain any and all permits to complete the job, including but not limited to, grading, encroachment, sewer, water truck, and building permits. BUYER is solely responsible for all specifications regarding ADA code compliance. JB Bostick Company has no obligations to perform ADA code compliance or upgrades unless otherwise stated on the front side of this contract. Also excludes bonds, engineering, staking, testing, and inspections. If the BUYER does not obtain the proper permits, the BUYER accepts any and all consequences imposed upon him/her by the County, legal courts or any other agency having jurisdiction over the job. Owner to carry fire, tornado and other necessary insurance. If there is soil to be filled and or compacted, JB Bostick Company recommends (at the BUYER'S expense) the BUYER obtain an engineering firm which specializes in soil and soil compaction to oversee the job and to issue a letter of responsibility to the BUYER. If BUYER chooses not to obtain a soils engineer, JB Bostick Company will not be held responsible for any earth movement, settlement, compaction requirements or settling of structural supports.

Asphalt Repairs - Any area we excavate, base and repave to our specifications will be guaranteed for one year except where abnormal abuse is the cause of failure. Our guarantee is limited to the patch itself and excludes the area around the patch. We do not guarantee asphalt repairs in which JB Bostick Company did not prepare the sub-grade. JB Bostick Company will not be held responsible for valves and meters we are unable to raise during the course of construction, due to either drainage issues or valve configuration. Not responsible for crack fill material settling unevenly into cracks. Hairline cracks will not be treated with crack seal, material. JB Bostick Company will not be responsible for damage to wheel stops during their removal. Additional charges will apply for new, replacement wheel stops. Not responsible for further deterioration during the course of construction.

Asphalt Overlay - Though often substantial, overlay may not be guaranteed when the underlying condition of the original installation is completely known. When the area to be paved has a slope of less than 1.75% JB Bostick Company will not be responsible for any birdbaths (places holding water, lakes, puddles, etc.) that may occur in the new asphalt surface.

Asphalt Seal Coat- JB Bostick Company is not responsible for cleaning cost of any soiled surfaces due to people or their vehicles entering into freshly sealed areas and tracking the seal material into unwanted areas, including but not limited to: carpets, concrete walkways or driveways, vehicle interiors and similar unwanted areas.

Asphalt Striping - BUYER is solely responsible for proper specifications regarding ADA code compliance. Job is to be striped or re-striped as existing prior to arrival of JB Bostick Company unless otherwise noted on contract.

JB Bostick Company warrants all work for a period of one year with the following exceptions: where otherwise stated on this contract, acts of God (including heavy rains and floods) and war. All agreements contingent upon strikes, accidents, or delays beyond our control.

BUYER agrees to notify Underground Service Alert, as required by law, and inform them of the work to be done. Dial 811 to connect to USA Call Before You Dig. If this contract was bid off a set of unapproved plans, the price is subject to change upon our office receiving an approved plan set.

UNKNOWN UNDERGROUND CONDITIONS

JB Bostick Company has not made, nor has it any obligation to make, any independent investigation, and therefore has no knowledge of the ground, underground or soil conditions on BUYER'S property. In the event that hard soil, rock or unsuitable material is encountered and cannot be excavated, graded or compacted with on-site equipment, charges for additional equipment (executed on a CHANGE ORDER signed by contractor and owner/representative) will be added to the total bid amount and will be due as outlined on the contract.

LATE PAYMENT CHARGES

The parties agree that JB Bostick Company is entitled to collect a late charge at the rate of eighteen percent (18%) per annum on all past due, unpaid amounts over thirty (30) days (unless noted otherwise on this contract). If for any reason the rate of eighteen percent (18%) per annum is found to be unenforceable, then the parties agree that JB Bostick Company is entitled to collect late charges at the maximum rate then permitted by California law.

CANCELLATION POLICY

BUYER may NOT terminate this agreement, with or without cause, at any time before scheduled start date without ten (10) days written notice to JB Bostick Company.

READ FOLLOWING PAGES FOR IMPORTANT INFORMATION WHICH IS PART OF THIS CONTRACT.

PROPOSAL SIGN-OFF

PROPOSAL # 23-1272

COMPANY: Center Joint Union School District
ADDRESS: 3111 Center Court Lane, Antelope, CA, USA
JOB LOCATION: Center High School Lot #2

TERMS OF PAYMENT: UPON COMPLETION

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications will become an extra charge over and above the agreement. No guarantee on cracks or vegetation reoccurrence. No guarantees sealcoating will adhere to oil spots. Not responsible for damage to underlying utilities or cables of any kind during removal. J.B. Bostick Company is not responsible for problems arising out of existing drainage conditions. A late charge of 18% per annum will be assessed to all past due, unpaid amounts including retention held. Parties agree that all payments, including retention, are due 10 days after actual completion of J.B. Bostick Company's work and that this is a reasonable time for payment and release of retention. No permits included.

Shou Garten

SIGNATURE

By signing above, I agree to be bound by the Terms and Conditions on this contract.

NAME

TITLE / COMPANY NAME

DATE OF ACCEPTANCE

AUTHORIZED SIGNATURE / ESTIMATOR

Note: This proposal may be withdrawn by us if not accepted within 10 days.

Shou Garten

NAME

2023-11-15

DATE

CANCELLATION POLICY

There will be a minimum charge of \$1,000 or 5% of the contract amount for any job canceled by customer less than 10 work days of scheduled work.

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. The parties also agree to pay J.B. Bostick Company all of its attorneys' fees and costs incurred to enforce the terms of this contract.

CA STATE LICENSE #669487
TAX ID #94-3305812
DIR #1000025838





BOSTICK COMPANY
Asphalt Paving Contractors

PROPOSAL / CONTRACT

DATE:	PROPOSAL #	ESTIMATOR
2023-11-16	23-1275	Shon Garten

BID TO:	JOB LOCATION:
Center Joint Union School District 3111 Center Court Lane, Antelope, CA, USA Richard Putnam (916) 338-7580 rputnam@centerusd.org	Center High School Lot #1 3111 Center Court Lane, Antelope, CA, USA

WE HEREBY SUBMIT SPECIFICATIONS AND ESTIMATES FOR: PRICE

ADD ADDITIONAL SCOPES OF WORK TO PROPOSAL BY SELECTING THE BOX(ES) BELOW:

ASPHALT REMOVE AND REPLACE - LOT #1 RED AREA	\$10,638.00
REMOVE BROKEN AND UNSTABLE ASPHALT IN 3 AREAS TOTALING APPROXIMATELY 1,160 SQUARE FEET TO A DEPTH OF 3 INCHES. HAUL OFF ALL SPOILS. TACK ALL VERTICAL EDGES WITH SS1H TACK OIL. INSTALL 3 INCHES OF HOT ASPHALT. ROLL TO COMPACT.	
<input checked="" type="checkbox"/> ASPHALT REMOVE AND REPLACE - OPTIONAL AREAS	\$44,769.00
REMOVE BROKEN AND UNSTABLE ASPHALT IN 2 AREAS TOTALING APPROXIMATELY 8,015 SQUARE FEET TO A DEPTH OF 3 INCHES. HAUL OFF ALL SPOILS. TACK ALL VERTICAL EDGES WITH SS1H TACK OIL. INSTALL 3 INCHES OF HOT ASPHALT. ROLL TO COMPACT.	
CRACK SEAL	\$1,295.00
CLEAN AND PREPARE CRACKS TO BE SEALED. INSTALL HOT CRACK SEAL MATERIAL TO APPROXIMATELY 800 LINEAR FEET OF CRACKS 1/4 " OR LARGER. JB BOSTICK WILL NOT BE RESPONSIBLE FOR CRACK SEAL SETTLING OR CRACKS REAPPEARING.	
SEAL COAT OPTION (ONE COAT)	\$11,051.00
CLEAN ENTIRE AREA TO BE SEALED TOTALING APPROXIMATELY 62,421 SQUARE FEET. SQUEEGEE APPLY 1 HEAVY COAT OF WESTERN COLLOID #327 SLATE TOP SEALER WITH LATEX ADDITIVES.	
<input checked="" type="checkbox"/> OPTION FOR 2ND COAT OF SEAL MATERIAL	\$3,584.00
SQUEEGEE APPLY ADDITIONAL SECOND HEAVY COAT OF WESTERN COLLOID #327 SLATE TOP SEALER WITH LATEX ADDITIVES TO ENTIRE AREA TO BE SEALED TOTALING APPROXIMATELY 62,421 SQUARE FEET.	
STRIPE - RED AREA	\$5,160.00
(136) SINGLE STALL LINE, (5) HANDICAP LOGO, (3) 5' ACCESS AISLE, (2) 8' ACCESS AISLE, (13) 12" 'NO PARKING', (4) NO PARKING AREA 9' X 20', (75) LINEAR FEET OF 4" YELLOW LINE, (22) PARKING LOT STRAIGHT ARROW, (6) PARKING LOT TURN ARROW, (1) PARKING LOT COMBO ARROW, (660) LINEAR FEET OF RED CURB	

Total \$76,497.00

CA STATE LICENSE #669487 TAX ID #94-3305812 DIR #1000025838

PHONE: 916-773-6067 FAX: 916-773-6070 EMAIL: JBBOSTICK@JBBOSTICK.NET

READ FOLLOWING PAGES FOR IMPORTANT INFORMATION WHICH IS PART OF THIS CONTRACT.



BOSTICK COMPANY
Asphalt Paving Contractors

PROPOSAL / CONTRACT

DATE:	PROPOSAL #	ESTIMATOR
2023-11-16	23-1275	Shon Garten

BID TO:	JOB LOCATION:
Center Joint Union School District 3111 Center Court Lane, Antelope, CA, USA Richard Putnam (916) 338-7580 rputnam@centerusd.org	Center High School Lot #1 3111 Center Court Lane, Antelope, CA, USA

CLAUSES AND/OR NOTES:
ALL ATTEMPTS CLAUSE ALL ATTEMPTS WILL BE MADE FOR PROPER DRAINAGE WITH NO GUARANTEES.
ASPHALT PRICE PROTECTION CLAUSE DUE TO ESCALATING PRICES OF ASPHALT AND OR SEAL MATERIAL, THE TOTAL PRICE MAY INCREASE PRIOR TO INSTALLATION DATE.
CRACK SEAL CLAUSE NO GUARANTEES ON CRACKS REAPPEARING OR ADHESION OF ASPHALT TO CONCRETE AT TRANSITIONS.
COURSE OF CONSTRUCTION CLAUSE JB BOSTICK COMPANY WILL NOT BE RESPONSIBLE FOR FURTHER DETERIORATION DURING THE COURSE OF CONSTRUCTION.

PHONE: 916-773-6067

FAX: 916-773-6070

EMAIL: JBBOSTICK@JBBOSTICK.NET

READ FOLLOWING PAGES FOR IMPORTANT INFORMATION WHICH IS PART OF THIS CONTRACT.

Student Parking Lot

Write a description for your map.

Legend

- Feature 1
- New gym/teamrooms/weight room/pe classrooms
- Parking

Google Earth

Image © 2024 Airbus

70 ft

N



JB Bostick Company
Exhibit A – General Terms and Conditions

- 1. Extra Work.** Owner agrees to pay JB Bostick Company ("Contractor") for all necessary extra and changed work. Owner is also responsible for any delays out of the Contractor's control and will compensate Contractor for any costs arising out of such delays.
- 2. Owner's Ability to Pay.** Prior to commencement of the work and upon written request by the Contractor, the Owner shall furnish to the Contractor reasonable evidence that the Owner has made financial arrangements to fulfill the Owner's obligations under the contract. The Contractor shall have no obligation to commence the work until the Owner provides such evidence.
- 3. Termination.** If the Owner fails to make payment within twenty (20) days following receipt of a Statement therefore, the Contractor may stop work and keep the project idle until all payments are received. Further, in additions to and remedies allowed by law, upon seven (7) additional days written notice to the Owner, the Contractor may terminate the Contract and recover from the Owner payment for all work executed, payment for any proved loss sustained upon any materials, equipment, tools, and construction equipment and machinery, including demobilization and any other costs associated with termination.

If the Owner suspends Work on the Project, for any reason, and directs the Contractor to stop Work for a period which exceeds thirty (30) days, the Contractor may elect to terminate this contract upon providing seven (7) days written notice to Owner. If such an election and termination occurs, the Contractor is entitled to the same compensation as though Owner had terminated the contract, without cause, as discussed below.

Owner and the Contractor may, without cause, terminate this contract by providing fourteen (14) days written notice. Upon such termination, Owner shall immediately pay all amounts due on the project, including, but not limited to, all outstanding bills and/or invoices from Contractor and any Subcontractors or suppliers who have performed work or have materials for the work, and all of the Contractor's Statements for work performed as set forth herein, including any demobilization and any other costs arising out of the termination.

- 4. Concealed or Unknown Conditions.** If the Contractor encounters conditions at the site that are (1) subsurface or otherwise concealed physical conditions that differ materially from those indicated in the contract documents or (2) unknown physical conditions of an unusual nature that differ materially from those ordinarily found to exist and generally recognized as inherent in the construction activities of the character provided for in the contract documents, the Contractor shall promptly provide notice to the Owner before conditions are disturbed and in no event later than 21 days after the first observance of the conditions. The Owner will promptly investigate such conditions and if they differ materially and cause an increase or decrease in the Contractor's cost of, or time required for performance of any part of the Work, Owner will make an equitable adjustment in the Contract Sum or Contract Time, or both.

- 5. Indemnification.** To the fullest extent of the law, the Owner shall indemnify and hold harmless the Contractor, and its agents and employees from and against claims, damages losses, and expenses, including but not limited to attorneys' fees, arising out of or resulting from the work, provided that such claim, damage, loss, or expense is attributable to bodily injury, sickness disease or death, or to injury to or destruction of tangible property (other than the work itself) except to the extent of the Contractor's active negligence or willful misconduct. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations to indemnity which would otherwise exist as to a party or person described herein.

- 6. Access.** The Contractor shall have reasonable access to the work at all times necessary for the performance of the work.

- 7. Design.** The Contractor is not responsible for the design of the project, including any plans, elevations, sections, details, schedules, specifications and diagrams. Owner is also responsible for all necessary permits for the work.

- 8. Mediation.** In any dispute arising under this contract, the parties agree to first mediate such dispute before filing any type of litigation or arbitration demand.

- 9. Attorney's Fees.** In any litigation, arbitration or other action arising from this Contract or the performance Of it, the Court, arbitrator or adjusted body shall award all costs and expenses of litigation, including expert witness fees, attorneys' fees and all other legal expenses to the prevailing party.

16307302.1

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CONDITIONS AND GENERAL INFORMATION

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Asphalt Overlay - Though often substantial, overlay may not be guaranteed when the underlying condition of the original installation is completely known. When the area to be paved has a slope of less than 1.75% JB Bostick Company will not be responsible for any birdbaths (places holding water, lakes, puddles, etc.) that may occur in the new asphalt surface.

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LATE PAYMENT CHARGES

The parties agree that JB Bostick Company is entitled to collect a late charge at the rate of eighteen percent (18%) per annum on all past due, unpaid amounts over thirty (30) days (unless noted otherwise on this contract). If for any reason the rate of eighteen percent (18%) per annum is found to be unenforceable, then the parties agree that JB Bostick Company is entitled to collect late charges at the maximum rate then permitted by California law.

CANCELLATION POLICY

BUYER may NOT terminate this agreement, with or without cause, at any time before scheduled start date without ten (10) days written notice to JB Bostick Company.

READ FOLLOWING PAGES FOR IMPORTANT INFORMATION WHICH IS PART OF THIS CONTRACT.

PROPOSAL SIGN-OFF

PROPOSAL # 23-1275

COMPANY: Center Joint Union School District
ADDRESS: 3111 Center Court Lane, Antelope, CA, USA
JOB LOCATION: Center High School Lot #1

TERMS OF PAYMENT: UPON COMPLETION

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications will become an extra charge over and above the agreement. No guarantee on cracks or vegetation reoccurrence. No guarantees sealcoating will adhere to oil spots. Not responsible for damage to underlying utilities or cables of any kind during removal. J.B. Bostick Company is not responsible for problems arising out of existing drainage conditions. A late charge of 18% per annum will be assessed to all past due, unpaid amounts including retention held. Parties agree that all payments, including retention, are due 10 days after actual completion of J.B. Bostick Company's work and that this is a reasonable time for payment and release of retention. No permits included.

Shon Garten

SIGNATURE

By signing above, I agree to be bound by the Terms and Conditions on this contract.

NAME

TITLE / COMPANY NAME

DATE OF ACCEPTANCE

AUTHORIZED SIGNATURE / ESTIMATOR

Note: This proposal may be withdrawn by us if not accepted within 10 days.

Shon Garten

NAME

2023-11-16

DATE

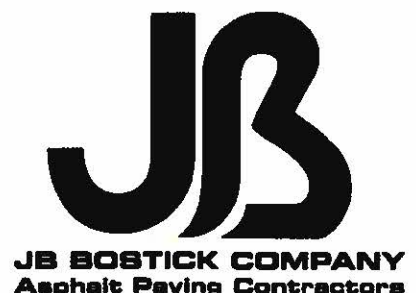
CANCELLATION POLICY

There will be a minimum charge of \$1,000 or 5% of the contract amount for any job canceled by customer less than 10 work days of scheduled work.

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. The parties also agree to pay J.B. Bostick Company all of its attorneys' fees and costs incurred to enforce the terms of this contract.

CA STATE LICENSE #669487
TAX ID #94-3305812
DIR #1000025838





AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tracey Seivert, North Country Elementary Principal

Initials:

TS

SUBJECT: Disposal of Surplus Equipment

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

North Country Elementary would like to surplus the 25 foot, or bigger, windmill that is in our history center. It is a safety risk to students. The equipment will be offered for sale or disposal following Board approval.

RECOMMENDED BOARD ACTION:

It is recommended that the CJUSD Board of Trustees approve the disposal of the windmill.









AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities

INITIALS: RP

SUBJECT: Notice of Completion - B&M Builders, Inc. - HVAC Replacement Project at North Country and Center High 500 Building

☒ Action Item

☐ Information Item

Attached Pages 1

BACKGROUND:

The HVAC Replacement Project Agreement for North Country and Center High was awarded on October 19, 2022.

B&M Builders, Inc. has met the requirements set forth in the contract. Work has been completed to the satisfaction of the school District on January 17, 2024.

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.

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the Notice of Completion for B&M Builders, Inc. for the HVAC Replacement Project at North Country and Center High 500 Building

RECORDING REQUESTED BY

AND

WHEN RECORDED MAIL TO

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843



Sacramento County
Donna Allred, Clerk/Recorder

Doc # **202402070889**

2/7/2024 11:59:37 AM

JBH
Titles 1
Pages 1

Fees	\$0.00
Taxes	\$0.00
PCOR	\$0.00
Paid	\$0.00

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of the HVAC Replacement Project at North Country Elementary School and Center High School was completed on: January 17, 2024

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 B&M Builders, Inc., a licensed contractor of California. That the property herein above referred to are located at North Country Elementary School: 3901 Little Rock Dr, Antelope, CA 95843, and Center High School: 3111 Center Ct Ln, Antelope, CA 95843.

Center Joint unified School District
A Political Subdivision of the State of California

By: 

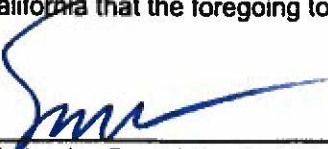
Scott A. Loehr, Superintendent
Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843

(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 02 day of February, 2024.


Scott A. Loehr, Superintendent



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024
TO: Center Joint Unified School District Board of Trustees
FROM: Richard Putnam
Director of Facilities
INITIALS: RP
SUBJECT: Notice of Completion - BRCO Constructors, Inc. - CTE Buildings Project at Center High School

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

The Computer Technology and Construction Trades Buildings Agreement was awarded on May 18, 2022.

BRCO Constructors, Inc. has met the requirements set forth in the contract. Work has been completed to the satisfaction of the school District on December 29, 2023.

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.

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the Notice of Completion for BRCO Constructors, Inc. for the CTE Buildings Project at Center High School.

No Fee Per Government Code 6103

RECORDING REQUESTED BY

AND

WHEN RECORDED MAIL TO

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843



Sacramento County
Donna Allred, Clerk/Recorder

Doc # 202402070888

2/7/2024 11:59:37 AM

JBH
Titles 1
Pages 1

Fees	\$0.00
Taxes	\$0.00
PCOR	\$0.00
Paid	\$0.00

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of the Computer Tech and Construction Trades Buildings at Center High School was completed on: December 29, 2023.

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 BRCO Constructors, Inc., a licensed contractor of California. That the property herein above referred to are located at 3111 Center Ct Ln, Antelope, CA 95843.

Center Joint unified School District
A Political Subdivision of the State of California

By: 

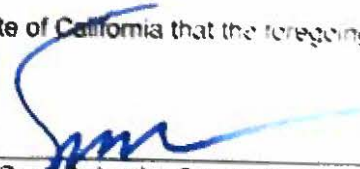
Scott A. Loehr, Superintendent
Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843

(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 foregoing 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 06 day of February, 2024.


Scott A. Loehr, Superintendent



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities

INITIALS: RP

SUBJECT: Notice of Completion - Clark & Sullivan Construction - Rex Fortune Elementary School Construction Project

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

The Rex Fortune Elementary School Construction Project was awarded on April 21, 2021.

Clark & Sullivan Construction has met the requirements set forth in the contract. Work has been completed to the satisfaction of the School District on December 19, 2023.

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.

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the Notice of Completion for Clark & Sullivan Construction for the Rex Fortune Elementary School Construction Project.

RECORDING REQUESTED BY

AND

WHEN RECORDED MAIL TO

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843



PLACER, County Recorder
RYAN RONCO

DOC- 2024-0002572-00

THURSDAY, JAN 18, 2024 02:00 PM

MIC \$0.00 | AUT \$0.00 | SBS \$0.00

ERD \$0.00 | SB2 \$0.00 | * \$0.00

ADD \$0.00

Ttl Pd \$0.00 Rpt # 03293876

CLK1J8K8V3/DD/1-1

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of the Rex Fortune Elementary School Construction Project was completed on:

December 19, 2023.

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 Clark/Sullivan Construction, a licensed contractor of California. That the property herein above referred to are located at 4601 Upland Drive, Roseville, CA 95747.

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 Placer)

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 17 day of January, 2024.


Scott A. Loehr, Superintendent

Agenda Item: XIII-39



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024
TO: Center Joint Unified School District Board of Trustees
FROM: Richard Putnam
Director of Facilities
SUBJECT: Notice of Completion - H. B. Restoration, Inc. - Exterior Painting Center High Modernization Project

Initials:

RP

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

BACKGROUND:

The Center High Modernization -Phase 1 Exterior Painting Project #23-02 Service Agreement was awarded on September 20, 2023.

H.B. Restoration, Inc. has met the requirements set forth in the contract. Work has been completed to the satisfaction of the School District on January 9, 2024

The District may release final payment for Project #23-02-Exterior Painting at Center High

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the Notice of Completion for H.B. Restoration, Inc. for the Painting Services work completed for the Center High Modernization Project.

Agenda Item: XIII-39

No Fee Per Government Code 6103

RECORDING REQUESTED BY

AND

WHEN RECORDED MAIL TO

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843



Sacramento County
Donna Allred, Clerk/Recorder

Doc # **202402670890**

2/2/2024 11:59:38 AM

Fees	\$0.00
Taxes	\$0.00
PCOR	\$0.00
Paid	\$0.00

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of the Center High School Modernization – Phase 1 Exterior Painting Project was completed on:

January 9, 2024

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 H.B. Restoration, Inc., a licensed contractor of California. That the property herein above referred to are located at Center High School: 3111 Center Ct Ln, 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 02 day of February, 2024.

Scott A. Loehr, Superintendent



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities

Initials:
RP

SUBJECT: Final Change Order for New Computer Technology and Construction Trades Buildings at Center High School (CTE) - DSA #02-119224 between BRCO Constructors, Inc. and Center Joint Unified School District.

☒ **Action Item**

☐ **Information Item**

Attached Pages 2

BACKGROUND:

There were 6 Potential Change Orders (PCO's) that were not included in the District's allowances and created a change in the contract price to the project and contract time was also increased.

This change order will increase the contract value from FOUR MILLION,NINE HUNDRED THIRTY-EIGHT THOUSAND DOLLARS AND NO CENTS (\$4,938,000.00) to FIVE MILLION,ONE HUNDRED SEVENTY-NINE THOUSAND,THREE HUNDRED NINETY-THREE DOLLARS AND THIRTY-FOUR CENTS (\$5,179,393.34)

The additional cost will be covered by Bond Funds.

This change order will also increase the contract time by TWO HUNDRED THIRTY-ONE DAYS(231).

RECOMMENDED BOARD ACTION:

The Board of Trustees approve the Final Change Order 01 for the CTE Project at Center High School.

Center Joint Unified School District
New Computer Tech & Construction Trades Buildings at Center High School

FINAL CHANGE ORDER

Project: **New Computer Tech & Construction Trades Buildings at Center High School** Date: **2/21/2024**
 Architect: **ARCHITECT AND CONSULTANTS:**
 Contractor: **BRCO Constructors, Inc.** DSA App: **02-119224** Change Order #: **1 Final**

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	25	Wall Packs at Buildings Q&P	0	\$ 6,489.00
2	29	AV switcher equipment relocation	0	\$ 1,813.00
3	30	Added courtyard sidewalk	0	\$ 35,955.00
4	31	Demo of 14 existing portables, includes temporary fencing, electrical labor and removal of asbestos	0	\$ 194,815.00
5	32.1	Shrouds for Bldg. S mechanical units - 16 gauge metal	0	\$ 2,353.00
6	33	Add half lite to existing foley room door	0	\$ 1,586.00
The Contract will be modified by Non-Allowance PCOs in the amount of:			0	\$ 243,011.00

Allowance No: 1 Allowance Amount: \$ 35,000.00 Description: Unforeseen Conditions - Tech (CTE 2)

	PCO#	PCO Description	Days	Amount
1	8	Perform electrical and low voltage changes related to floor box rebar	0	\$ 853.00
2	14	Epoxy flooring in lieu of tile and mortar in restrooms	0	\$ 2,533.40
3	15	Re-framing in shear walls	0	\$ 1,449.00
4	17	RFI 52 Blocking for paper towel dispenser	0	\$ 492.00
5	22	Non-compensable schedule extension	42	\$ -
Allowance No. 1 will be modified by this Change Order in the amount of:			42	\$ 5,327.40

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount: \$ 35,000.00
 Allowance Modifications: \$ (29,672.60)
 Net change by previously authorized Change Orders: \$ -
 Cash Allowance Sum will be modified by this Change Order in the amount of: \$ (5,327.40)
 Cash Allowance Balance including this Change Order: \$ -

Allowance No: 2 Allowance Amount: \$ 50,000.00 Description: Unforeseen Conditions - Construction Trades (CTE 1)

	PCO#	PCO Description	Days	Amount
1	9	Provide power to roll up door in Bldg. R	0	\$ 1,855.00
2	18	Pendant light blocking	0	\$ 5,682.00
3	20	Consolidate condensate lines	0	\$ 3,087.00
Allowance No. 2 will be modified by this Change Order in the amount of:			0	\$ 10,624.00

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount: \$ 50,000.00
 Allowance Modifications: \$ (39,376.00)
 Net change by previously authorized Change Orders: \$ -
 Cash Allowance Sum will be modified by this Change Order in the amount of: \$ (10,624.00)
 Cash Allowance Balance including this Change Order: \$ -

Allowance No: 3 Allowance Amount: \$ 50,000.00 Description: Soil Treatment

Allowance No. 3 will be modified by this Change Order in the amount of: 0 \$ -

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount: \$ 50,000.00
 Allowance Modifications: \$ (50,000.00)
 Net change by previously authorized Change Orders: \$ -
 Cash Allowance Sum will be modified by this Change Order in the amount of: \$ -
 Cash Allowance Balance including this Change Order: \$ -

Allowance No: 4 Allowance Amount: \$ 25,000.00 Description: Temporary Power

	PCO#	PCO Description	Days	Amount
1	3.1	Temp Power - Install, Trades Bldg. R	0	\$ 7,844.00
2	3.2	Temp Power - Removal, Trades Bldg. R	0	\$ 2,416.80
Allowance No. 4 will be modified by this Change Order in the amount of:			0	\$ 10,260.80

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount: \$ 25,000.00
 Allowance Modifications: \$ (14,739.20)
 Net change by previously authorized Change Orders: \$ -
 Cash Allowance Sum will be modified by this Change Order in the amount of: \$ (10,260.80)
 Cash Allowance Balance including this Change Order: \$ -

Center Joint Unified School District
New Computer Tech & Construction Trades Buildings at Center High School

FINAL CHANGE ORDER

Allowance No:	5	Allowance Amount: \$	-	Description:	Both Sites (Const - 56.8%, Tech - 43.2%)
---------------	---	----------------------	---	--------------	--

PCO#	PCO Description	Days	Amount
1	Flatwork and Tree Demo	0	\$ 5,230.00
2	1.1 Grub, Grade, and Install Mulch with Fabric in Front of Building Q.	0	\$ 9,833.00
3	4 Landscaping Discovery & Repairs	0	\$ 5,943.00
4	5 Hot tap final connection for fire water	0	\$ 3,697.00
5	6 Flush existing storm drain	0	\$ 2,497.00
6	7 Revisions to fiber, clock & intercom systems	0	\$ 3,827.00
7	10 Bldg. Q RWL Drains to DI	0	\$ 12,479.00
8	11 Bldg. P & Q Watertable Trim	0	\$ 6,308.00
9	12 Flatwork R&R - Bldg. P, Sidewalk & Dumpster Pad	0	\$ 25,333.00
10	13 Birdsbeak for Metal Fascia	0	\$ 3,412.14
11	16 TV back boxes	0	\$ 2,699.00
12	19 Signage Blocking at buildings R & S	0	\$ 985.00
13	21 Paint Bldgs. P & Q	0	\$ 30,636.00
14	21.1 Dry rot repair at Buildings P & Q	0	\$ 25,235.00
15	23 Credit for Hand Dryers	0	\$ (665.00)
16	24 Credit for OFCI AV equipment	0	\$ (5,279.00)

Allowance No. 5 will be modified by this Change Order in the amount of: 0 \$ 132,170.14

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	Const (CTE 1)	Tech (CTE 2)	\$ -
Allowance Modifications:	\$ 74,878.02	\$ 57,292.12	\$ 132,170.14
Net change by previously authorized Change Orders:			\$ -
Cash Allowance Sum will be modified by this Change Order in the amount of:			\$ (132,170.14)
Cash Allowance Balance including this Change Order:			\$ -

For final settlement between BRCO Constructors, Inc., and Center Joint Unified School District of all real claims including but not limited to the following:

Original Contract Sum:	Const (CTE 1)	Tech (CTE 2)	\$ 4,938,000.00
Final Allowance Modification:	\$ (347.81)	\$ (1,269.85)	\$ (1,617.66)
Net change by previously authorized Change Orders:			\$ -
Contract Sum will be modified by this Change Order in the amount of:			\$ 243,011.00
Contract Sum including this Change Order:			\$ 5,179,393.34

Contract Time increased by: 231 Days
 Date of completion as of the date of this Change Order: 12/29/2023

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.

Not valid until signed by the A/E, Contractor and Owner.

Issued by the
 Owners
 Representative


 Mark Rossen, President, Capital Program Management, Inc.

Date: 2/2/24

Reviewed by A/E


 Eric Sifuentes, Architect/Associate Principal, Nacht & Lewis

Date: 2/2/24

Agreement by
 Contractor


 Matt Roth, BRCO Constructors, Inc.

Date: 2/5/2024

Approved by
 Owner


 Richard Putnam, Director of Facilities, Center Joint Unified School District

Date: 2-8-2024



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Certification of Corrective Actions for the 2022-23 Audit Findings

☒ **Action Item**

☐ **Information Item**

Attached Pages 23

BACKGROUND:

At the December 20, 2023 meeting, the Board was presented the audit report for the fiscal year ending June 30, 2023. As a result of the 2022-23 audit, corrective action will need to be implemented and followed in the ensuing years for the following audit findings:

Finding 2023-001: State Award Findings and Questioned Costs - Teacher Certification and Misassignments

Finding 2023-002: State Award Findings and Questioned Costs - Classroom Teacher Salaries

RECOMMENDED BOARD ACTION:

Certify the corrective action as described.

**SACRAMENTO COUNTY OFFICE OF EDUCATION
AUDIT FINDING CORRECTIVE ACTION
2022-2023**

**Center Joint Unified School District
SACRAMENTO COUNTY, CALIFORNIA**

FINDING NUMBER: 2023-002

PAGE (from audit report): 74

FINDING CATEGORY: Section IV – State Award Findings and Questioned Costs

FINDING DESCRIPTION: Classroom Teacher Salaries (61000)

Describe below specific corrective action used in resolving this audit finding:

- Specifically address each individual item within the finding
- Responses must be clear and concise
- Provide all documentation that supports the specific action taken toward resolving the finding (i.e., copies of amended reports, corrective action plans, flowcharts of corrected procedures, Board Approved revised Board Policies, etc.)

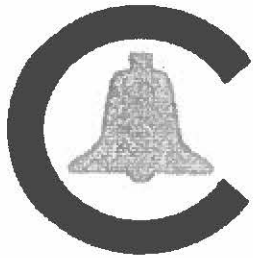
CORRECTIVE ACTION:

- The District and employee groups agreed to a salary increase for 2023-24 that brought parity to our positions when compared to neighboring districts.
- The District's teaching staff and instructional aides' 2023-24 salaries are now higher than comparable districts.
- Due to the salary increases, the District is eligible and has applied for an exemption to the 55% minimum classroom compensation requirement.

Submit this form and all supporting documentation by **March 15, 2024** to:

**Sacramento County Office of Education
Sharmila LaPorte, Director, District Fiscal Services
P.O. Box 269003
Sacramento, CA 95826-9003**

Attach all pertinent documentation. Number of attachments for this finding: 19



**CENTER JOINT UNIFIED
SCHOOL DISTRICT**

ESTABLISHED 1858

Respecting Our Traditions, While Embracing New Ideas

Board of Trustees
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae Pope
Adrianna Sammons

Superintendent
Scott A. Loehr

January 29, 2024

Dear Sacramento County Office of Education Superintendent or Designee,

This Application for Exemption from the Required Expenditures for Classroom Teachers' Salaries and supporting documentation is a request for the 2022-23 fiscal year for Center Joint Unified School District (CJUSD). During the 2022-23 fiscal year, CJUSD did not spend the minimum percentage of 55% on classroom teacher salaries and had a deficiency amount of \$525,349. The application cites as a reason for request of exemption is that payment of CJUSD classroom teacher salaries are in excess of those paid by comparable districts.

CJUSD increased teacher salaries in 2023-24 by an average of 10%. In 2024-25, salaries will increase by another 3%. These salary increases bring CJUSD's teacher salaries in line with or above comparable districts. In the supporting documentation is a spreadsheet that lists CJUSD's compensation package as well as the compensation package information for four comparable districts. The four districts were chosen because they are closest in enrollment and are in the same or neighboring districts to CJUSD.

While CJUSD's salaries are not comparable in 2022-23 when the deficiency occurred, the District did work to rectify the situation immediately and settled with the teacher's bargaining unit for a substantial salary increase in August 2023.

If you need additional information, I can be contacted at coronado@centerusd.org or (916) 338-6302.

Thank you,

Lisa Coronado

**Application for Exemption from the Required Expenditures for Classroom
Teachers' Salaries**

Pursuant to Education Code Section 41372

To: County Superintendent of Schools

For 2022-2023 fiscal year, the Center Joint Unified School District did not spend the minimum percentage of its budget on classroom teacher salaries as required by EC Section 41372. We are requesting an exemption from this requirement as provided by law.

Reason for request (Check one):

☐ Serious hardship to the school district
(Please attach a written explanation, the district's latest interim report, and a multiyear projection for the current and two subsequent fiscal years that reflects the financial impact of meeting the requirement of EC 41372.)

☒ Payment of classroom teacher salaries that are in excess of those paid by other comparable school districts
(Please attach a classroom teacher salary & benefits comparison for at least three other comparable school districts. The comparison should include annual classroom teacher salaries paid at the beginning, average, and maximum salary levels plus the average annual employer contributions for health & welfare benefits.)

☐ Deficiency is less than \$1,000.00 (exemption is automatically approved)

A. Deficiency Amount

(Source: Form CEA)

- | | |
|---|----------------------------------|
| 1. Enter the minimum percentage for your district type.
(60% Elementary/ 50% High School/ 55% Unified) | <u>55</u> % |
| 2. Enter the percentage spent by your district. | <u>54</u> % |
| 3. Percentage below the minimum.
(Line 1 minus line 2) | <u>1</u> % |
| 4. Enter the district's current expense of education (Form CEA) | \$ <u>61,492,612</u> |
| 5. Deficiency Amount.
<u>report)</u>
(Line 3 times line 4) | \$ <u>525,349 (per our audit</u> |

B. Certification of the School District Governing Board

It is hereby certified that the information contained in this application is true and correct.

[Signature] Director of Fiscal Services
Signature of Authorized Official Title

<u>Lisa Coronado</u>	<u>1/29/2024</u>
Print Name of Authorized Official	Date

C. Decision of the County Superintendent of Schools

(Completed by the County Superintendent of Schools or Designee)

Based on my review of the information contained with this application, I have taken the following action with respect to the school district named on this application (Check one):

_____ I am granting the request for exemption from the requirements of *Education Code* Section 41372.

_____ I am granting a partial exemption from the requirements of *Education Code* Section 41372. The amount not exempted is \$_____ (A written explanation of the reason(s) for approving a partial exemption is attached.)

_____ I am denying the request for exemption from the requirements of *Education Code* Section 41372. (A written explanation of the reason(s) for denying the exemption is attached.)

It is hereby certified that the information contained in this application has been reviewed and is true and correct.

Signature of County Superintendent

County Office/Date _____ / _____

Signature of Authorized Designee

Title of Authorized Designee/Date

2023-24	Center Joint USD	Galt Joint Union	Black Oak Mine USD	Woodland Joint USD	Washington USD
Enrollment (22-23)	4199	2066	1253	9531	8102
Teachers' Salary					
Beginning	59,170	50,294	52,561	53,155	56,106
Middle Range (BA+45, 12 years)	80,353	77,426	67,323	76,283	81,177
Maximum	110,185	106,631	96,285	108,398	109,342
Medical					
Employee Only, Annually	8,100	10,800	10,207	9,360	7,844
<i>Difference from Center</i>		<i>2,700</i>	<i>2,107</i>	<i>1,260</i>	<i>(256)</i>



Center Joint Unified School District
Certificated Salary Schedule
2023-2024 (184 Days, 7.5 Hours)

Steps	CLASS I BA/Credential	CLASS II BA + 45 OR Masters	CLASS III BA + 60 or Masters +10	CLASS IV BA + 75 OR Masters + 25 OR Doctorate
1	59,170	61,241	63,384	65,603
2	60,649	62,772	64,969	67,243
3	62,165	64,341	66,593	68,924
4	63,720	65,950	68,258	70,647
5	65,313	67,599	69,964	72,413
6	66,945	69,289	71,714	74,224
7	68,619	71,021	73,506	76,079
8	70,335	72,796	75,344	77,981
9	72,093	74,616	77,228	79,931
10	73,895	76,482	79,158	81,929
11	75,743	78,394	81,137	83,977
12	77,636	80,353	83,166	86,077
13	78,024	82,362	85,245	88,229
14	78,414	84,421	87,376	90,434
15	78,807	86,532	89,560	92,695
16	79,201	86,965	91,799	95,012
17	79,597	87,399	94,094	97,388
18	79,995	87,836	96,447	99,822
19	80,395	88,276	98,858	102,318
20	80,797	88,717	101,329	104,876
21	81,200	89,160	101,836	107,498
22	81,606	89,606	102,345	110,185

Approved 9/20/2023

CENTER JOINT UNIFIED SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE - *Proposed 5.2% Increase*
 2022-2023 (184 DAYS)

	CLASS I	CLASS II	CLASS III	CLASS IV
STEPS	BA	BA + 45	BA + 60	BA + 75
1	51216	53977	56693	59527
2	51473	54146	56863	59705
3	51731	54318	57032	59884
4	53800	56490	59315	62281
5	55952	58751	61687	64772
6	58190	61101	64154	67365
7	60518	63545	66720	70059
8	62938	66088	69389	72860
9	65455	68731	72164	75778
10		71480	75051	78806
11			78052	81961
12			81175	85239
14			83615	87795
16			86124	90427
18			88706	93142
20			91368	95936
25			95936	100734
30			100734	105770

Masters \$750
 PHD/ED \$1000

Center Joint Unified School District

Health Plan Premiums

Effective January 1, 2024

PLAN	12-Month Employees			11-Month Employees			10-Month Employees		
	District Cost	Employee Cost*	Total	District Cost	Employee Cost*	Total	District Cost	Employee Cost*	Total
Kaiser HMO High Option									
Employee only	675.00	331.79	1,006.79	736.36	361.95	1,098.32	810.00	398.15	1,208.15
Employee + 1	970.00	1,144.27	2,114.27	1,058.18	1,248.29	2,306.48	1,164.00	1,373.12	2,537.12
Employee + family	1,350.00	1,670.37	3,020.37	1,472.73	1,822.22	3,294.95	1,620.00	2,004.44	3,624.44
Kaiser HDHP (\$2,000/\$4,000 Deductible)									
Employee only	671.86	0.00	671.86	732.94	0.00	732.94	806.23	0.00	806.23
Employee + 1	970.00	440.90	1,410.90	1,058.18	480.98	1,539.16	1,164.00	529.08	1,693.08
Employee + family	1,350.00	665.57	2,015.57	1,472.73	726.08	2,198.80	1,620.00	798.68	2,418.68
SHP - HMO High Option									
Employee only	675.00	218.50	893.50	736.36	238.36	974.73	810.00	262.20	1,072.20
Employee + 1	970.00	906.00	1,876.00	1,058.18	988.36	2,046.55	1,164.00	1,087.20	2,251.20
Employee + family	1,350.00	1,330.10	2,680.10	1,472.73	1,451.02	2,923.75	1,620.00	1,596.12	3,216.12
SHP - HDHP (\$1,600/\$3,200 Deductible)									
Employee only	675.00	43.90	718.90	736.36	47.89	784.25	810.00	52.68	862.68
Employee + 1	970.00	539.80	1,509.80	1,058.18	588.87	1,647.05	1,164.00	647.76	1,811.76
Employee + family	1,350.00	806.70	2,156.70	1,472.73	880.04	2,352.76	1,620.00	968.04	2,588.04
WHA - HMO High Option									
Employee only	675.00	132.55	807.55	736.36	144.60	880.96	810.00	159.06	969.06
Employee + 1	970.00	721.87	1,691.87	1,058.18	787.49	1,845.68	1,164.00	866.24	2,030.24
Employee + family	1,350.00	1,065.37	2,415.37	1,472.73	1,162.22	2,634.95	1,620.00	1,278.44	2,898.44
WHA - HDHP (\$1,800/\$3,600 Deductible)									
Employee only	585.50	0.00	585.50	638.73	0.00	638.73	702.60	0.00	702.60
Employee + 1	970.00	256.68	1,226.68	1,058.18	280.01	1,338.20	1,164.00	308.02	1,472.02
Employee + family	1,350.00	401.24	1,751.24	1,472.73	437.72	1,910.44	1,620.00	481.49	2,101.49
Delta Dental - Composite (family) rate									
Incentive Plan	116.45	26.52	142.97	127.04	28.93	155.97	139.74	31.82	171.56
PPO - Classified	95.13	7.24	102.37	103.78	7.90	111.68	114.16	8.69	122.84
PPO - Certificated	104.05	15.50	119.55	113.51	16.91	130.42	124.86	18.60	143.46
Vision Service Plan - Composite (family) rate									
VSP Signature	19.99	10.43	30.42	21.81	11.38	33.19	23.99	12.52	36.51
Health Savings Account (HSA)					Cash-in-Lieu of Medical Coverage by Group				
*District contribution for employee-only HDHP coverage. The combined HDHP & HSA District contribution not to exceed \$675.00/mo. *					1. Certificated (CUTA) CIL eliminated 1/1/2006. 2. Certificated/Cert Exec Mgmt CIL \$150.00 frozen 1/1/2004. 3. Classified (CSEA) CIL \$258.51 frozen 1/1/2005. 4. Classified/Class Exec Mgmt/Confidential CIL \$258.51 frozen 1/1/2004.				
Plan	12 contributions	11 contributions	10 contributions						
KAISER - HDHP	3.14	3.43	3.77						
SHP - HDHP	-	-	-						
WHA - HDHP	89.50	97.64	107.40						
District Paid Life Insurance Coverage by Group					2024 Plan Year Changes				
1. Classified (CSEA) \$50,000.00 basic coverage. 2. Certificated (CUTA) \$50,000.00 basic coverage. 3. Classified Executive Mgmt \$150,000.00 basic coverage. 4. Classified Mgmt/Confidential \$50,000.00 basic coverage. 5. Certificated/Cert Exec Mgmt \$150,000.00 basic coverage.					1. Kaiser High Option premium increase 16.39%; HDHP increase 16.45%. 2. SHP High Option premium increase 15.83%; HDHP increase 16.06%. 3. WHA High Option premium increase 5.94%; HDHP increase 4.89%. 4. Delta Dental & VSP - rate pass, no increase. 5. Due to rate increases, District HSA contributions have been reduced or eliminated.				
					*Employee cost is based on full-time equivalency				

**GALT JOINT UNION SCHOOL DISTRICT
CERTIFICATED
2023-2024**

STEPS	CLASS I BA	CLASS II BA+30	CLASS III BA+45	CLASS IV BA+60	CLASS V* BA+75	C LASS VI BA+90
1	50,294	52,306	54,398	56,574	58,837	
2	52,306	54,398	56,574	58,837	61,191	
3	54,398	56,574	58,837	61,191	63,638	
4	56,574	58,837	61,191	63,638	66,184	
5	58,837	61,191	63,638	66,184	68,831	
6	61,191	63,638	66,184	68,831	71,585	
7		66,184	68,831	71,585	74,448	
8		68,831	71,585	74,448	77,426	
9			74,448	77,426	80,523	
10			77,426	80,523	83,744	
11				83,744	87,094	
12				87,094	90,577	
13						100,209
15						101,462
18						102,730
21						104,014
24						105,314
27						106,631

Masters \$2,000

LONGEVITY

10-15 Years of Service	\$750
16-19 Years of Service	\$975
20-24 Years of Service	\$1,200
25-29 Years of Service	\$1,400
30+ Years of Service	\$1,600

The unit member shall receive the longevity incentive included in salary.

\$2,000 Stipend to the following: Special Education Resource Specialist, Special Day Class Teacher, and TK-6th Grade Combination Teacher

\$3,500 Stipend to the following: BCLAD Teacher in Transitional Bilingual Program, and BCLAD Teacher in Dual Language Immersion Program

Board Approved 11/28/2022

Single

	<u>WHA - High</u>	<u>WHA - Low</u>	<u>Sutter - High</u>	<u>Sutter - Low</u>	<u>Kaiser - High</u>	<u>Kaiser - Mid</u>	<u>Kaiser - Low</u>
Medical	833.80	622.65	976.20	898.80	924.95	848.49	593.74
Dental	116.63	116.63	116.63	116.63	116.63	116.63	116.63
Vision	20.60	20.60	20.60	20.60	20.60	20.60	20.60
\$30,000 Life	3.75	3.75	3.75	3.75	3.75	3.75	3.75
TOTALS	974.78	763.63	1117.18	1039.78	1065.93	989.47	734.72
Benefit Allowance (CAP)	900.00	900.00	900.00	900.00	900.00	900.00	900.00
Employee share	74.78	0.00	217.18	139.78	165.93	89.47	0.00

2-Party

	<u>WHA - High</u>	<u>WHA - Low</u>	<u>Sutter - High</u>	<u>Sutter - Low</u>	<u>Kaiser - High</u>	<u>Kaiser - Mid</u>	<u>Kaiser - Low</u>
Medical	1667.61	1245.31	1952.40	1797.70	1849.91	1696.98	1187.49
Dental	116.63	116.63	116.63	116.63	116.63	116.63	116.63
Vision	20.60	20.60	20.60	20.60	20.60	20.60	20.60
\$30,000 Life	3.75	3.75	3.75	3.75	3.75	3.75	3.75
TOTALS	1808.59	1386.29	2093.38	1938.68	1990.89	1837.96	1328.47
Benefit Allowance (CAP)	900.00	900.00	900.00	900.00	900.00	900.00	900.00
Employee share	908.59	486.29	1193.38	1038.68	1090.89	937.96	428.47

Family

	<u>WHA - High</u>	<u>WHA - Low</u>	<u>Sutter - High</u>	<u>Sutter - Low</u>	<u>Kaiser - High</u>	<u>Kaiser - Mid</u>	<u>Kaiser - Low</u>
Medical	2359.66	1762.11	2762.80	2543.90	2617.63	2401.23	1680.29
Dental	116.63	116.63	116.63	116.63	116.63	116.63	116.63
Vision	20.60	20.60	20.60	20.60	20.60	20.60	20.60
\$30,000 Life	3.75	3.75	3.75	3.75	3.75	3.75	3.75
TOTALS	2500.64	1903.09	2903.78	2684.88	2758.61	2542.21	1821.27
Benefit Allowance (CAP)	900.00	900.00	900.00	900.00	900.00	900.00	900.00
Employee share	1600.64	1003.09	2003.78	1784.88	1858.61	1642.21	921.27

Employees are entitled to enrollment in Delta Dental and Superior Vision regardless of which medical option is selected. This includes waiving medical.

Employees are entitled to add dependents to Delta Dental and Superior Vision regardless of which medical plan is selected.

Vision care with Kaiser is eye exams only.

APPENDIX G
BLACK OAK MINE UNIFIED SCHOOL DISTRICT
2023-2024 Certificated Salary Schedule
3% Increase as of 7/1/2023

STEP	BA + 15 SALARY	BA + 30 SALARY	BA + 45 SALARY	BA + 60 SALARY	BA + 75 SALARY	STEP
1	52,561	53,951	55,343	56,733	58,124	1
2	55,187	56,578	57,970	59,362	60,752	2
3	57,435	57,895	59,286	60,675	62,067	3
4	60,445	61,837	63,228	64,618	66,008	4
5	60,445	64,542	67,323	68,561	69,951	5
6	60,445	64,542	67,323	69,874	72,579	6
7	60,445	64,542	67,323	69,874	73,893	7
8	60,445	64,542	67,323	69,874	76,521	8
9	60,445	64,542	67,323	69,874	79,148	9
10	60,445	64,542	67,323	69,874	80,464	10
11	60,445	64,542	67,323	69,874	83,091	11
12	60,445	64,542	67,323	69,874	86,576	12
13	60,445	64,542	67,323	69,874	87,904	13
14	60,445	64,542	67,323	69,874	91,883	14
15	60,445	64,542	67,323	69,874	96,285	15

YEARLY STIPENDS FOR DEGREES

Masters Degree:	\$	1,000.00	Yearly Stipend
Doctors Degree:	\$	1,500.00	Yearly Stipend
Resource Specialist Teacher:	\$	500.00	Yearly Stipend
Resource Specialist Teacher w/Resource Credential:	\$	500.00	Yearly Stipend

180 teaching days plus 5 work days

On or after July 1, 2000, units for column movement must be for activities approved as part of the member's professional development plan. Any approved units turned in by the last working day of September will be used for salary schedule placement in that same year.

BLACK OAK MINE UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER. NO PERSON SHALL BE DISCRIMINATED AGAINST
BECAUSE OF RACE, COLOR, SEX, NATIONAL ORIGIN, AGE, OR HANDICAP.

Board Approved: 3/9/2023

AGREEMENT

between the

**BLACK OAK MINE UNIFIED SCHOOL
DISTRICT**

and the

**BLACK OAK MINE TEACHERS'
ASSOCIATION**

July 1, 2021 through June 30, 2024

Credential and who teaches in an Education Specialist Program shall receive a stipend of \$1,000 per year. Unit members who teach in the Education Specialist Program under an emergency permit shall receive a stipend of \$500 per year. The Education Specialist stipend shall be pro-rated for any eligible teacher employed less than full-time (1 FTE). The stipend shall also be pro-rated for any teacher whose assignment is partially in the Education Specialist program and partially in a regular education program. The teacher will be paid the same fraction of the stipend that his or her ESP assignment is of 1 FTE. Any teacher holding an Education Specialist credential with caseload responsibility and providing special education services to resource students outside of the ESP program shall be paid a portion of the ESP stipend equivalent to the portion of his or her salary paid from special education funds or the pro-rated % of ESP students (if 0% of their salary is paid from special education funds).

5. Each self-governed school will have positions such as School Facilitator, facilities Coordinator, Directed Academic Studies (D.A.S.) Coordinator and Parent Outreach/Education Coordinator. By October 1 of each year, each self-governed school will notify the Superintendent or designee of the stipends allotted to each position and the staff member(s) serving in each position. It is recognized that part of the allotment may be used to pay for classified staff members. Self Governance stipends are listed in Appendix B.

B. HEALTH AND WELFARE BENEFITS

1. Employees' medical, dental, and vision coverage is with California's Valued Trust, including Kaiser, and Anthem Blue Cross plans listed in Appendix J, Delta Dental and Vision Service Plan. Any proposal to leave California's Valued Trust and apply to another insurance carrier will be subject exclusively to the collective bargaining process. The maximum level of District contribution toward the cost of employee medical, dental, and vision plans shall be \$850.58/month/full-time eligible employee, subject to renegotiation each year. In the event the cost of employee medical, dental, and vision plans exceeds the maximum level of District contribution, no employee will be required to pay more than the difference between the maximum level of District contribution and the actual cost of medical, dental, and vision plans for that employee.
2. The maximum payable benefit for Delta Dental will be \$2,000 per calendar year.
3. The District will establish an Internal Revenue Code Section 125 Flexible Fringe Benefit Plan.

C. EARLY RETIREMENT INCENTIVE

- a. Availability of Plan

**WOODLAND JOINT UNIFIED SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
2023-2024**

Step	Column I AB Degree	Column II AB Degree Plus 30 Sem. Units	Column III AB Degree Plus 45 Sem. Units	Column IV AB Degree Plus 60 Sem. Units or MA	Column V AB Degree Plus 75 Sem. Units or MA Plus 15 Sem. Units	Step
1	53,155	53,675	54,200	54,732	55,268	1
2	53,675	54,200	54,732	55,268	58,671	2
3	54,200	54,732	55,268	58,671	62,075	3
4	54,732	55,268	58,671	62,075	65,478	4
5	55,268	58,671	62,075	65,478	68,885	5
6	58,671	62,075	65,478	68,885	72,289	6
7	62,075	65,478	68,885	72,289	75,690	7
8	62,075	65,478	70,206	73,423	76,828	8
9	62,075	65,478	74,502	75,094	79,361	9
10	62,075	65,478	75,094	75,690	80,317	10
11	62,075	65,478	75,690	76,828	82,257	11
12	62,075	65,478	76,283	77,963	83,698	12
13	62,075	65,478	76,880	79,100	85,159	13
14	62,075	65,478	77,473	80,237	86,717	14
15	62,075	65,478	78,066	81,370	88,219	15
16	62,075	65,478	78,987	82,507	89,154	16
17	62,075	65,478	80,124	83,639	90,705	17
18	62,075	65,478	81,258	84,773	92,276	18
19	62,075	65,478	82,396	85,905	96,240	19
20	62,075	65,478	82,396	85,905	100,375	20
21	62,075	65,478	82,396	85,905	100,944	21
22	62,075	65,478	82,396	85,905	101,514	22
23	62,075	65,478	82,396	85,905	102,083	23
24	62,075	65,478	82,396	85,905	102,652	24
25	62,075	65,478	82,396	85,905	108,398	25

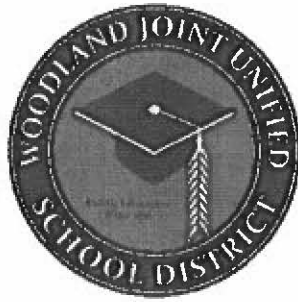
4% Increase Effective 7/1/23 (Board Approved 6/30/22)

6% Increase Effective 7/1/22 (Board Approved 6/30/22)

1.5% Increase Effective 7/1/21 (Board Approved 6/24/21)

1.75% Increase Effective 7/1/20 (Board Approved 6/24/21)

Flat rate Increase, \$1,000 Effective 7/1/19 (Board Approved 9/26/19)



AGREEMENT

Between

**THE GOVERNING BOARD OF THE
WOODLAND JOINT UNIFIED SCHOOL
DISTRICT**

AND

WOODLAND EDUCATION ASSOCIATION

JULY 1, 2022 THROUGH JUNE 30, 2025

F. For purposes of calculating salary for partial assignments at the elementary level, pay rate percentages will be determined by dividing the number of minutes taught by the part-time unit member by the number of minutes taught at that grade level at that site by a regular full-time unit member. Calculations for partial assignments at the secondary level will be determined by dividing the number of periods taught by five (5).

G.. Agriculture Program

1. Teachers serving in the Agriculture Department shall receive an additional .2 compensation for the extended year responsibilities as on the Certificated Salary Schedule while they remain in the program. Those teachers starting after July 1 or leaving prior to June 30 shall receive a pro-rated stipend for that year.
2. Once the number of agricultural classes to be provided at each school site is determined, the class periods available will be used to maximize the number of full-time teachers in the Agricultural Department.
3. Teachers with fewer than four (4) periods of classes in the Agriculture Department shall receive compensation for the extended year responsibilities on a prorated basis.

Article 10: Unit Member Benefits and Reimbursement

A. FRINGE BENEFITS

1. The District shall make available health and welfare benefits in the following areas:
 - a) Group Health Insurance
 - b) Group Dental Insurance
 - c) Group Life Insurance
 - d) Vision Care
 - e) Disability (Income Protection)
2. Effective July 1, 2022, the District will contribute the following for full-time unit members. Part-time unit members shall be entitled to a District contribution proportionate to the percent of full-time employment.

- a) \$9,360 annually each school year, for full-time unit members, prorated appropriately by 12-months or 11-months (based on employee's work year) and hours assigned, to be used towards Employee-only medical benefit selection. Amounts left over after district contribution to medical benefit will be applied to dental or vision coverage.
 - b) \$11,400 annually each school year, for full-time unit members, prorated appropriately by 12-months or 11-months (based on employee's work year) and hours assigned, to be used towards Employee+1 or Family medical benefit selection. Remaining amounts of contribution after medical benefit selection will be applied to dental or vision coverage.
- 3. All unit members and their eligible family members shall be covered by no more than one District-provided group health insurance plan. New unit members shall be entitled to life, health, dental, vision, and may participate in disability (income protection) coverage from the first day of employment, where the agreement with the insurance company would allow.
 - 4. Should a unit member's employment voluntarily terminate at the end of the school year and before the beginning of the ensuing year, such unit member shall be entitled to health, dental, life, vision, and disability (income protection) coverage with a District contribution through August 31.

B. HEALTH INSURANCE

The District agrees to offer family coverage for any eligible unit member, for their choice of one group health plan to be chosen from those offered by the District. The health plan will be determined by the unit member from at least two options offered by the District and agreed upon by the Association.

C. DENTAL SERVICES

The District agrees to offer family coverage for group dental insurance, including orthodontic coverage, for all eligible unit members and their dependents. The dental insurance plan will be selected jointly by the Association and the District.

D. LIFE INSURANCE

The District agrees to offer a group life insurance plan for each eligible unit member. The plan shall be selected jointly by the Association and the District.

E. VISION

The District agrees to offer vision care for all eligible unit members and their dependents not covered for vision care under a group health insurance plan. The plan shall be selected jointly by the Association and the District.

F. DISABILITY (INCOME PROTECTION)

The District agrees to offer a Disability (Income Protection) Plan to all eligible employees. The plan shall be selected jointly by the Association and the District. The District will provide automatic payroll deduction for unit members who qualify and elect to participate in a Disability (Income Protection) Plan.

G. TAX-SHELTERED ANNUITIES

The District will provide automatic payroll deductions to unit members who elect to participate in a qualified tax-sheltered annuity plan.

H. MEDICAL EXAMINATION

A physician's medical examination requested by the District shall be paid by the District.

I. REIMBURSEMENTS

1. For use of non-district provided instructional and educational materials.

- a) The District shall reimburse any person or persons for the loss, destruction, or damage by arson, burglary, or vandalism of personal property used for instruction in the schools of the District and not reimbursed by insurance. No payment shall be made for any item of personal property used for instruction in the schools of the District and reimbursed by insurance. No payment shall be made for any item having a value of less than \$10.00 at the time of damage, nor shall any payment be made for repairs of less than \$10.00.
- b) Reimbursement shall not exceed \$500.00 nor be less than \$10.00 and shall be made only when written approval for the use of the personal property in the schools was given before the property was brought to school and when the condition and present depreciated value of the property was agreed upon by the parties or person bringing the property and the school principal or person appointed by the principal for this purpose at the time the approval for its use was given. Ed. Code Section 35213 (District Policy #6134.1).

Floating Cell: \$48,047 for teacher with California provisional credential

GROUP III		GROUP IV		GROUP V		GROUP VI			
BA+30		BA + 45 or MA		BA + 60 BA + 45 units + MA		BA + 75 BA + 60 units + MA			
step	per diem	annual	per diem	annual	per diem	annual	per diem	annual	step
1	\$304.93	\$56,106	\$309.41	\$56,931	\$313.89	\$57,756	\$322.78	\$59,392	1
2	\$309.41	\$56,931	\$313.89	\$57,756	\$322.78	\$59,392	\$339.87	\$62,535	2
3	\$313.89	\$57,756	\$322.78	\$59,392	\$339.87	\$62,535	\$350.28	\$64,452	3
4	\$322.78	\$59,392	\$339.87	\$62,535	\$350.28	\$64,452	\$361.38	\$66,493	4
5	\$339.87	\$62,535	\$350.28	\$64,452	\$361.38	\$66,493	\$375.56	\$69,102	5
6	\$350.28	\$64,452	\$361.38	\$66,493	\$375.56	\$69,102	\$391.97	\$72,122	6
7	\$361.37	\$66,493	\$375.56	\$69,102	\$391.97	\$72,122	\$407.92	\$75,058	7
8	\$375.56	\$69,102	\$391.97	\$72,122	\$407.92	\$75,058	\$424.34	\$78,078	8
9	\$391.97	\$72,122	\$407.92	\$75,058	\$424.34	\$78,078	\$441.18	\$81,177	9
10	\$407.92	\$75,058	\$424.34	\$78,078	\$441.18	\$81,177	\$458.90	\$84,438	10
11			\$441.18	\$81,177	\$458.90	\$84,438	\$476.66	\$87,706	11
12					\$476.66	\$87,706	\$494.39	\$90,968	12
13							\$512.56	\$94,312	13
CAREER INCREMENT									
16					\$492.64	\$90,645	\$528.54	\$97,251	16
19					\$509.49	\$93,746	\$545.40	\$100,354	19
22					\$527.25	\$97,015	\$563.16	\$103,622	22
25					\$545.92	\$100,449	\$594.25	\$109,342	25

12 years maximum experience credit

184 Contract Days

\$1000 annual stipend for Masters

\$1000 annual stipend for Doctorate

\$1000 annual stipend for BCLAD (Bilingual Teaching Credential Authorization)

Position	Days	Factor
Nurse B	191	1.06
Counselor, Social Worker	199	1.15
Librarian	199	1.10
Program Specialist	199	1.16

* 1.2% increase over 2018/2019 salary schedule + .6% COLA effective July 1, 2019

* 1.1% increase over 2019/2020 salary schedule effective July 1, 2020

* 3.0% increase over 2020/2021 salary schedule effective July 1, 2021

* 4.0 % increase over 2021/2022 salary schedule effective July 1, 2022

* 3.0% increase over 2022/2023 salary schedule effective July 1, 2023

Board Approved: 6/23/2022



**WASHINGTON UNIFIED SCHOOL DISTRICT
CERTIFICATED BENEFIT RATES
EFFECTIVE JANUARY 2024- DECEMBER 2024**



		<u>MONTHLY</u> (10 Pay)	<u>DISTRICT PAYS</u> (10 Pay)	<u>EMPLOYEE PAYS</u> (10 Pay)
HEALTH PLAN				
KAISER - HMO				
EMPLOYEE		\$924.05	\$784.44	\$139.61
W/1 DEPENDENT		\$1,848.11	\$1,181.65	\$666.46
FAMILY RATE		\$2,615.07	\$1,181.65	\$1,433.42
KAISER - HDHP				
EMPLOYEE		\$743.56	\$743.56	\$0.00
W/1 DEPENDENT		\$1,487.13	\$1,181.65	\$305.48
FAMILY RATE		\$2,104.29	\$1,181.65	\$922.64
KAISER - DHMO				
EMPLOYEE		\$837.65	\$784.44	\$53.21
W/1 DEPENDENT		\$1,675.29	\$1,181.65	\$493.64
FAMILY RATE		\$2,370.54	\$1,181.65	\$1,188.89
WESTERN HEALTH - HMO				
EMPLOYEE		\$852.12	\$784.44	\$67.68
W/1 DEPENDENT		\$1,695.36	\$1,181.65	\$513.71
FAMILY RATE		\$2,395.25	\$1,181.65	\$1,213.60
WESTERN HEALTH - HSA				
EMPLOYEE		\$618.46	\$618.46	\$0.00
W/1 DEPENDENT		\$1,230.47	\$1,181.65	\$48.82
FAMILY RATE		\$1,738.44	\$1,181.65	\$556.79
UNITED HEALTH CARE - PPO				
EMPLOYEE		\$1,642.36	\$784.44	\$857.92
W/1 DEPENDENT		\$3,284.75	\$1,181.65	\$2,103.10
FAMILY RATE		\$4,271.12	\$1,181.65	\$3,089.47
DELTA DENTAL				
EMPLOYEE		\$64.58	\$80.00	\$0.00
W/1 DEPENDENT		\$116.24	\$80.00	\$36.24
FAMILY RATE		\$167.92	\$80.00	\$87.92
SUPERIOR VISION - BASIC				
EMPLOYEE		\$5.32	**Inc. above	*depends on medical selection
W/1 DEPENDENT		\$10.35	**Inc. above	*depends on medical selection
FAMILY RATE		\$16.36	**Inc. above	*depends on medical selection
SUPERIOR VISION - BUY UP				
EMPLOYEE		\$8.46	**Inc. above	*depends on medical selection
W/1 DEPENDENT		\$16.45	**Inc. above	*depends on medical selection
FAMILY RATE		\$28.84	**Inc. above	*depends on medical selection

DEDUCTIONS ARE TENTHLY AND DEDUCTED AUGUST THROUGH MAY.

* Employee cost for vision coverage is dependent on medical benefit selection. Any leftover amount after district contribution to medical benefit will be applies to vision coverage.

** The cap for Medical and Vision is combined for a total of \$1,181.65 a month for Employee +1/Employee + Family.

** The cap for Medical and Vision is combined for a total of \$784.44 a month for Employee Only.

**SACRAMENTO COUNTY OFFICE OF EDUCATION
AUDIT FINDING CORRECTIVE ACTION
2022-2023**

**Center Joint Unified School District
SACRAMENTO COUNTY, CALIFORNIA**

FINDING NUMBER: 2023-001

PAGE (from audit report): 74

FINDING CATEGORY: Section IV – State Award Findings and Questioned Costs

FINDING DESCRIPTION: Teacher Certification and Misassignments (71000)

Describe below specific corrective action used in resolving this audit finding:

- Specifically address each individual item within the finding
- Responses must be clear and concise
- Provide all documentation that supports the specific action taken toward resolving the finding (i.e., copies of amended reports, corrective action plans, flowcharts of corrected procedures, Board Approved revised Board Policies, etc.)

CORRECTIVE ACTION:

- The District has trained and assigned compliance monitoring roles to Human Resources staff to ensure substitutes possess valid certification when placed in work assignments.
- The District issued a memo via email to Human Resource Department staff and school site administrators informing them that substitute teachers may not remain in a classroom beyond sixty days.

Submit this form and all supporting documentation by **March 15, 2024** to:

**Sacramento County Office of Education
Sharmila LaPorte, Director, District Fiscal Services
P.O. Box 269003
Sacramento, CA 95826-9003**

Attach all pertinent documentation. Number of attachments for this finding: 2



22-23 Audit Finding - Teacher Misassignment

1 message

Lisa Coronado <coronado@centerusd.org>

Mon, Jan 8, 2024 at 2:57 PM

To: Christopher Borasi <cborasi@centerusd.org>, Arlene Ballesteros <aballesteros@centerusd.org>, Michelle Stephens <mstephens@centerusd.org>, Tracey Vitale <tseivert@centerusd.org>, Parveen Saenz <psaenz@centerusd.org>, Erica Olmstead <eolmstead@centerusd.org>, Jerald Ferguson <jferguson@centerusd.org>, Brett Homesley <bhomes@centerusd.org>, David French <davidlf@centerusd.org>, Jason Farrel <jfarrel@centerusd.org>, Rogelio Jaime <rjaime@centerusd.org>, Melissa Tackett-Oliver <mltoliver@centerusd.org>, Jill Warriner <jwarriner@centerusd.org>, Christina Croshal <ccroshal@centerusd.org>, Nicky Strong <nstrong@centerusd.org>, Doug Hughey <dhughey@centerusd.org>, Lisa Coronado <coronado@centerusd.org>

Good afternoon HR Staff and Site Administrators,

As a result of a 2023-24 audit finding related to a substitute teacher remaining in the classroom beyond the 60 days permitted, I am required to take corrective action to ensure the error does not happen again. Therefore, the attached memo serves as notification of the finding and the law that must be adhered to.

Please let me know if you have any questions.



Lisa Coronado

Director of Fiscal Services

Center Joint Unified School District

Coronado@CenterUSD.org / www.CenterUSD.org

(916) 338-6400

THE CENTER COMMITMENT



Making a Positive Difference in All That We Do



MEMORANDUM

Date: January 8, 2024
To: Human Resource Department Staff, Principals
From: Lisa Coronado, CJUSD Director of Fiscal Services
RE: Teacher Certification and Misassignments

The Center JUSD Annual Audit for fiscal year ending June 30, 2023 reported a finding related to Teacher Certification and Misassignments.

2023 – 001 STATE COMPLIANCE – TEACHER CERTIFICATION AND MISASSIGNMENTS (71000)

Criteria or Specific Requirement: Permanent, temporary, and substitute teachers must possess a valid certificate document pursuant to Education Code 45037.

Condition: One teacher was found to not possess a valid certification document for 150 days of the year.

Effect: The District is not in compliance with Education Code 45037 and Senate Bill 141.

Cause: Teacher did not possess valid certification documents for all the days they worked during the school year.

Fiscal Impact: The effect of this finding is a financial penalty of \$190,434.

Recommendation: The District should ensure teachers have proper certifications throughout the school year for all days worked.

Corrective Action: This memo serves as notification to the Human Resource Department staff and administrators who monitor staff and sign timesheets for substitutes that all teachers must have valid certification for their work assignments. Senate Bill 141 extends until July 1, 2024 the number of cumulative days a substitute teacher can serve in the classroom for one Teacher of Record. Holders of any Commission-issued document that authorizes substitute teaching may serve for 60 cumulative days. After the 60th day, the substitute teacher must be moved out of the assignment.



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Resolution #13/2023-24: Close Fund 11

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

This resolution closes Fund 11 Adult Education Fund. Generally accepted accounting principles require Fund 11 to be closed when it no longer has committed, ongoing revenue sources.

RECOMMENDED BOARD ACTION:

Approve Resolution #13/2023-24

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #13/2023-24

**RESOLUTION OF THE BOARD OF TRUSTEES OF
THE CENTER JOINT UNIFIED SCHOOL DISTRICT
CLOSING FUND 11 ADULT EDUCATION FUND**

WHEREAS, the California Department of Education and generally accepted accounting principles specifies that when a Local Education Agency (LEA) does not expect to continue to receive revenue sources restricted to the purposes of Fund 11, the LEA should transfer any balances remaining in these funds to the general fund and Fund 11 should be closed.

WHEREAS, the Center Joint Unified School District no longer has need for Fund 11 titled Adult Education Fund which had previously been established by the Board; and

WHEREAS, the Governing Board of the District desires to close such fund and utilize monies remaining in the fund for district operations.

BE IT RESOLVED that the County Treasurer be requested to transfer any monies remaining in the above fund to the district General Fund 01, that fund number 11 title Adult Education Fund be closed and any subsequent apportionments of interest or taxes due to such fund be credited to the General Fund of the District.

PASSED AND ADOPTED at a regular meeting of the Governing Board of the Center Joint Unified School District in Sacramento County, California this 21st day of February, 2024 by the following vote:

Ayes: _____

Noes: _____

Absent: _____

Abstain: _____

Nancy Anderson
President of the Board of Trustees
Center Joint Unified School District

I **HEREBY CERTIFY** that the foregoing resolution was duly and regularly introduced, passed and adopted by the members of the Board of Trustees of the Center Joint Unified School District at a public meeting of said Board held on February 21, 2024.

Steve Bruno
Clerk of the Board of Trustees
Center Joint Unified School District



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Resolution #14/2023-24: Close Fund 14

☒ **Action Item**

☐ **Information Item**

Attached Pages 1

BACKGROUND:

This resolution closes Fund 14 Deferred Maintenance Fund which has not received revenue beyond interest earned since 2018-2019. Generally accepted accounting principles require Fund 14 to be closed when it no longer has committed, ongoing revenue sources. Deferred maintenance monies are now tracked in Fund 01 Resource 8150.

RECOMMENDED BOARD ACTION:

Approve Resolution #14/2023-24

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #14/2023-24

**RESOLUTION OF THE BOARD OF TRUSTEES OF
THE CENTER JOINT UNIFIED SCHOOL DISTRICT
CLOSING FUND 14 DEFERRED MAINTENANCE FUND**

WHEREAS, the California Department of Education and generally accepted accounting principles specifies that when a Local Education Agency (LEA) does not expect to continue to receive revenue sources restricted to the purposes of Fund 14, the LEA should transfer any balances remaining in these funds to the general fund and Fund 14 should be closed.

WHEREAS, the Center Joint Unified School District no longer receives restricted funding for Fund 14 and; therefore, no longer has need for Fund 14 titled Deferred Maintenance Fund which had previously been established by the Board; and

WHEREAS, the Governing Board of the District desires to close such fund and utilize monies remaining in the fund for district operations.

BE IT RESOLVED that the County Treasurer be requested to transfer any monies remaining in the above fund to the district General Fund 01, that fund number 14 title Deferred Maintenance Fund be closed and any subsequent apportionments of interest or taxes due to such fund be credited to the General Fund of the District.

PASSED AND ADOPTED at a regular meeting of the Governing Board of the Center Joint Unified School District in Sacramento County, California this 21st day of February, 2024 by the following vote:

Ayes: _____

Noes: _____

Absent: _____

Abstain: _____

Nancy Anderson
President of the Board of Trustees
Center Joint Unified School District

I **HEREBY CERTIFY** that the foregoing resolution was duly and regularly introduced, passed and adopted by the members of the Board of Trustees of the Center Joint Unified School District at a public meeting of said Board held on February 21, 2024.

Steve Bruno
Clerk of the Board of Trustees
Center Joint Unified School District



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Resolution #15/2023-24: Establish Fund 40

☒ **Action Item**

☐ **Information Item**

Attached Pages 3

BACKGROUND:

This resolution establishes Fund 40 Special Reserve Fund for Capital Outlay Projects. When the State reimburses the District for the Rex Fortune Elementary project, the funds will be placed in Fund 40.

RECOMMENDED BOARD ACTION:

Approve Resolution #15/2023-24

Procedure 305 Fund Classification

Code	Definition
------	------------

Typical expenditures in this fund are items charged to Object 6200, Buildings and Improvements of Buildings, and Object 6300, Books and Media for New School Libraries or Major Expansion of School Libraries.

- | | |
|----|--|
| 35 | <p>County School Facilities Fund. This fund is established pursuant to <i>Education Code</i> Section 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), the 2006 State School Facilities Fund (Proposition 1D) or the 2016 State School Facilities Fund (Proposition 51). The fund is used primarily to account for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (<i>Education Code</i> Section 17070.10 et seq.).</p> |
|----|--|

The principal revenues and other sources in this fund are:

- School Facilities Apportionments
- Interest
- Interfund Transfers In

Funding provided by the state for the reconstruction of facilities after disasters such as flooding may be deposited to Fund 35. Typical expenditures in this fund are payments for the costs of sites, site improvements, buildings, building improvements, and furniture and fixtures capitalized as a part of the construction project.

- | | |
|----|--|
| 40 | <p>Special Reserve Fund for Capital Outlay Projects. This fund exists primarily to provide for the accumulation of general fund moneys for capital outlay purposes (<i>Education Code</i> Section 42840). This fund may also be used to account for any other revenues specifically for capital projects that are not restricted to fund 21, 25, 30, 35, or 49. Other authorized resources that may be deposited to the Special Reserve Fund for Capital Outlay Projects (Fund 40) are proceeds from the sale or lease-with-option-to-purchase of real property (<i>Education Code</i> Section 17462) and rentals and leases of real property specifically authorized for deposit to the fund by the governing board (<i>Education Code</i> Section 41003).</p> |
|----|--|

The principal revenues and other sources in this fund are:

- Federal, State, or Local Revenues
- Rentals and Leases

Procedure 305 Fund Classification

Code	Definition
------	------------

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Interest • Other Authorized Interfund Transfers In • Proceeds from Sale/Lease–Purchase of Land and Buildings • Federal Emergency Management Act (FEMA) |
|--|---|

Transfers from the general fund to Fund 40 authorized by the governing board must be expended for capital outlay purposes. Proceeds from the sale or lease-with-option-to-purchase may be spent for capital outlay purposes, costs of maintenance of the LEA's property, and future maintenance and renovation of school sites (*Education Code* Section 17462). Expenditures for capital outlay are most commonly made against the 6000 object codes for capital outlay.

Salaries of school district employees whose work is directly related to projects financed by Fund 40 revenues are capitalized as a part of the capital facilities project.

49	<p>Capital Projects Fund for Blended Component Units. This fund is used to account for capital projects financed by Mello-Roos Community Facilities Districts and similar entities that are considered blended component units of the LEA under generally accepted accounting principles (GAAP). The Mello-Roos Community Facilities Act of 1982 (<i>Government Code</i> Section 53311 et seq.) allows any county, city, special district, school district, or joint powers authority to establish, upon approval of two-thirds of the voters in the district, a "Community Facilities District" (CFD) for the purpose of selling tax-exempt bonds to finance public improvements and services. Mello-Roos tax receipts collected by the LEA should be recorded in Object 8622, Other Non-Ad Valorem Taxes. Mello-Roos proceeds collected by another agency's community facility district, of which the LEA is only a beneficiary, should be reported in Object 8799, Transfers In From All Others.</p>
----	--

51–56	<p>Debt Service Funds. Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.</p>
-------	--

51	<p>Bond Interest and Redemption Fund. This fund is used for the repayment of bonds issued for an LEA (<i>Education Code</i> sections 15125–15262).</p>
----	---

Bonds may be issued either by the county board of supervisors on behalf of the school district, or by the school district. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund (Fund 21) of the LEA.

CENTER JOINT UNIFIED SCHOOL DISTRICT

Resolution #15/2023-24

**ESTABLISHING A SPECIAL RESERVE FUND
FOR CAPITAL OUTLAY PROJECTS (FUND 40)**

WHEREAS, the Center Joint Unified School District wishes to establish a Special Reserve for Capital Outlay Projects fund, as permitted in Education Code Sections 17462, 41003, and 42840; and

WHEREAS, the purpose for which this fund shall be established is to collect and disburse money which will be used for various capital outlay projects; and

NOW, THEREFORE, BE IT RESOLVED that the Center Joint Unified School District Board hereby authorizes the establishment of a Special Reserve Fund for Capital Outlay Projects; and,

BE IT FURTHER RESOLVED that the Board of Education shall authorize, by this resolution, the County Auditor and the County Treasurer to establish a Special Reserve for Capital Outlay fund for said district; and

BE IT FURTHER RESOLVED that the Board of Education, by written authorization to the County Superintendent of Schools, shall request during the fiscal year the transfer or deposit and payment of funds by the County Auditor and County Treasurer from Fund of said district.

PASSED AND ADOPTED by the Center Joint Unified School District Board during the regular meeting on this 21st day of February, 2024 by the following vote:

AYES:

NOES:

ABSENT/ABSTENTIONS:

WHEREUPON, the President declared the foregoing Resolution adopted and so ordered.

Nancy Anderson, President
Center Joint Unified School District Board

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed and adopted by the members of the Board of Trustees of the Center Joint Unified School District at a public meeting of said Board held on February 21, 2024.

Steve Bruno
Clerk of the Board of Trustees
Center Joint Unified School District



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado, Director of Fiscal Services

Initials:

LC

SUBJECT: Nyhart Actuarial Services

☒ **Action Item**

☐ **Information Item**

Attached Pages 5

BACKGROUND:

For the fiscal year ending June 30, 2024, Nyhart will provide an Other Post Employment Benefits (OPEB) valuation and an interim GASB 75 report (OBEP liability) as required by the Governmental Accounting Standards Board.

RECOMMENDED BOARD ACTION:

Approve the Individual Service Agreement for Nyhart.



**THE HOWARD E. NYHART COMPANY, INC. ("NYHART")
SERVICE AGREEMENT ("AGREEMENT")**

Agreement Between Nyhart, and:

Client Name:	Center Joint Unified School District
Primary Contact Name:	Lisa Coronado, Director of Fiscal Services
Primary Contact Address:	8408 Watt Ave. Antelope, CA 95843
Primary Contact Phone:	(916) 338-6400
Primary Contact Fax:	
Primary Contact Email:	coronado@centerusd.org

Services to be provided by Nyhart

All services to be provided by Nyhart are subject to your full cooperation and prompt submission of complete and accurate information. Nyhart will rely on any and all information that you provide pursuant to this Agreement and on file at our office as to accuracy and completeness. Nyhart will have no responsibility to verify such information and no liability for errors or omissions as a result of relying on such information, except to the extent required by generally accepted professional standards and practices. Nyhart is not a law firm or a public accounting firm and does not provide legal or tax advice.

For the fiscal year ending June 30, 2024, Nyhart will provide the following actuarial services:

- Data collection and analysis
- Preparation of a comprehensive GASB 75 report / actuarial valuation.

For the fiscal year ending June 30, 2025, Nyhart will provide an interim GASB 75 report based on the 6/30/2024 full valuation with adjustment for discount rate.

Fees for services provided by Nyhart

<u>Service</u>	<u>Fee</u>
Updated June 30, 2023 OPEB Valuation and GASB 75 report for FYE 6/30/2024	\$8,300
Roll-forward Valuation and GASB 75 Report for FYE 6/30/2025	\$2,300

The fee for the interim GASB 75 report will be revised if there have been any significant events subsequent to our last full update. Examples of significant events include, but are not limited to, large premium rate and enrollment changes, material benefit design amendments, and participant contribution policy modification.

Client will be invoiced prior to the beginning of the project for 50% of the estimated fees for services outlined above. Once the labor accrued towards completion of the services exceeds 50% of the estimated fees, billing will occur monthly until the completion of the project. Each invoice is due upon receipt. If any invoice remains unpaid for longer than 90 days from the date of the invoice, Nyhart may either suspend the provision of the Services until payment is received, or

terminate this Agreement with immediate effect. Failure of Nyhart to exercise any remedy set forth above shall not prevent Nyhart from doing so with respect to any future unpaid invoice or taking any other actions available to Nyhart under law.

Please select the method of delivery of your invoice:

- ☐ I would like my invoice sent electronically to the primary contact's email address.
- ☐ I would like my invoice sent via regular mail to the attention of the primary contact at the address shown on the first page.

For an alternative invoice recipient, please provide their information below. If this section is left blank, we will send the invoice to the primary contact's email address on file or address shown above.

Invoice recipient name _____
Invoice recipient email address _____
Invoice recipient address _____

There will be additional fees for revisions to preliminary or final results that are due to:

- Incorrect information provided to us, typical examples include material changes to census data, changes to eligibility requirements or employer subsidies. The additional fee will be limited to 1/3 of the current year's fee for this type of revision.
- Changes to actuarial assumptions requested by the client that are expected to need more than four hours of labor to update the results. The additional fee will be based on billed labor in excess of four hours at our current hourly rates.

Additional services available if requested by Client

In addition to GASB 75 services, Nyhart offers the following additional services. Fee estimates will be provided upon request. Please visit www.nyhart.com or contact your Nyhart consultant for more information.

- Health Care Reform financial impact consulting
- Actuarial Value and Minimum Value determination
- Section 105(h) non-discrimination testing
- Calculation of self-funded and COBRA premium rates
- Incurred But Not Reported (IBNR) Reserve calculations
- Medicare Part D Attestation
- What-if Modeling for health plan design and carrier changes
- Defined Benefit & Pension consulting and administration
- Defined Contribution, 401(k) & 403(b)
- Flex Accounts – FSA, HRA, & HSA consulting and administration

Relationship of the Parties

The legal relationship between Client and Nyhart shall be exclusively that of principal and agent. The parties hereto specifically agree and acknowledge that Nyhart shall not:

- Have discretionary authority over any aspect of the Plan;
- Be a fiduciary;
- Be responsible for ensuring that the Plan complies with any requirement to which the Plan is subject, or be liable to the Plan, Client, or any person if the Plan fails to comply with any such requirement;
- Have any duty or authority to enforce the payment of any contribution owed under the Plan;

- Be responsible for the adequacy of the trust established as part of the Plan, or be liable for any benefits owed under the Plan;
- Exercise discretion as to any Plan function; or
- Have any obligation to perform any service not specified in this Agreement or otherwise agreed to in writing by the parties (regardless of whether such service may be considered “customary” services to be provided by Nyhart).

Client agrees that Nyhart shall use all information and data supplied by or on behalf of the Client without having independently verified the accuracy or completeness of it except to the extent required by generally accepted professional standards and practices. If any documentation or information supplied to Nyhart at any time is incomplete, inaccurate or not up-to-date, or its provision is unreasonably delayed, Nyhart will not be responsible for any delays or liability arising therefrom, and will be entitled to charge the Client in respect of any resulting additional work actually carried out.

The Client further understands that the failure to provide, or cause to provide, complete, accurate, up-to-date, and timely documentation and information to Nyhart, whether intentional or by error, could result in an impairment of Nyhart’s services.

Client Responsibilities and Representations

The Client has general responsibilities with respect to the Plan, including

- Providing all information required by Nyhart to perform its services under this Agreement on a timely basis;
- Serving as fiduciary for the Plan;
- Communicating Plan details to employees and answering employee questions;
- Ensuring adequate funding of the Plan; and
- Authorizing plan disbursements and ensuring accuracy of information provided.

Dispute Resolution

Nyhart and Client agree that before commencing any action or proceeding with respect to any dispute between the parties arising out of or relating to this Agreement or the Services they first shall attempt to settle such dispute through consultation and negotiation in good faith and in a spirit of mutual cooperation. Any such dispute will be submitted in writing to a panel of one (1) senior executive or official of each of Nyhart and Client, who will promptly meet and confer in an effort to resolve such dispute. Each party’s representative will be identified by notice to the other, and may be changed at any time thereafter by notice to the other. Any mutually agreed decisions of the executives will be final and binding on the parties. In the event the executives are unable to resolve any dispute within thirty (30) days after submission to them, either party may then refer such dispute to mediation by a mutually acceptable mediator to be chosen by Nyhart and Client within forty-five (45) days after written notice by either party demanding mediation. Neither party may unreasonably withhold consent to the selection of a mediator. All communications and discussions in furtherance of this paragraph shall be treated as confidential settlement negotiations, which are not subject to discovery. The costs of the mediator shall be shared equally, but each party shall pay its own attorneys’ fees.

Any dispute which cannot be resolved between the parties through negotiation, mediation or other form of alternative dispute resolution within six months of the date of the initial demand for mediation by one of the parties may then be submitted to a court of competent jurisdiction. To facilitate an expeditious and economical judicial resolution of such dispute, Nyhart and Client agree to waive and not to demand a trial by jury, and not to include any employee, officer, director or trustee of either as a party, in any action, proceeding or counterclaim relating to such dispute. Nothing in this section will prevent either party from resorting to judicial proceedings if interim relief from a court is necessary to prevent serious and irreparable injury to that party or to others. Any claim, action or proceeding against Nyhart will be barred

unless Client initiates the dispute resolution procedures outlined below within one year of first discovering the act, error or omission that is the basis for such claim.

Indemnification and Limitation of Liability

The liability of Nyhart, in tort, contract or otherwise, to Client, a Plan and the officers, directors, trustees, employees or shareholders of any of them, and to any other third party, for all claims arising in connection with or contributed to by this Agreement and the Services (including without limitation multiple claims arising out of or based upon the same act, error or omission, or series of continuous, interrelated or repeated acts, errors or omissions) shall not include loss of profit or incidental, consequential, indirect, punitive or similar damages and shall be further limited to the amount of fees for Services received by Nyhart under this Agreement for the twelve (12) months immediately preceding the act, error or omission upon which such liability is based. Nothing in this paragraph shall apply to any liability which has been finally determined to have arisen from willful misconduct or fraud on the part of Nyhart or which cannot lawfully be limited, modified or excluded.

Client shall indemnify Nyhart from and against any and all claim, loss, liability or damage (including attorney's fees) which Nyhart may incur by reason of its good faith service delivery to Client.

Nyhart shall indemnify the Client from and against any and all claim, loss, liability or damage (including attorney's fees) which the Client may incur: (i) arising out of any material breach by Nyhart of any of its material obligations, representations or warranties contained in this Agreement; or (ii) arising out of Nyhart's negligence, gross negligence or willful, fraudulent, or criminal misconduct associated with its performance of services under this Agreement. The parties further recognize that clerical errors and variations may occur. When discovered, they will be corrected or adjusted by Nyhart, in accordance with its normal procedures, to the extent reasonable and possible.

Separate Limitation of Liability with Respect to Projections

From time to time, the Services performed under this Agreement may include preparing cost, financial or actuarial projections ("Projections"). While a diligent effort is made by the parties to develop reasonable assumptions and while the Actuary uses generally acceptable actuarial techniques in order to produce reasonable Projections, the Projections by their very nature are speculative, and the Plan Sponsor acknowledges that it has been advised by the Actuary against placing too much reliance on any particular Projection. As a result, notwithstanding anything in this Agreement to the contrary (including the general indemnification and limitation of liability provisions in Paragraph VIII), the Actuary shall not be liable for the accuracy of any Projections prepared under this Agreement, and the Plan Sponsor agrees to hold harmless the Actuary, its officers, employees, directors, shareholders, agents and affiliates (collectively, the Actuary Parties) from and against any liability resulting from the Plan Sponsor's reliance on the Projections and to indemnify the Actuary Parties from and against any and all claims, losses, liabilities, or damages (including attorney's fees) the Actuary Parties may incur as the result of any third party's reliance on the Projections.

Acceptance

The items and conditions of this Agreement are agreed to and accepted by Client on behalf of the Plan. This Agreement is effective only when signed by all parties.

Center Joint Unified School District**By:** _____**Printed Name:** _____**Date:** _____**Nyhart****By:** _____**Printed Name:** _____**Date:** _____



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/2024

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado

Initials:

LC

SUBJECT: APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT PAYROLL ORDERS.

☒ **Action Item**

☐ **Information Item**

Attached Pages _____

BACKGROUND:

The Governing board is asked to approve the attached payroll Orders for January 2024.

RECOMMENDED BOARD ACTION:

That the CJUSD Board of Trustees approve the District Payroll Orders for January 2024

PAY282 L.00.03

PAYNAME: REG

DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT

**** CENTER SCHOOL DISTRICT ****

PAYROLL LABOR SUMMARY BY OBJECT

FOR WARRANTS DATED 01/31/2024

FUND : 01

01/24/24 PAGE 1

GENERAL FUND

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	2,804,576.49
1200	CERT PUPIL SUPPORT SALARIES	163,029.46
1300	CERT SUPERV & ADMIN SALARIES	268,414.40
1900	OTHER CERTIFICATED SALARIES	112,151.88
2100	INSTRUCTIONAL AIDES SALARIES	255,722.57
2200	CLASSIFIED SUPPORT SALARIES	384,768.01
2300	CLASS SUPERV & ADMIN SALARIES	56,272.90
2400	Clerical & Office Salaries	176,016.87
2500	Confidential Employees	32,468.40
2900	OTHER CLASSIFIED SALARIES	36,144.41
3400	*** NOT ON FILE ***	5,270.98
3700	*** NOT ON FILE ***	1,184.04
3900	*** NOT ON FILE ***	3,588.26
5200	Travel & Conference	500.00
	TOTAL FUND	3,440,108.67

PAY282 L.00.03

PAYNAME: REG

DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT

**** CENTER SCHOOL DISTRICT ****

PAYROLL LABOR SUMMARY BY OBJECT

FOR WARRANTS DATED 01/31/2024

01/24/24 PAGE 2

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
2200	CLASSIFIED SUPPORT SALARIES	66,242.05
2300	CLASS SUPERV & ADMIN SALARIES	8,457.85
2400	Clerical & Office Salaries	9,958.02
3400	*** NOT ON FILE ***	196.80
3900	*** NOT ON FILE ***.	164.80
	TOTAL FUND	85,019.52
	TOTAL DISTRICT:	3,525,128.19

SALARY EXPENDITURE:	\$3,525,128.19	
01-9110		\$3,275,830.12
99-9621		\$237,309.29
99-9621		\$331,880.47
	-----	-----
	\$3,525,128.19	\$3,845,019.88

PAY282 L.00.03

PAYNAME: VAR

DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT

**** CENTER SCHOOL DISTRICT ****

PAYROLL LABOR SUMMARY BY OBJECT

FOR WARRANTS DATED 02/09/2024

01/31/24 PAGE 1

FUND : 01

GENERAL FUND

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	87,507.85
1200	CERT PUPIL SUPPORT SALARIES	3,234.46
1300	CERT SUPERV & ADMIN SALARIES	58.00
2100	INSTRUCTIONAL AIDES SALARIES	1,799.20
2200	CLASSIFIED SUPPORT SALARIES	24,878.10
2400	Clerical & Office Salaries	725.42
2500	Confidential Employees	393.57
2900	OTHER CLASSIFIED SALARIES	3,485.18
	TOTAL FUND	122,081.78

PAY282 L.00.03

PAYNAME: VAR

DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT

**** CENTER SCHOOL DISTRICT ****

PAYROLL LABOR SUMMARY BY OBJECT

FOR WARRANTS DATED 02/09/2024

01/31/24 PAGE 2

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
2200	CLASSIFIED SUPPORT SALARIES	2,347.38
	TOTAL FUND	2,347.38
	TOTAL DISTRICT:	124,429.16

SALARY EXPENDITURE:	\$124,429.16	
01-9110		\$124,429.16
	-----	-----
	\$124,429.16	\$124,429.16



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: 2/21/24

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado

Initials:

LC

SUBJECT: Commercial Warrant Registers

☒ **Action Item**

☐ **Information Item**

Attached Pages 13

BACKGROUND:

January 4, 2024 \$529,818.15
January 11, 2024 \$698,435.68
January 18, 2024 \$646,894.65
January 25, 2024 \$1,016,763.59

The commercial warrant payments to vendor totals
\$2,891,912.07

RECOMMENDED BOARD ACTION:

That the CJUSD Board of Trustees approve the Supplemental Agenda-Vendor Warrants as presented.

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
241913	ACORN ARBORICULTURAL SERVICES	TREE REMOVAL/GRINDING-WCR	2,740.00	MAINTENANCE
241915	ACORN ARBORICULTURAL SERVICES	TREE REMOVAL/PRUNING-DOA	9,100.00	MAINTENANCE
241917	ACORN ARBORICULTURAL SERVICES	TREE REMOVAL/GRINDING-MOT YARD	3,270.00	MAINTENANCE
241835	AERIES SIS/EAGLE SOFTWARE	SPRING 2024 CONFERENCE	999.00	BUSINESS SERVICES
241836	AMAZON CAPITAL SERVICES INC	OFFICE DECOR	242.54	BUSINESS SERVICES
241852	AMAZON CAPITAL SERVICES INC	DISTRICT OFFICE DECOR	1,111.70	PERSONNEL SERVICES - USE 0110
241854	AMAZON CAPITAL SERVICES INC	BULLYING PREVENTION ALL SITES	516.69	FAMILY RESOURCE CENTER
241858	AMAZON CAPITAL SERVICES INC	SUPPLIES	39.93	SUPERINTENDENT OFFICE
241865	AMAZON CAPITAL SERVICES INC	SOAP-RFE	237.00	MAINTENANCE
241866	AMAZON CAPITAL SERVICES INC	DRAWING CLUB STUDENT SUPPLIES	85.80	NORTH COUNTRY ELEMENTARY
241867	AMAZON CAPITAL SERVICES INC	DRAWING ACADEMY SUPPLIES	143.39	NORTH COUNTRY ELEMENTARY
241872	AMAZON CAPITAL SERVICES INC	3RD GRADE SUPPLIES	320.11	NORTH COUNTRY ELEMENTARY
241876	AMAZON CAPITAL SERVICES INC	HOMEWORK & HISTORY CLUB SUPPLI	128.06	NORTH COUNTRY ELEMENTARY
241878	AMAZON CAPITAL SERVICES INC	TKDG/SPED SUPPLIES	1,741.22	PERSONNEL SERVICES - USE 0110
241880	AMAZON CAPITAL SERVICES INC	ARTS AND CRAFT CLUB	109.10	NORTH COUNTRY ELEMENTARY
241887	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	193.71	BUSINESS SERVICES
241890	AMAZON CAPITAL SERVICES INC	HOUSE CULTURE SUPPLIES	223.96	NORTH COUNTRY ELEMENTARY
241891	AMAZON CAPITAL SERVICES INC	PBIS incentives, books, office	2,463.41	OAK HILL ELEMENTARY
241899	AMAZON CAPITAL SERVICES INC	MUSIC ACADEMY SUPPLIES	757.05	NORTH COUNTRY ELEMENTARY
241900	AMAZON CAPITAL SERVICES INC	ART AND SCULPTING SUPPLIES	157.37	NORTH COUNTRY ELEMENTARY
241901	AMAZON CAPITAL SERVICES INC	MAG GLASS/KEY CAPS	45.20	MAINTENANCE
241902	AMAZON CAPITAL SERVICES INC	ANTIBULLYING SUPPLIES	186.94	FAMILY RESOURCE CENTER
241904	AMAZON CAPITAL SERVICES INC	CELL CASE/DIST SECURITY PHONE	18.30	MAINTENANCE - USE 0106
241907	AMAZON CAPITAL SERVICES INC	SUPPLIES - CLASSROOM	42.49	WILSON RILES MIDDLE SCHOOL
241908	AMAZON CAPITAL SERVICES INC	TEACHER'S CHAIR	93.19	WILSON RILES MIDDLE SCHOOL
241911	AMAZON CAPITAL SERVICES INC	TITLE 1 SUPPLIES - STU STORE	237.14	WILSON RILES MIDDLE SCHOOL
241921	AMAZON CAPITAL SERVICES INC	SPINELLI SSA SUPPLIES	567.05	FAMILY RESOURCE CENTER
241922	AMAZON CAPITAL SERVICES INC	AMAZON	479.98	SPINELLI ELEMENTARY
241941	AMAZON CAPITAL SERVICES INC	ANTIBULLYING SUPPLIES	93.67	FAMILY RESOURCE CENTER
241945	AMAZON CAPITAL SERVICES INC	PRESCHOOL SUPPLIES	205.07	SPECIAL EDUCATION
241953	AMAZON CAPITAL SERVICES INC	markers/chair/gloves/can crush	555.11	CENTER HIGH SCHOOL
241956	AMAZON CAPITAL SERVICES INC	envelopes and cards	215.86	CENTER HIGH SCHOOL
241958	AMAZON CAPITAL SERVICES INC	push pins/keyboard/stress ball	281.44	CENTER HIGH SCHOOL
241960	AMAZON CAPITAL SERVICES INC	IPHONE AND IPAD COVER S.MCLAFF	112.10	COMPUTER SERVICES
241964	AMAZON CAPITAL SERVICES INC	LIBRARY & OFFICE SUPPLIES	399.18	SPINELLI ELEMENTARY
241965	AMAZON CAPITAL SERVICES INC	ANTIBULLYING SUPPLIES	36.06	FAMILY RESOURCE CENTER
241966	AMAZON CAPITAL SERVICES INC	EL SUPPLIES	550.47	PERSONNEL SERVICES
241967	AMAZON CAPITAL SERVICES INC	EL SUPPLIES	1,261.30	PERSONNEL SERVICES
241971	AMAZON CAPITAL SERVICES INC	EL MATERIALS	59.25	PERSONNEL SERVICES
241974	AMAZON CAPITAL SERVICES INC	WATER FILTER/BUNGEE CORDS/SPED	87.13	REX FORTUNE ELEMENTARY
241980	AMAZON CAPITAL SERVICES INC	PRESCHOOL PSYCH MATERIALS	251.89	SPECIAL EDUCATION
241981	AMAZON CAPITAL SERVICES INC	BX INCIDENT PAGERS	23.65	SPECIAL EDUCATION
241982	AMAZON CAPITAL SERVICES INC	DESK TOP CONVERTER	134.68	SPECIAL EDUCATION
241983	AMAZON CAPITAL SERVICES INC	ERMHS SUPPLIES	55.23	SPECIAL EDUCATION
241996	AMAZON CAPITAL SERVICES INC	notebooks/pens/rubber stoppers	815.69	OAK HILL ELEMENTARY
241997	AMAZON CAPITAL SERVICES INC	2024 LABOR LAW POSTERS	613.10	PERSONNEL SERVICES
241998	AMAZON CAPITAL SERVICES INC	NOON DUTY AIDES	150.52	SPINELLI ELEMENTARY
241999	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	33.85	BUSINESS SERVICES
242002	AMAZON CAPITAL SERVICES INC	DOCK STATION	633.41	WILSON RILES MIDDLE SCHOOL
242006	AMAZON CAPITAL SERVICES INC	TECH USB DRIVES	281.70	COMPUTER SERVICES
242008	AMAZON CAPITAL SERVICES INC	SFSS SUPPLIES/CLOSET SUPPLY	803.17	FAMILY RESOURCE CENTER

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
242011	AMAZON CAPITAL SERVICES INC	OFFICE CHAIRS	1,641.79	SUPERINTENDENT OFFICE
242018	AMAZON CAPITAL SERVICES INC	TK STEAM SUPPLIES	1,093.87	REX FORTUNE ELEMENTARY
242021	AMAZON CAPITAL SERVICES INC	GOLOBIC CLASSROOM BOOKS/SUPPLI	545.84	REX FORTUNE ELEMENTARY
242024	AMAZON CAPITAL SERVICES INC	SUPPLIES	567.76	DUDLEY ELEMENTARY - USE 0234
242025	AMAZON CAPITAL SERVICES INC	SUPPLIES	519.20	DUDLEY ELEMENTARY - USE 0234
242044	AMAZON CAPITAL SERVICES INC	KINDER STEAM MATERIALS	1,783.19	REX FORTUNE ELEMENTARY
242065	AMAZON CAPITAL SERVICES INC	1ST GRADE STEAM SUPPLIES	1,020.11	REX FORTUNE ELEMENTARY
242068	AMAZON CAPITAL SERVICES INC	TECH SHELF BARCODE SCANNER BAT	450.91	COMPUTER SERVICES
242075	AMAZON CAPITAL SERVICES INC	MUSIC ACADEMY INSTRUMENT	337.89	NORTH COUNTRY ELEMENTARY
242086	AMAZON CAPITAL SERVICES INC	storage/marker/mouse pad	78.10	CENTER HIGH SCHOOL
242087	AMAZON CAPITAL SERVICES INC	library books/chair mat/pens	200.68	CENTER HIGH SCHOOL
242088	AMAZON CAPITAL SERVICES INC	BUSINESS OFFICE SUPPLIES	225.69	PERSONNEL SERVICES
242089	AMAZON CAPITAL SERVICES INC	CLASSROOM SUPPLIES	270.15	MCCLELLAN HIGH SCHOOL
242090	AMAZON CAPITAL SERVICES INC	5TH GRADE SUPPLIES	271.95	NORTH COUNTRY ELEMENTARY
242093	AMAZON CAPITAL SERVICES INC	SUPPLIES	441.00	SPINELLI ELEMENTARY
242095	AMAZON CAPITAL SERVICES INC	HOUSE RALLY SUP.INCENTIVE TK-6	1,526.44	NORTH COUNTRY ELEMENTARY
242096	AMAZON CAPITAL SERVICES INC	COUNSELLING SUPPLIES	511.70	CURRICULUM & INSTRUCTION
242097	AMAZON CAPITAL SERVICES INC	4TH GRADE MAGNETS FOR STEAM	43.05	REX FORTUNE ELEMENTARY
242099	AMAZON CAPITAL SERVICES INC	EL SUPPLIES	19.98	PERSONNEL SERVICES
242110	AMAZON CAPITAL SERVICES INC	Intervention PBIS items	764.41	OAK HILL ELEMENTARY
242115	AMAZON CAPITAL SERVICES INC	3RD GRADE STEAM MATERIALS	358.01	REX FORTUNE ELEMENTARY
242116	AMAZON CAPITAL SERVICES INC	4TH GRADE STEAM MATERIALS	3,533.32	REX FORTUNE ELEMENTARY
242118	AMAZON CAPITAL SERVICES INC	MISC. SUPPLIES	44.72	WILSON RILES MIDDLE SCHOOL
242120	AMAZON CAPITAL SERVICES INC	FLAGPOLE DOOR	219.75	WILSON RILES MIDDLE SCHOOL
242123	AMAZON CAPITAL SERVICES INC	MATH BOOK	59.72	CURRICULUM & INSTRUCTION
242126	AMAZON CAPITAL SERVICES INC	FILM MAKING ACADEMY 3-6 GRADE	140.02	NORTH COUNTRY ELEMENTARY
242129	AMAZON CAPITAL SERVICES INC	SUPPLIES	51.68	MCCLELLAN HIGH SCHOOL
242133	AMAZON CAPITAL SERVICES INC	PRESCHOOL	134.76	SPECIAL EDUCATION
242135	AMAZON CAPITAL SERVICES INC	SPEECH SUPPLIES	145.10	SPECIAL EDUCATION
242136	AMAZON CAPITAL SERVICES INC	OT SUPPLIES	77.68	SPECIAL EDUCATION
242137	AMAZON CAPITAL SERVICES INC	SPEECH SUPPLIES	154.80	SPECIAL EDUCATION
242138	AMAZON CAPITAL SERVICES INC	IPAD CASES	242.33	SPECIAL EDUCATION
242139	AMAZON CAPITAL SERVICES INC	BEHAVIOR SUPPLIES	23.58	SPECIAL EDUCATION
241962	AMIRI MOHAMMAD	M.AMIRI DECEMBER 2023 MILEAGE	27.77	COMPUTER SERVICES
242009	APPLE COMPUTER	USB-C TO AUDIO ADAPTER FORTUNE	232.74	COMPUTER SERVICES
242069	APPLE COMPUTER	CHS MCA MBAIR MBPRO MBSTUDIO	7,504.17	COMPUTER SERVICES
242071	APPLE COMPUTER	CHS APPLE IPAD FOR TRANSLATION	455.47	COMPUTER SERVICES
242102	APPLE COMPUTER	NORTH COUNTRY IPADS	6,117.10	COMPUTER SERVICES
241937	ARROW PLUMBING INC	PLUMBING - BALL VALVE WCR	1,024.24	MAINTENANCE
241938	ARROW PLUMBING INC	PLUMBING LEAK - CHS	1,422.97	MAINTENANCE
242015	ASSOCIATION FOR SUPERVISION &	MEMBERSHIP RENEWAL	95.90	SUPERINTENDENT OFFICE
241834	ATKINSON ANDELSON LOYA RUUD	OPEN P.O. FY 23/24 (2)	50,000.00	BUSINESS SERVICES
241869	ATLAS DISPOSAL INDUSTRIES	Dumpster rental for renovation	917.50	OAK HILL ELEMENTARY
241882	ATLAS DISPOSAL INDUSTRIES	GARBAGE DISPOSAL	921.66	ARTHUR S. DUDLEY ELEMENTARY
241924	B & H PHOTO-VIDEO	ENHANCED VIDEO TRANSMISSN/REG	373.33	SPINELLI ELEMENTARY
241845	BAIONI RON	R.BAIONI DECEMBER 2024 MILEAGE	18.86	COMPUTER SERVICES
242106	BATTERIES PLUS BLUBS	REPLACEMENT KEY FOB VEH #64	164.75	MAINTENANCE
241893	BIDWELL H2O	Water service for OH	52.50	OAK HILL ELEMENTARY
241925	BIDWELL H2O	Water service for OH	52.50	OAK HILL ELEMENTARY
241979	BLAISDELLS BUSINESS PRODUCTS	paper/wipes/index cards/	152.84	CENTER HIGH SCHOOL
242040	BLUUM USA INC	AUDIO VISUAL EQUIPTMENT VAPA	20,561.94	NORTH COUNTRY ELEMENTARY

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
242041	BLUUM USA INC	AUDIO VISUAL SYSTEM MICS VAPA	4,579.38	NORTH COUNTRY ELEMENTARY
242109	BOOST COLLABORATIVE & CONFEREN	2024 BOOST CONFERENCE N HIGHLAN	2,875.00	FAMILY RESOURCE CENTER
241928	BSN SPORTS LLC	Soccer nets	341.37	CENTER HIGH SCHOOL
241933	BSN SPORTS LLC	basketballs	1,452.60	CENTER HIGH SCHOOL
241848	BUTTES/CENTER STATE PIPE &	HANDI-CAP TOILETS SPINELLI	588.49	MAINTENANCE - USE 0106
241849	BUTTES/CENTER STATE PIPE &	HANDI-CAP TOILETS DUDLEY	990.18	MAINTENANCE - USE 0106
241864	CALIFORNIA DEPT OF TAX AND FEE	DIESEL EXEMPT TAX	51.72	PERSONNEL SERVICES - USE 0110
242043	CALIFORNIA DEPT OF TAX AND FEE	UST MAINT FEE	781.00	MAINTENANCE
242000	CAMPUS CLINIC LLC	MENTAL WELLNESS SURVEY	2,464.92	CURRICULUM & INSTRUCTION
242098	CARS+ -THE ORGANIZATION FOR	CONFERENCE REGISTRATION	2,080.00	SPECIAL EDUCATION
241972	CASADO MATTHEW	courses reimbursement	87.00	CENTER HIGH SCHOOL
242010	CATALYST FAMILY INC	INVOICE 3006-DEC23	57,214.64	FAMILY RESOURCE CENTER
242130	CENTER HIGH SCHOOL STUDENT	MV STUDENT FEES	400.00	FAMILY RESOURCE CENTER
241946	CHANEY AMY	claim form March conference	2,200.00	CENTER HIGH SCHOOL
241841	CHARTER AMERICA	CHS/OAK HILL	4,069.20	PERSONNEL SERVICES - USE 0110
241935	CHARTER AMERICA	CHS BASKET/SOCCER/MARYSVILLE	1,950.00	PERSONNEL SERVICES
242035	CHARTER AMERICA	CHS BASKETBALL/COLFAX	1,622.16	PERSONNEL SERVICES
242067	CHARTER AMERICA	CHS BASKETBALL/WHEATLAND/TB	1,404.00	PERSONNEL SERVICES
241969	COASTAL ENTERPRISES	PE CLOTHING REORDER	836.23	WILSON RILES MIDDLE SCHOOL
242114	COMER DAPHNEA	REIMBURSEMENT/PHYSICAL	60.00	PERSONNEL SERVICES
242101	COMMISSION ON TEACHER	TEMPORARY CERTIFICATE	100.00	PERSONNEL SERVICES
242117	CONIDARIS CYNTHIA	MILEAGE	100.87	SPECIAL EDUCATION
242062	CORE	ONLINE TRAINING	2,250.00	CURRICULUM & INSTRUCTION
242032	CREATIVE BUS SALES	BUS 8/12/16 REPAIRS	7,668.37	PERSONNEL SERVICES
242053	CREATIVE MATHEMATICS	DICE/DOMINOES FOR STEAM	896.05	REX FORTUNE ELEMENTARY
241839	CROWE LLP	PROFESSIONAL SER.INV.#-CI24687	27,100.00	BUSINESS SERVICES
241862	DELL MARKETING L.P.	NORTH COUNTRY LAPTOPS	8,399.43	COMPUTER SERVICES
241994	DELL MARKETING L.P.	PRESCHOOL - LIBRA LAPTOP	1,197.73	COMPUTER SERVICES
241995	DELL MARKETING L.P.	WCR XPS LAPTOPS	2,395.46	COMPUTER SERVICES
242058	DELL MARKETING L.P.	LAPTOP FOR EL AIDES - CHS	1,197.73	COMPUTER SERVICES
242084	DELTA CHARTER SERVICE	CHS WRESTLING/SOCCER	4,465.00	PERSONNEL SERVICES
242037	DEMCO INC	TK-6TH GRADE SUPPLIES	329.28	NORTH COUNTRY ELEMENTARY
242063	DUTT KARISHMA	MONTHLY MILEAGE NURSE - DEC	86.53	CURRICULUM & INSTRUCTION
241914	DreamBox Learning Inc	READING DREAMBOX LICENSES	10,876.55	NORTH COUNTRY ELEMENTARY
241912	EDPUZZLE INC	TITLE 1 - ONLINE SUBSCRIPTION	1,962.00	WILSON RILES MIDDLE SCHOOL
241989	EDWARDS CATHLEEN	R- Edwards- envelopes, whitebo	87.15	OAK HILL ELEMENTARY
241929	EL CAMINO HIGH SCHOOL	tournament fee	500.00	CENTER HIGH SCHOOL
242105	EVERYDAY LABS	ATTENDANCE DATA TRACKER	49,713.60	FAMILY RESOURCE CENTER
241990	FARREL JASON	STAFF MTG LUNCH/SUPPLIES	280.38	REX FORTUNE ELEMENTARY
241889	FERGUSON ENTERPRISES LLC	HVAC UNIT-DO RR	7,451.55	MAINTENANCE
241951	FIELDTURF USA INC	REDISTRIBUTE CORK-CHS FB FIELD	5,463.39	MAINTENANCE
241939	FIRESTONE COMPLETE AUTO CARE	BATTERY & FRONT SENSORS	530.07	MAINTENANCE
242052	FOLLETT CONTENT SOLUTIONS LLC	Books for library	318.55	OAK HILL ELEMENTARY
241940	G & T TRUCK REPAIR INC	REPAIRS UNIT #3	8,655.44	PERSONNEL SERVICES
241961	G & T TRUCK REPAIR INC	LABOR WHITE FLEET	750.00	MAINTENANCE
242019	G & T TRUCK REPAIR INC	REPAIRS TO BUCKET TRUCK	675.00	MAINTENANCE
242020	G & T TRUCK REPAIR INC	LABOR GENIE LIFT	675.00	MAINTENANCE
242076	G & T TRUCK REPAIR INC	OPEN PO/VEHICLE REPAIR	45,000.00	PERSONNEL SERVICES
241954	GEARY PACIFIC SUPPLY	HVAC FILTERS	6,471.13	MAINTENANCE
241892	GREEN KENDRA	MV PARENT MILE REIMBURSEMENT	112.84	FAMILY RESOURCE CENTER
242055	HAND2MIND INC.	TK PATTERN BLOCKS	156.87	REX FORTUNE ELEMENTARY

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
242094	HANSON KRISTIN	REIM TRAVEL EXPENSES LAS VEGAS	205.01	NORTH COUNTRY ELEMENTARY
241846	HARRIS WELDDING	WELDER IN MAINT SHOP	58.08	MAINTENANCE - USE 0106
241916	HASLAM MICHELE	REIM KINDNESS WEEK SUPPLIES	77.48	NORTH COUNTRY ELEMENTARY
241949	HILL PAULA	fruit fly/worksheets	12.49	CENTER HIGH SCHOOL
241863	HOME DEPOT	BUS BARN SUPPLIES	261.34	PERSONNEL SERVICES - USE 0110
241934	HOME DEPOT	BUS BARN SUPPLIES	335.75	PERSONNEL SERVICES
242059	HU LEE CHIN JENNY	TRANSLATOR MILEAGE	3.22	CURRICULUM & INSTRUCTION
241885	HUNT CAROL	SUPPLIES	9.14	SUPERINTENDENT OFFICE
241850	IML SECURITY SUPPLY	DOORS/FRAMES WCR PROJECT	2,956.05	MAINTENANCE - USE 0106
241886	JBEILY TAMI	TUTORING (SUPPLIES/HOT CHOC)	115.80	BUSINESS SERVICES
242060	KENNY SHERRIE	MV PARENT MILE REIMBURSEMENT	56.94	FAMILY RESOURCE CENTER
242026	LAKESHORE	KID FURNITURE	2,178.38	CURRICULUM & INSTRUCTION
241877	LAKESHORE LEARNING MATERIA LLC	TKDG SUPPLIES	2,387.68	PERSONNEL SERVICES - USE 0110
241975	LAKESHORE LEARNING MATERIA LLC	GOLOBIC TRAYS FOR CLASSROOM	112.70	REX FORTUNE ELEMENTARY
242046	LAKESHORE LEARNING MATERIA LLC	TK LAKESHORE STEAM SUPPLIES	1,031.12	REX FORTUNE ELEMENTARY
242050	LAKESHORE LEARNING MATERIA LLC	STEAM SUPPLIES FOR K-2	1,774.41	REX FORTUNE ELEMENTARY
241843	LAWSON SSP GROUP LLC	HVAC REPAIR NO CO CYPRESS	552.50	MAINTENANCE
241947	LEARNING FOR LIVING INC	teacher taining	8,000.00	CENTER HIGH SCHOOL
241948	LEARNING FOR LIVING INC	training for staff campus cult	2,250.00	CENTER HIGH SCHOOL
241936	LUX BUS AMERICA CO	CHS BASKETBALL/BEAR RIVER	1,692.85	PERSONNEL SERVICES
242033	LUX BUS AMERICA CO	CHS SPORTING EVENTS	4,674.28	PERSONNEL SERVICES
241873	MAD SCIENCE OF SACRAMENTO	Mad Science/science night	1,282.00	OAK HILL ELEMENTARY
242121	MATH STACKERS INC	MATH MANIPULATIVES 3RD GRADE	8,433.59	NORTH COUNTRY ELEMENTARY
242124	MAXIM HEALTHCARE SERVICES INC	ERMHS	20,000.00	SPECIAL EDUCATION
242112	MAZA JESSICA	MILEAGE REIMBURSEMENT JAN	10.32	FAMILY RESOURCE CENTER
241895	MCCLEAN JEANNE OCHOA	MV PARENT MILE REIMBURSEMENT	102.96	FAMILY RESOURCE CENTER
242083	MESA VERDE HIGH SCHOOL	tournament	350.00	CENTER HIGH SCHOOL
242034	MGM TRANSPORTATION INC	CHS WRESTLING/WHEATLAND	1,500.00	PERSONNEL SERVICES
241903	MILLER JENNIFER L	Reimb. SCOE conference	275.00	OAK HILL ELEMENTARY
242113	MIRANDA RYAN	MILE REIMBURSEMENT JANUARY	18.73	FAMILY RESOURCE CENTER
242003	NATIONAL AUTISM RESOURCES	PRESCHOOL SUPPLIES	1,780.98	SPECIAL EDUCATION
241871	NORTH HIGHLANDS RECREATION AND	ELOP WINTERBREAKCAMP 2024	2,777.50	FAMILY RESOURCE CENTER
242049	O'REILLY AUTO PARTS	Batteries for the Bucket Truck	513.39	MAINTENANCE
241855	OFFICE DEPOT/BUS.SERVICES DIV	HR SUPPLIES	107.18	PERSONNEL SERVICES - USE 0110
241932	OFFICE DEPOT/BUS.SERVICES DIV	student markers, folders sharp	363.88	CENTER HIGH SCHOOL
242016	OFFICE DEPOT/BUS.SERVICES DIV	CLASSROOM SUPPLIES	109.02	WILSON RILES MIDDLE SCHOOL
242017	OFFICE DEPOT/BUS.SERVICES DIV	CLASSROOM SUPPLIES	191.87	WILSON RILES MIDDLE SCHOOL
242061	OFFICE DEPOT/BUS.SERVICES DIV	VAPA SUPPLIES TK-6TH GRADE	313.70	NORTH COUNTRY ELEMENTARY
242064	OFFICE DEPOT/BUS.SERVICES DIV	KINDER MARKERS AND EASEL PAD	604.02	REX FORTUNE ELEMENTARY
242107	OFFICE DEPOT/BUS.SERVICES DIV	SUPPLIES	120.73	SUPERINTENDENT OFFICE
242119	OFFICE DEPOT/BUS.SERVICES DIV	CLASSROOM SUPPL. - SPED	261.10	WILSON RILES MIDDLE SCHOOL
242134	OFFICE DEPOT/BUS.SERVICES DIV	laminator film	193.71	OAK HILL ELEMENTARY
241918	OLMSTEAD ERICA	REIMB BOOKS TITLE 1 FAMILY NT	264.00	SPINELLI ELEMENTARY
241919	OLMSTEAD ERICA	REIMB FOR ANTI BIAS LUNCH	596.51	SPINELLI ELEMENTARY
242054	ORIENTAL TRADING CO. INC.	KINDER 3D SHAPES FOR STEAM	78.58	REX FORTUNE ELEMENTARY
241930	OVERDRIVE INC	student subscription to books	1,000.00	CENTER HIGH SCHOOL
241987	PAR	PSYCH PROTOCOLS	818.90	SPECIAL EDUCATION
241926	PARKER GINGER	claim for CPA conference	195.80	CENTER HIGH SCHOOL
241986	PEARSON	PSYCH PROTOCOLS	5,013.46	SPECIAL EDUCATION
241984	PEARSON ASSESSMENTS	PRESCHOOL SPEECH PROTOCOLS	118.53	SPECIAL EDUCATION
241856	PERFORMANCE SYS INTEGRATION	AFTER HRS SVC CALL - ANNEX	515.00	MAINTENANCE - USE 0106

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
241857	PERFORMANCE SYS INTEGRATION	AFTER HRS SVC CALL - CHS	515.00	MAINTENANCE - USE 0106
241923	PERFORMANCE SYS INTEGRATION	FIRE/BURG MONITORING	675.00	MAINTENANCE - USE 0106
241853	PITNEY BOWES GLOBAL FINANCIAL	LEASE INV.#3106417642	930.10	BUSINESS SERVICES
241942	PITNEY BOWES INC	INK SUPPLIES	531.18	BUSINESS SERVICES
241950	POOR BERNADETTE	Lunch for P.D day	1,212.88	CENTER HIGH SCHOOL
241861	POSTAGE BY PHONE RESERVE ACCT	PREPAID POSTAGE	10,000.00	BUSINESS SERVICES
241944	PRO-ED	EDMARK	199.12	SPECIAL EDUCATION
241985	PRO-ED	PSYCH PROTOCOLS	590.25	SPECIAL EDUCATION
241851	PURDY MICHAEL	M.PURDY DECEMBER 2023 MILEAGE	86.72	COMPUTER SERVICES
241988	RIGHT AT SCHOOL LLC	CEJOI-1223	8,886.36	FAMILY RESOURCE CENTER
241970	RIVERSIDE TECHNOLOGIES INC.	GUEST CHECK IN-BUSINESS OFFICE	56,811.00	MAINTENANCE
241973	RIVERSIDE TECHNOLOGIES INC.	ELOP CHROMBOOKS AND CARTS	69,602.18	FAMILY RESOURCE CENTER
242001	RIVERSIDE TECHNOLOGIES INC.	BENQ BOARDS FOR CLASSROOM	13,636.63	REX FORTUNE ELEMENTARY
242042	RIVERSIDE TECHNOLOGIES INC.	WIRELESS HUBS/INSTALLATION	2,353.32	MAINTENANCE
242125	RIVERSIDE TECHNOLOGIES INC.	PROMETHEAN CHROMEBOX	17,991.47	NORTH COUNTRY ELEMENTARY
242122	ROCHESTER 100 INC	Nicky Folders	156.24	OAK HILL ELEMENTARY - USE 0238
241952	ROENSPIE AMY	PROACT FOOD REIMB	194.32	SPECIAL EDUCATION
241884	SACRAMENTO COUNTY OFF. OF ED.	EXPANDED LEARNING WINTER CONF	75.00	FAMILY RESOURCE CENTER
242080	SACRAMENTO COUNTY OFF. OF ED.	conference	275.00	CENTER HIGH SCHOOL
242081	SACRAMENTO COUNTY OFF. OF ED.	counselor confrence	275.00	CENTER HIGH SCHOOL
242082	SACRAMENTO COUNTY OFF. OF ED.	counselor conference	275.00	CENTER HIGH SCHOOL
241837	SACRAMENTO COUNTY OFFICE OF ED	23/24 INFO SERVICES 1ST QTR	15,000.00	BUSINESS SERVICES
241838	SACRAMENTO COUNTY OFFICE OF ED	23/24 INFO SERVICES 2ND QTR	15,000.00	BUSINESS SERVICES
241883	SACRAMENTO COUNTY OFFICE OF ED	BOARD DINNER	50.00	SUPERINTENDENT OFFICE
241905	SCHOOL SPECIALTY LLC	STUDENT HEADPHONES	232.34	WILSON RILES MIDDLE SCHOOL
241978	SCHOOL SPECIALTY LLC	paper/paint/brushes/markers	660.11	CENTER HIGH SCHOOL
241879	SEIVERT TRACEY	REIM FOR STAFF INSERVICE DAY	63.11	NORTH COUNTRY ELEMENTARY
241888	SEIVERT TRACEY	REIM STAFF DAY & IREADY INCENT	1,035.67	NORTH COUNTRY ELEMENTARY
241910	SEIVERT TRACEY	REIM FOR HOUSE REWARD INCENTIV	122.57	NORTH COUNTRY ELEMENTARY
242091	SEIVERT TRACEY	REIM FAMILY NIGHT SUPPLIES	101.66	NORTH COUNTRY ELEMENTARY
241898	SEVILLE CLASSICS INC	storage cabinets for Smith	1,508.45	OAK HILL ELEMENTARY
241860	SHELTONS UNLIMITED MECHANICAL	HVAC SVC - CHS RM 300	175.00	MAINTENANCE - USE 0106
241909	SHELTONS UNLIMITED MECHANICAL	NEW HVAC-DUDLEY T4	17,518.28	MAINTENANCE
241991	SHELTONS UNLIMITED MECHANICAL	HVAC SVC CALL - DIST OFC	175.00	MAINTENANCE
242031	SHELTONS UNLIMITED MECHANICAL	NEW HVAC-CHS LIBRARY	184,184.00	MAINTENANCE
242051	SHELTONS UNLIMITED MECHANICAL	NEW HVAC UNIT-BUSINESS OFFICE	5,899.89	MAINTENANCE
242127	SHELTONS UNLIMITED MECHANICAL	HVAC SVC - DUDLEY	425.00	MAINTENANCE
241897	SIERRA BUILDING SYS INC	ANNUAL FIRE ALARM MONITORING	720.00	MAINTENANCE - USE 0106
242092	SIERRA BUILDING SYS INC	SVC CALL FIRE ALARM	350.00	MAINTENANCE
242100	SIERRA BUILDING SYS INC	SVC FIRE ALARM SYSTEM	2,111.80	MAINTENANCE
242103	SIERRA BUILDING SYS INC	FIRE ALARM DEFICIENCIES	3,656.00	MAINTENANCE
242036	SLAY JENNIFER	SLAY REIMB FOR AVID CONFERENCE	968.87	CURRICULUM & INSTRUCTION
242074	SMUD MUSEUM OF SCIENCE & CURIO	3RD GRADE FIELD TRIP	990.00	NORTH COUNTRY ELEMENTARY
242111	SPINELLI ELEMENTARY	MV STUDENT FIELD TRIP	312.28	FAMILY RESOURCE CENTER
241957	STAPLES BUSINESS ADVANTAGE	paper,staples, tape	1,054.51	CENTER HIGH SCHOOL
241976	STATE WATER RESOURCES	ANNUAL PERMIT FEE/WATER BOARD	1,651.00	MAINTENANCE
241931	STERICYCLE INC	8005818789 December	43.71	CENTER HIGH SCHOOL
241847	SUNBELT RENTALS INC	RENTAL WATER LEAK CHS	543.55	MAINTENANCE - USE 0106
241920	SUNBELT RENTALS INC	EQUIP RENTAL WATER LEAK CHS	708.45	MAINTENANCE - USE 0106
242057	T-MOBILE	CELL PHONE OPEN PO	255.43	NORTH COUNTRY ELEMENTARY
242140	T-MOBILE	NEW TECH PHONE S.MCLAFFERTY	86.99	COMPUTER SERVICES

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
241868	TASTE OF TUSCANY	SNACKS FOR PARENT GATHERING	1,946.40	NORTH COUNTRY ELEMENTARY
241870	TASTE OF TUSCANY	SNACKS FOR PARENT GATHERING	1,946.40	NORTH COUNTRY ELEMENTARY
242073	TOBII DYNAVOK LLC	BOARDMAKER SUBSCRIPTION	1,970.10	SPECIAL EDUCATION
242023	TOPPER JAMIE	REIMBURSEMENT FOR STEAM SUPP.	106.65	DUDLEY ELEMENTARY - USE 0234
241963	TURNQUIST NANCY	REIMBURSEMENT C CLUB SUPPLIES	25.51	MCCLELLAN HIGH SCHOOL
241859	U.S. BANK NATIONAL ASSOCIATION	ELOP SUPPLIES	318.92	FAMILY RESOURCE CENTER
241874	U.S. BANK NATIONAL ASSOCIATION	CAL ABA	335.00	SPECIAL EDUCATION
241875	U.S. BANK NATIONAL ASSOCIATION	PSYCH WEBINAR	200.00	SPECIAL EDUCATION
241881	U.S. BANK NATIONAL ASSOCIATION	LONG BEACH JOB FAIR HOTEL	718.02	PERSONNEL SERVICES - USE 0110
241896	U.S. BANK NATIONAL ASSOCIATION	MV GAS CARDS	250.00	FAMILY RESOURCE CENTER
241906	U.S. BANK NATIONAL ASSOCIATION	ELOP SUPPLIES	1,625.51	FAMILY RESOURCE CENTER
241959	U.S. BANK NATIONAL ASSOCIATION	CARNEGIE SUMMIT HOTEL RES	1,031.22	PERSONNEL SERVICES
241968	U.S. BANK NATIONAL ASSOCIATION	CAL STATE LB EDUCATORS FAIR	350.00	PERSONNEL SERVICES
241992	U.S. BANK NATIONAL ASSOCIATION	CARNEGIE SUMMIT REGISTRATION	3,285.00	PERSONNEL SERVICES
242007	U.S. BANK NATIONAL ASSOCIATION	ELOP SNACKS	88.72	FAMILY RESOURCE CENTER
242012	U.S. BANK NATIONAL ASSOCIATION	AIRFARE FROM CONFERENCE	501.00	SUPERINTENDENT OFFICE
242013	U.S. BANK NATIONAL ASSOCIATION	AIRFARE TO ATTEND JOB FAIR	554.90	SUPERINTENDENT OFFICE
242014	U.S. BANK NATIONAL ASSOCIATION	BANNERS	314.62	SUPERINTENDENT OFFICE
242027	U.S. BANK NATIONAL ASSOCIATION	CAL ABA REGISTRATION	415.00	SPECIAL EDUCATION
242028	U.S. BANK NATIONAL ASSOCIATION	COMMUNITY BASED INSTRUCTION	159.32	SPECIAL EDUCATION
242029	U.S. BANK NATIONAL ASSOCIATION	CA UDL CONFERENCE	77.38	SPECIAL EDUCATION
242030	U.S. BANK NATIONAL ASSOCIATION	BCBA DATA COLLECTION	210.00	SPECIAL EDUCATION
242048	U.S. BANK NATIONAL ASSOCIATION	CEILING FANS	808.13	MAINTENANCE
242066	U.S. BANK NATIONAL ASSOCIATION	SAC STATE JOB FAIR REG	525.00	PERSONNEL SERVICES
242070	U.S. BANK NATIONAL ASSOCIATION	ELOP SUPPLIES	1,731.01	FAMILY RESOURCE CENTER
242072	U.S. BANK NATIONAL ASSOCIATION	4 CHS JAMF LICENSES	70.00	COMPUTER SERVICES
242077	U.S. BANK NATIONAL ASSOCIATION	CONFERENCE REGISTRATION	550.00	SPECIAL EDUCATION
242104	U.S. BANK NATIONAL ASSOCIATION	NORTH COUNTRY 10 JAMF LICENSES	175.00	COMPUTER SERVICES
242108	U.S. BANK NATIONAL ASSOCIATION	STICKERS	277.47	SUPERINTENDENT OFFICE
242005	ULINE	BIN DIVIDERS-MAINT SHOP	60.00	MAINTENANCE
242128	ULINE	BOXES AND TAPE	737.28	MAINTENANCE
241955	ULTRA TRUCK WORKS INC	RACK-VEH #63	1,591.27	MAINTENANCE
241943	VANDEN BOS ELECTRIC INC.	GYM LIGHT FIXTURE	2,341.00	WILSON RILES MIDDLE SCHOOL
242045	VANDEN BOS ELECTRIC INC.	HUBS	1,200.00	MAINTENANCE
242047	VANDEN BOS ELECTRIC INC.	HOOK UP FOR HVAC-BUS OFF	3,200.00	MAINTENANCE
241894	VANKHAM YUPIN	MV PARENT MILE REIMBURSEMENT	156.00	FAMILY RESOURCE CENTER
242079	WILSON SHERRY	MEAL REIM X2	20.44	PERSONNEL SERVICES - USE 0110
242085	WILSON SHERRY	REIM FOR MEALS	32.02	PERSONNEL SERVICES
241927	WORTHINGTON DIRECT	desk/chairs for kinder	968.92	OAK HILL ELEMENTARY
241993	WORTHINGTON DIRECT	Desk for Schofield	1,391.24	OAK HILL ELEMENTARY
242056	ZIELSDORF OWEN	REIM FOR PROFESSIONAL DEVELOPE	991.30	NORTH COUNTRY ELEMENTARY
		TOTAL FUND	974,200.01	

13 CAFETERIA FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
241844	FUTURE FORD OF SACRAMENTO	OIL CHANGE FOR REFRIGE. TRUCK	160.45	NUTRITION SERVICES
241840	U.S. BANK NATIONAL ASSOCIATION	SMOG INSP-VEH'S 150 & 151	169.50	MAINTENANCE
241977	U.S. BANK NATIONAL ASSOCIATION	SHELF STABLE MILK - FIELD TRIP	128.82	NUTRITION SERVICES
242038	U.S. BANK NATIONAL ASSOCIATION	ALLERGY FOOD	23.97	NUTRITION SERVICES
242039	U.S. BANK NATIONAL ASSOCIATION	ALLERGY FOODS	96.17	NUTRITION SERVICES
242078	U.S. BANK NATIONAL ASSOCIATION	CONDIMENTS FOR SITES	303.65	NUTRITION SERVICES
242131	U.S. BANK NATIONAL ASSOCIATION	NON FOOD ITEMS FOR SITES	425.03	NUTRITION SERVICES
242132	U.S. BANK NATIONAL ASSOCIATION	MUFFIN PAN LINERS	167.50	NUTRITION SERVICES
		TOTAL FUND	1,475.09	

21 BUILDING FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
242022	ENTEK CONSULTING GROUP INC	HAZMAT INSP SERV-CHS MOD	30,750.00	MAINTENANCE
242004	RODAN BUILDERS INC	OAK HILL MODERNIZATION PROJECT	6,066,600.00	MAINTENANCE
241842	SIERRA BUILDING SYS INC	ALARM WORK/PARTS-RFE	10,245.47	MAINTENANCE
		TOTAL FUND	6,107,595.47	
		TOTAL DISTRICT	7,083,270.57	

FUND	AMOUNT
01 GENERAL FUND	974,200.01
13 CAFETERIA FUND	1,475.09
21 BUILDING FUND	6,107,595.47
TOTAL DISTRICT	7,083,270.57



AGENDA ITEM

BOARD OF TRUSTEES

*Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Adrianna Sammons*

SUPERINTENDENT

Scott A. Loehr

MEETING DATE: February 21, 2024

TO: Center Joint Unified School District Board of Trustees

FROM: Tamara JBeily

Initials:

Coordinator of Federal/State Programs

LC

SUBJECT: Local Control Accountability Plan (LCAP)
Mid-year Review

☐ Action Item

☒ Information Item

Attached Pages 42

BACKGROUND:

The 2023-24 school year marks the 3rd year of CJUSD's 3-year Local Control Accountability Plan. The attached LCAP Mid-year Review reports CDE Dashboard data from the 2022-23 school year and available local data, from August-December 2023. The implementation level of each action is indicated with supporting data or a brief narrative. Not all data is available to report mid-year. Missing data and analysis will be included in the LCAP Annual Review presented June 2024.

RECOMMENDED BOARD ACTION:

Information only



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Center Joint Unified School District	Scott Loehr Superintendent	sloehr@centerusd.org (916) 338-6400

Goal 1

Goal Description
All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CCSS, ELD, NGSS implementation by district or site personnel as measured by observation loop and feedback	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs
Teacher Misassignments Fully Credentialed Teachers	2020-21: 0.4% (1/223) teachers misassigned	2021-22: 2% (6/278) teachers misassigned	2022-23: 6% 914/201) teachers misassigned	data unavailable	Zero teacher misassignments
Students access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees
CTE Offerings & Completion	2020-21 CHS offered 12 CTE offerings and 18 sections 53.1% completed one CTE Pathway as reported by the 2020 CDE Dashboard	2021-22 CHS offered 13 CTE courses and 22 sections. 37.3% completed one CTE Pathway as reported by 2021 CCI Dashboard *Reporting students in the 4 year graduation rate cohort	2022-23 CHS offered 14 CTE courses and 21 sections. 30% completed one CTE Pathway as reported by the 2022 CCI Dashboard *Reporting students in the 4 year graduation rate cohort	2023-24 Semester 1: CHS offered 12 CTE courses and 21 sections. 22.5% (79 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report. *Reporting students in a 4 and 5 year graduation rate cohort	Maintain 12 CTE offerings 59% CTE Pathway Completion, per CCI Dashboard
a-g completion	2019-20: 17.7% seniors met all a-g requirements as reported by DataQuest 5 year Cohort Graduation Rate	2020-21: 15% seniors met all a-g requirements as reported through CCI Dashboard 14.6% African American 23.3% Asian 11.5% Hispanic 16.4% White 15% Two or more races 3.1% English Learners	2021-22: 16.4% seniors met all a-g requirements as reported through CCI Dashboard 14.6% African American 32.4% Asian 6% Hispanic 19.7% White 16.7% Two or more races 0.0% English Learners	2022-23: 16.5% seniors met all a-g requirements as reported on the Dashboard Pathway Completion Report. 5.7% African American 41.4% Asian 13.6% Hispanic 15.9% White 6.5% Two or more races	24% of seniors will meet all a-g requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		13.9% Economically Disadvantaged 5.5% Students with Disabilities 11.6% Homeless Students	12.2% Economically Disadvantaged 2% Students with Disabilities 8% Homeless Students	2.3% English Learners 13.2% Economically Disadvantaged 0% Students with Disabilities 12.8% Homeless Students	
Advanced Placement Enrollment	2020-21 AP enrollment: 320 White: 35% (113/320) Hispanic: 15% (50/320) African American: 15% (48/320) Other Asian: 9% (28/320) Filipino: 8% (27/320) Asian Indian: 7% (23/320) Vietnamese: 5% (16/320) Laotian: 2% (7/320) American Indian: 1% (4/320) Hawaiian: 0.9% (3/320) Cambodian: 0.3%(1/320)	2021-22 AP enrollment: 125 White: 45.5% (57/125) Hispanic: 12% (15/125) African American: 4.8% (6/125) Other Asian: 8.9% (12/125) Filipino: 13.8% (18/125) Asian Indian: 4% (5/125) Vietnamese: 5.6% (7/125) Laotian: 0.8% (1/125) American Indian: 0.8% (1/125) Hawaiian: 1.6% (2/125)	2022-23 AP enrollment: 121 White: 43.8% (53/121) Hispanic: 21.5%. (26/121) African American: 11.6% (14/121) Other Asian: 10.7% (13/121) Filipino: 7.4% (9/121) Vietnamese: 2.5% (3/121) Hawaiian/Pacific Islander: 1.7% (2/121)	2022-23 Semester 1 AP Enrollment: 168 Demographic data will be available with combined semester 1 and 2 data to be reported on the LCAP Annual Review.	Close the ethnicity gap so AP enrollment of Hispanic students reflects total enrollment of Hispanic students at CHS
AP Passage Rate, 3 or higher	27.3% students earned a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard	11.6% (31 students) earned a score of 3 or higher on two AP exams as reported by 2021 CCI Dashboard. Percentage of each student group who scored 3 or higher on two AP exams 8.3% African American 21.4% Asian 12.7% Hispanic 8.9% White	6.7% (24 students) earned a score of 3 or higher on two AP exams as reported by 2022 CCI Dashboard. Percentage of each student group who scored 3 or higher on two AP exams 7% African American 12.8% Asian 0.9% Hispanic 7.7% White 0% Two or more races	8% (28 students in 344 cohort) earned a score of 3 or higher on two AP exams as reported by the 2023 Dashboard College/Career Levels and Measures Report Number of students in each student group who scored 3 or higher on two AP exams 1 African American 6 Asian 1 Filipino 4 Hispanic 15 White	35% of students will earn a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard 70% of students will earn a score of 3 or higher on one AP exam as reported by College Board.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	78.5% (77/98) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2020 as reported by College Board	17.6% Two or more races 7.4% English Learners 10.6% Economically Disadvantaged 2.3% Students with Disabilities 12.1% Homeless Students 67.5% (54/80) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2021 as reported by College Board *Reporting students in the 4 year graduation rate cohort for 2 AP exams	0% English Learners 4.4% Economically Disadvantaged 0% Students with Disabilities 5.7% Homeless Students 69.8% (51/73) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2022 as reported by College Board *Reporting students in the 4 year graduation rate cohort for 2 AP exams	0 Two or more races 0 English Learners 12 Economically Disadvantaged 0 Students with Disabilities 3 Homeless Students 79.6% (51/64) of students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2023 as reported by College Board *Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams **Dashboard reported demographics in numbers versus percentages	
EL Progress Indicator	59.3% made progress as reported on 2019-20 Dashboard	EL Progress Indicator is currently not reported on the CDE Dashboard	49.2% of English Learners made progress towards English language proficiency as reported by the Dashboard. 45.9% progressed at least 1 ELPI Level 3.3% maintained ELPI Level 4 33.1% maintained ELPI Levels 1-3H 27.7% decrease at least 1 ELPI Level	51.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.	Increase by 2% annually bringing indicator on Dashboard to a ranking of Very High
EL Redesignation	2020-21: 14.4% (80 students) were Redesignated Fluent English Proficient	2021-22: 15.6% (75 students) were Redesignated Fluent English Proficient	2022-23: 18.1% (98 students) were Redesignated Fluent English Proficient	88/674 EL students have been reclassified during the 1st semester of the 2023-24 school year. More complete data will be reported in May to include 2nd semester reclassifications.	Increase to 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ERHMS	2019-20: Students served: 70 Average Attendance: 93.9% Average GPA: 2.63%	2020-21: Students served: 26 Average Attendance: 90% Average GPA: 1.21%	2022-23 Students served: 51 Average Attendance: 94.4% Average GPA: 2.5%	Data not yet available	Average Attendance: 94% GPA: 2.75
CAASPP	<p>CAASPP (2018-19) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 55% 4th: 52.3% 5th: 57.6% 6th: 65.1% 7th: 56.8% 8th: 66.7% 11th: 75.6%</p> <p>CAASPP MATHEMATICS Standards Met or Exceeded 3rd: 57.3% 4th: 41.5% 5th: 38.1% 6th: 47.3% 7th: 52.6% 8th: 64.5% 11th: 56.5%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS: ECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 36.6% 4th: 37.4%</p>	<p>CAASPP (2020-21) only 11th graders tested</p> <p>ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 67.3%</p> <p>49.9% Economically Disadvantaged 16.8% Students with Disabilities 10.9% English Learners 42.6% African American 82.3% Asian 50.2% Hispanic 68.7% White 79.6% Two or more Races 41.3% Homeless</p> <p>CAASPP (2020-21) MATHEMATICS Standards Met or Exceeded 11th: 32.3%</p> <p>23.2% Economically Disadvantaged 5.6% Students with Disabilities 6.3% English Learners 18% African American 71.7% Asian 22.5% Hispanic</p>	<p>CAASPP (2021-22) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 48% 4th: 45% 5th: 47% 6th: 45% 7th: 49% 8th: 47% 11th: 55%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 33% 4th: 39% 5th: 32% 6th: 32% 7th: 32% 8th: 29% 11th: 27%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS:</p> <p>ECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 40%</p>	<p>CAASPP (2022-23) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 31% 4th: 31% 5th: 34% 6th: 37% 7th: 36% 8th: 34% 11th: 42%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 28% 4th: 21% 5th: 20% 6th: 25% 7th: 26% 8th: 25% 11th: 21%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS:</p> <p>ECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 25%</p>	<p>Increase the percentage of students scoring Standard Met or Exceeded on CAASPP ELA & Math by 5%</p> <p>5% Increase of economically disadvantaged students achieving Standard Met or Exceeded</p> <p>5% Increase of students with disabilities achieving Standard Met or Exceeded</p> <p>5% Increase of English learner students achieving Standard Met or Exceeded</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	5th: 39.6% 6th: 37.8% 7th: 39.1% 8th: 37.1% 11th: 47.2% Math 3rd: 38.4% 4th: 32.4% 5th: 25.5% 6th: 25.9% 7th: 24.8% 8th: 23.8% 11th: 20.9% STUDENTS with DISABILITIES Standards Met or Exceeded (CAASPP18-19) English/Language Arts 3rd: 21.3% 4th: 19.4% 5th: 17.9% 6th: 13.4% 7th: 14% 8th: 12.4% 11th: 15.8% Math 3rd: 24.2% 4th: 18.5% 5th: 12.8% 6th: 9.6% 7th: 9.1% 8th: 7.6% 11th: 5% ENGLISH LEARNERS Standards Met or Exceeded (CAASPP18-19) English/Language Arts 3rd: 18.4% 4th: 17.5% 5th: 13.3%	44.2% White 46.6% Two or more Races 18.5% Homeless	4th: 31% 5th: 35% 6th: 33% 7th: 37% 8th: 36% 11th: 45% Math 3rd: 31% 4th: 25% 5th: 19% 6th: 21% 7th: 20% 8th: 18% 11th: 16% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 19% 5th: 17% 6th: 12% 7th: 20% 8th: 12% 11th: 16% Math 3rd: 23% 4th: 18% 5th: 12% 6th: 9% 7th: 8% 8th: 6% 11th: 4% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 17% 4th: 16% 5th: 14%	4th: 27% 5th: 28% 6th: 38% 7th: 32% 8th: 30% 11th: 36% Math 3rd: 23% 4th: 16% 5th: 16% 6th: 24% 7th: 21% 8th: 25% 11th: 21% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 27% 4th: 3% 5th: 32% 6th: 8% 7th: 7% 8th: 6% 11th: 5% Math 3rd: 28% 4th: 14% 5th: 13% 6th: 13% 7th: 3% 8th: 6% 11th: 0% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 9% 4th: 21%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	6th: 9.5% 7th: 9.1% 8th: 6.1% 11th: 7.8% Math 3rd: 24.5% 4th: 17.8% 5th: 9.5% 6th: 7.5% 7th: 7% 8th: 5.9% 11th: 5%		6th: 9% 7th: 10% 8th: 6% 11th: 8% Math 3rd: 20% 4th: 14% 5th: 7% 6th: 6% 7th: 5% 8th: 3% 11th: 3%	5th: 9% 6th: 6% 7th: 9% 8th: 0% 11th: 14% Math 3rd: 16% 4th: 10% 5th: 4% 6th: 5% 7th: 8% 8th: 0% 11th: 3%	
District Graduation Rate	2019-20 as reported through CDE DataQuest: 87.8%	2020-21: 87.1% as reported through by CCI Dashboard 85.4% African American 83.3% Asian 87.4% Hispanic 89.7% White 80% Two or more races 75% English Learners 86.6% Socioeconomically Disadvantaged 65.5% Students with Disabilities 76.7% Homeless Students *Reporting students in the 5 year graduation rate cohort	2021-22: 91.1% as reported by the CCI Dashboard 97.6% African American 91.9% Asian 92.6% Hispanic 90.7% White 75% Two or more races 80% English Learners 89.8% Socioeconomically Disadvantaged 79.4% Students with Disabilities 83.3% Homeless Students *Reporting students in the 5 year graduation rate cohort	2022-23: 84.9% as reported by the Dashboard 68.6% African American 86.2% Asian 87.3% Hispanic 84.1% White 93.5% Two or more races 79.5% English Learners 81.8% Socioeconomically Disadvantaged 67.2% Students with Disabilities 69.2% Homeless Students *Reporting students in the 5 year graduation rate cohort	90% District Graduation Rate as reported through CCI Dashboard
Seal of Biliteracy	2019-20: 10.4% graduates earned Seal of Biliteracy as reported by DataQuest 5 year Cohort Graduation Rate	2020-21: 11.6% graduates (36 students) earned Seal of Biliteracy as reported by CCI Dashboard	2021-22: 9.3% graduates (33 students) earned Seal of Biliteracy as reported by CCI Dashboard	2022-23: 5% of graduates (20 students) earned Seal of Biliteracy as reported by the Dashboard College and Career Measures Report	22% of graduates earn the Seal of Biliteracy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	*Baseline reported on 2021-22 LCAP was incorrect. Figure noted above is the corrected baseline.	Percentage of each student group that earned Seal of Biliteracy 12.2% African American 3.3% Asian 16.1% Hispanic 10.3% White 12.5% English Learners 10.8% Economically Disadvantaged 3.6% Students with Disabilities 14% Homeless Students *Reporting students in the 4 year graduation rate cohort	Percentage of each student group that earned Seal of Biliteracy 4.7% African American 7.7% Asian 6.3% Hispanic 13.8% White 0.0% English Learners 7.4% Economically Disadvantaged 0.0% Students with Disabilities 5.7% Homeless Students *Reporting students in the 4 year graduation rate cohort		
IReady	Baseline based on 3 Level Placement 2021-22 beginning of year diagnostic: Reading 22% on or above grade level 37% one grade level below 41% two or more grade levels below Math 13% on or above grade level 41% one grade level below 46% two or more grade levels below*	2021-22 Diagnostic #2 administered Nov-Dec 2021 Reading 33% on or above grade level 32% one grade level below 35% two or more grade levels below Math 22% on or above grade level 42% one grade level below 36% two or more grade levels below 2021-22 Diagnostic #3 administered March-April 2022 Reading 38% on or above grade level	2022-23 Diagnostic #2 administered Nov-Dec 2022 Reading 33 % on or above grade level 34% one grade level below 33%% two or more grade levels below Math 22% on or above grade level 45% one grade level below 34% two or more grade levels below 2022-23 Diagnostic #3 administered March 2023 Reading 40% on or above grade level 28% one grade level below	2023-24 Diagnostic #2 administered Nov-Dec 2023 Reading 30% on or above grade level 31% one grade level below 40% two or more grade levels below Math 20% on or above grade level 39% one grade level below 41% two or more grade levels below	Decrease by 5%, students scoring two or more grade levels below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		28% one grade level below 34% two or more grade levels below Math 28% on or above grade level 37% one grade level below 34% two or more grade levels below	32% two or more grade levels below Math 31% on or above grade level 37% one grade level below 34% two or more grade levels below		
Prepared for College & Career	<p>40% of graduates are prepared for college and career and 20.3% are approaching prepared as reported on 2020 CCI Dashboard.</p> <p>2020: 10 students completed a-g requirements AND at least one CTE Pathway</p>	<p>College & Career Indicator data not available. College & Career Indicator not on the 2021 Dashboard.</p> <p>2021: 10.3% (32 students) completed a-g requirements AND at least one CTE Pathway as reported by the CCI Dashboard.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway: 7.3% African American 13.3% Asian</p>	<p>College & Career Indicator not reported on the 2022 Dashboard.</p> <p>2022: 9.3% (33 students) completed a-g requirements AND at least one CTE Pathway as reported by the CCI Dashboard.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway: 4.7% African American 20.5% Asian 3.6% Hispanic</p>	<p>Following a two year gap in the CDE reporting data through the College & Career Indicator, measurement reinstated. As reported on the 2023 Dashboard:</p> <p>31.4% of graduates are "Prepared" for College and Career 30.5% of graduates are "Approaching Prepared" 38.1% of graduates are "Not Prepared"</p> <p>2023: 10.5% (37 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway: 2.9% African American</p>	<p>45% prepared, 25% approaching</p> <p>25% a-g compliant and CTE pathway completers</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		9.2% Hispanic 10.3% White 10% Two or more races 3.1% English Learners 9.1% Economically Disadvantaged 3.6% Students with Disabilities 9.3% Homeless Students *Reporting students in the 4 year graduation rate cohort	10.8% White 6.3% Two or more races 0% English Learners 5.5% Economically Disadvantaged 0% Students with Disabilities 0% Homeless Students *Reporting students in the 4 year graduation rate cohort	27.6% Asian 8.5% Hispanic 12.4% White 0% Two or more races 0% English Learners 7.8% Economically Disadvantaged 0% Students with Disabilities 7.7% Homeless Students *Reporting students in a combined 4 and 5 year graduation rate cohort	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Instructional staff, curriculum & training TK-12 teachers use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics. Teachers will use the adopted History/Social Science curriculum. Teachers will use the newly adopted NGSS curriculum. Teacher collaboration time supports teaching and learning through a dedicated weekly Professional Learning Community (PLC) time. Structured PLC meetings follow an on-going inquiry model which focuses on clear and common student learning goals. Teams collect and review student data,	Yes	Partially Implemented	25 teachers are receiving new teacher support through SCOE/CJUSD Induction	Teacher on Special Assignment (TOSA) is bridging curriculum and technology for teachers and other instructional staff through trainings held at staff meetings, small group meetings such as New Teacher meetings and one-on-one. As part of the Tech Ticket team, curriculum related tickets	\$19,735,322.00	\$8,393,060.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>then evaluate and explore new and current teaching strategies and practices.</p> <p>New teachers are supported through the SCOE/CJUSD Induction process which focuses on Individualized Learning Plans customized and driven by new teachers, California Standards for the Teaching Profession and the Continuum of Teaching Practice, and Student performance.</p> <p>Teacher on Special Assignment (TOSA) to support teachers by bridging curriculum and technology to improve teaching and learning. Special emphasis on supporting new teachers with educational platforms so curriculum and technology complement learning. TOSA will provide professional development through small group settings and site staff meetings,</p>				are given to TOSA to provide individual support.		
1.2	<p>Intervention and Extension</p> <p>Students will be assessed to identify learning gaps and measure progress using iReady Math, oral reading fluency, DRDP, iReady Reading, and report card grades. Tier 1, 2 and 3 support through extended instructional learning time offered as summer sessions for students in TK through grade 12.</p> <p>We are accelerating progress to close learning gaps with the</p>	Yes	Partially Implemented	<p>INTERVENTION</p> <p>There are 10 Intervention Teachers across 4 elementary sites.</p> <p>Oak Hill: 3 North Country: 2 Spinelli: 3 Dudley: 2</p> <p>With the additional ELA teacher, class size at Riles Middle School is</p>	Intervention teachers use IReady, district oral reading fluencies and STAR phonics data to pull targeted reading groups in all grade levels. Intervention teams are also using IReady	\$6,021,868.00	\$1,912,855.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>expansion of Tier 2 and Tier 3 Intervention Teams at the elementary level. Intervention programs, English Learner programs, Title I programs and Special Education programs will continue to support student learning and mitigate learning loss. Intervention Teachers will assess students, identify needs and provide supports primarily through a push-in model with pull-out as needed.</p> <p>Seven Instructional Specialists will continue in roles to further support students in the primary grades who are returning to campuses following school closures or are continuing to transition to in-person school.</p> <p>Learning is extended with full-day Kindergarten at Dudley, North Country, Oak Hill, Spinelli and Fortune Elementary and the continuation of Transitional Kindergarten. Full-day Kindergarten increases opportunities to develop strong literacy skills, strong social skills, stronger connection with the school (i.e., students attend all school events), fewer transitions during a day (i.e., to school, to sitter, to home) creating predictability and consistency in routines leading to a smoother transition to Grade 1.</p> <p>Expanded Learning Opportunities (ELOP) will provide before and after-school programming at all elementary sites.</p>			<p>smaller in ELA for grades 7 and 8. Six sections of Lab C Intervention are offered to support ELA and math. There are three sections for 7th grade and 3 sections for 8th.</p> <p>SOCIAL EMOTIONAL SUPPORTS Seventeen mental health professionals support students across the district. Site breakdown is as follows: CHS: 4 counselors, 1 social worker, 1 SCOE therapist</p> <p>MHS: 1 Counselor</p> <p>Riles: 1 counselor</p> <p>Oak Hill: 1 Social Worker, 1 SCOE Therapist</p> <p>Dudley 1 Counselor 1 SCOE therapist</p> <p>North Country: 1 Social Worker</p> <p>Spinelli: 1 Social Worker</p> <p>Fortune: 0</p> <p>Special Education Dept:</p>	<p>data to pull small targeted math groups. Intervention teachers meet with PLC teams to share data on students and plan next steps for students.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>At the secondary level, intervention continues to create smaller class sizes in targeted subject areas and grade levels to accelerate progress to close learning gaps. By reducing the student-teacher ratio, this allows for Tier 2 intervention support within the classroom. We are continuing to fund two teachers at Riles Middle School to expand intervention or reduce class sizes in English/Language Arts. This is in addition to Husky Help. At Center HS, class sizes in English 9, Math 1 and Intro will be lower than other English and math courses. English Support, Math 1 Lab and Intro Lab will be offered. Support for students in upper level math courses will be offered through a new course, Math Seminar.</p> <p>We are addressing other barriers to learning by continuing to provide Tier 2 and Tier 3 social-emotional supports through counselors, social workers and other mental health clinicians. These positions provide social/emotional support through classroom push-in, small group counseling, and individual counseling.</p> <p>McClellan HS program will continue to serve as a 10th-12th grade intervention for credit recovery and will continue to provide the following academic support classes: Success, Applied English, and Applied Math.</p> <p>Extension will be provided through differentiated learning within the</p>			<p>3 ERMHS Counselors</p> <p>ELOP 122 students actively enrolled in ELOP across the district</p> <p>PEER TUTORING at Center HS September-December 2023: 17 Tutors 189 learners have attended at least one time 73% of all learners come to Peer Tutoring seeking math help</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>classroom. GATE challenge activities are provided at all elementary schools and Riles Middle School.</p> <p>Activities through the A-G grant plan will include the continuation of an intervention counselor at Center High, dual enrollment independent study courses through American River College, extended learning through summer coursework to include a-g options and a peer tutoring program. These supports are available to all students. However, targeted outreach will ensure these supports are principally directed to foster youth, English Learners, low-income students, and students experiencing homelessness.</p> <p>Library Technicians create an inviting space where students can engage in the world of reading during class time and beyond, offering before school, after school, or lunchtime access. Technicians distribute Chromebooks and other student curriculum materials, ensuring equitable access for all.</p>						
1.3	<p>English Learner Language Acquisition & Supports</p> <p>English Language Learners receive Tier 1 Integrated and Designated language instruction to meet linguistic and academic grade-level</p>	Yes	Partially Implemented	English Learners participate in iReady assessments, one component of the reclassification process. In semester 1, 13% of	Designated instruction fully implemented, K-12. Making progress toward full	\$1,202,350.00	\$653,020.55

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>goals. EL Teachers and instructional staff receive professional development to ensure Designated ELD instruction focuses on state-adopted ELD standards to support EL students in the development of critical English Language skills for academic content learning. Teachers and instructional staff receive professional development to ensure Integrated instruction is provided.</p> <p>ELD teachers provide personalized and targeted language instruction with EL students who qualify as newcomers using the Imagine Language & Literacy supplemental online program in K-6 and Inside the USA in grades 7-12.</p> <p>EL students are offered transitional support as they move from elementary to middle school and middle school to high school through a summer school class for incoming 7th and 9th grade EL students.</p> <p>The EL teacher at Center HS is given an extra prep period to schedule, track, monitor and support EL students, long term EL students, and reclassified Fluent English Proficient students.</p> <p>The Intervention Counselor at Center HS supports EL students and reclassified Fluent English Proficient students ensuring they are on track to graduate and have access to all the appropriate support services.</p>			<p>the EL population demonstrated skills necessary for reclassification.</p> <p>Most recent iReady results for English Learners administered November and December 2023:</p> <p>Reading 8% on or above grade level 28% one grade level below 64% two or more grade levels below</p> <p>Math 7% on or above grade level 37% one grade level below 56% two or more grade levels below</p>	<p>implementation of Integrated instruction.</p> <p>Grade 7-12 Inside the USA Newcomer supplemental curriculum fully implemented. Grades K-6 Imagine Learning Newcomer supplemental curriculum in progress as team is going through training.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>EL Teachers utilize Ellevation as a management system to collect student data, compile reports, initiate parent letters, and collaborate with other teachers on student progress.</p> <p>Will continue to research additional strategies and supports that will enhance teaching and learning for our English Learner population.</p> <p>District English Learner Coordinator will review student achievement data, district programs, site programs and curriculum with an English Learner lens to ensure appropriate strategies and supports are in place for English Learners. The coordinator will provide professional development and instructional coaching to support teachers in maximizing the language acquisition and academic success of English Learners.</p>						
1.4	<p>Special Education Supports</p> <p>Actions to support Special Education students were previously listed here. These actions have been moved to Goal 4, which is a new goal specifically designed to meet the needs of special education students.</p>	No					\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>CTE Offerings and Participation Students begin their CTE course journey at the elementary level with the Launch program and transition to the Gateway program in middle school. At the high school level students complete CTE pathways in five different CTE sectors: Arts, Media and Entertainment; Building and Construction Trades; Marketing, Sales, and Services; Engineering and Architecture; Health Science and Medical Technology; Public Services. Within those sectors there are separate CTE pathways: Multimedia Productions; Graphic Design; Animation; Residential and Commercial Construction; Entrepreneurship/Self-Employment; Engineering Design; Biotechnology; Patient Care; Emergency Response (Pathway 233) - 911 Dispatcher.</p> <p>North Country will continue to offer STEAM rotation for TK as an optional extension beyond the school day. TK-6 students will participate in the standard STEAM rotation, approximately once every 4 weeks for 2 hours 15 minutes. Spinelli will continue implementing a STEAM rotation for K-6 students in 30 minute increments. Dudley will begin offering STEAM rotation for students in K-6th.</p> <p>Dudley, North Country and Oak Hill will continue utilizing on-site media studios to provide foundational</p>	Yes	Partially Implemented	<p>Pathways noted for Center HS are still in place. However, the entrepreneurship is limited to the first course, due to lack of enrollment for the concentrator course.</p> <p>The biomedical pathway does not constitute a CTE pathway, due to teacher credentialing. Moving into the 24-25 school year, Arts, Media and Entertainment is being replaced by ICT.</p> <p>Dual enrollment English course for seniors has been added with a section each semester. The course is a semester course but qualifies for the credits of more than a year-long course.</p> <p>TK-6th STEAM rotations at NoCo provided 3-4 sessions per grade level during from August-December. Rotations will continue through the spring providing 7 rotations throughout the school year for each grade level.</p> <p>K-6 STEAM rotations at Dudley are provided</p>	Dudley's Media Studio does not have an advisor, limiting the use to once this school year.	\$436,606.00	\$81,975.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>skills that will support students as they advance through the CTE continuum, where skills will be advanced and refined through middle and high school programs.</p> <p>Oak Hill's club for digital storytelling and content production includes filmmaking, photography, podcasting, and writing for broadcasting, communications, and social media. The Otter Outlook team writes scripts, interviews people, pitches content ideas and produces a biweekly news show featuring upcoming events, interviews with staff and students, game shows, etc.</p> <p>Rex Fortune Elementary will open in the fall with an emphasis on STEAM education to engage students in hands-on learning opportunities as they explore Science, Technology, Engineering, Arts and Math, connecting new learning to the real world and their lives.</p> <p>Dual Enrollment courses are offered through Sierra College in Astronomy, Medical Intervention and through various courses in the business department. Independent study dual enrollment is offered through American River College.</p> <p>Center HS Counselors discuss CTE Course pathways with all students. Students with IEPs, are encouraged to participate and complete CTE pathways at all levels. Center HS College and Career Coordinator</p>			<p>once each week for 30 minutes each session.</p> <p>TK-6th STEAM rotations at Spinelli are held every other day so students get STEAM 2 or 3 times each week. Sessions for TK-grade 4 are 30 minutes each. Sessions for grades 5 and 6 are 50 minutes each.</p> <p>On site Media studios at North Country and Oak Hill are providing foundational skills which will prepare elementary students for CTE experiences in middle and high school.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>works directly with students and staff to provide college, career and employment guidance.</p> <p>The AVID program at Center HS and Riles Middle School supports pathways to college.</p> <p>Media Communications Academy (MCA) prepares MCA students for college and career by requiring all students to complete CORE and CTE coursework. MCA is a CTE-based California Partnership Academy, also designated a Lighthouse Program.</p>						
1.6	<p>Advanced Placement (AP) Enrollment</p> <p>CHS administration and counseling staff will specifically target outreach that will recruit and retain students who are from underrepresented ethnicity groups into more AP courses, namely Hispanic and African American students. CHS administration and counselors will meet with designated classes and clubs once per semester to provide outreach. They will review current enrollment data in AP courses to determine the effectiveness of efforts.</p>	No	Planned			\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	Academic Support through Student & Family Services Through collaborative efforts with school sites, the Student and Family Services Coordinator, Student and Family Support Assistants (SFSAs) coordinate targeted services to support all students, and especially students experiencing homelessness, foster youth, and low income students to ensure school stability, academic success, and overall student well-being. SFSAs have caseloads where they will monitor and assess student needs and academic and attendance progress; develop individual success plans; provide supplies and personal basic necessities; offer tutoring, mentoring, academic advisement, and/or counseling; collaborate with school sites; receive professional development; and coordinate with community agencies for additional resources and support. Coordinator and Office Assistant will be responsible for monitoring and tracking student data progress of the students within the program.	Yes	Partially Implemented	1st semester: 64 students spanning grades 3-12 have received SFSS mentoring support.		\$490,846.00	\$241,775.37
1.8	Professional Development There will be ongoing professional development to support student achievement focused on Multi-tiered System of Supports (MTSS), equitable instructional strategies, social/emotional learning, and trauma-informed practices with particular attention to special	Yes	Fully Implemented	The district has focused on Science of Reading professional development providing SCOE TK-6 staff professional development and online research based vendors like CORE Learning and		\$270,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>populations; English Learners, foster youth, low income, students experiencing homelessness and special education students. Through collaborative conversations and a review of student performance data identifying achievement gaps, we will identify needs and provide specific curricula and strategies for teachers and support staff to mitigate learning loss and increase achievement.</p> <p>EL Teachers and instructional staff receive professional development to ensure Designated ELD instruction focuses on state-adopted ELD standards to support EL students in the development of critical English Language skills for academic content learning. Teachers and instructional staff receive professional development to ensure Integrated instruction is provided. Site administrators will conduct informal walkthroughs to ensure Integrated and Designated instruction is provided.</p>			<p>LETRS. Curriculum trainings have been provided by Coordinator of Curriculum. Universal Design for Learning PD has been offered as an online self-directed 10 hour module. Coordinator of Curriculum brought PCOE/CCIL to admin team and offered Curriculum Huddle Professional Development. Math topics has been offered through online research based vendor like CORE and Grassroots for grades K-2 and 3-8. CHS math dept has had 3 collaborative meetings to read and discuss the new CA math framework document.</p> <p>District EL Coordinator has provided 2 PDs to the K-12 EL Team. District Coordinator has provided Newcomer Curriculum PD to middle and high school EL teachers. Four EL teachers have accessed 12 PD opportunities provided by outside vendors.</p>			

Goal 2

Goal Description

All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Facilities Inspection	100% of schools pass the Facilities Inspection with a rating of Good or better	100% schools passed the 2021 inspection with a rating of Good or better	100% schools passed the 2022 inspection with a rating of Good or better	100% schools passed the 2023 inspection with a rating of Good or better	100% of schools pass the Facilities Inspection
Daily Attendance	2019 P2 Districtwide Attendance: 93.5%	2021-22 P2 Districtwide Attendance: 88.69%	2022-23 P2 Districtwide Attendance: 89.46%	Not yet available	P2 Districtwide Attendance: 94%
Chronic Absenteeism	Chronic Absenteeism: 8.79%	2020-21 Chronic Absenteeism: 22% as reported by DataQuest	2021-22 Chronic Absenteeism: 42.8% as reported by the Dashboard	August-December 2023 Chronic Absenteeism: 24.4%	Chronic Absenteeism: 7.5%
District Drop Out Rate	2019-20: 4.9% (16) district-wide dropouts as reported by DataQuest in 4 Year Cohort report	2020-21 4.9% (15 students) districtwide dropouts in a cohort of 305 as reported by DataQuest in a 4 year Cohort report African American: 0 Asian: 3.6% (1) Filipino: cohort too small to report and still maintain student privacy Hispanic/Latino: 6% (5) White: 5% (6) Two or more races: 5.3% (1)	2021-22 4% (14 students) districtwide dropouts in a cohort of 349 as reported by DataQuest in a 4 year Cohort report African American: 0 Asian: 0 Filipino: 8.3% (1) Hispanic/Latino: 4.6% (5) White: 5.4% (7) Two or more races: 6.3% (1)	Data unavailable, will be reported in May	4% district-wide drop out rate
Middle School Drop Out Rate	Zero middle school drop outs	Zero middle school dropouts	Zero middle school dropouts	Data unavailable, will be reported in May	Maintain zero middle school drop outs
Suspension Rate	2019-20 district suspension rate was 3.7%, as reported through CDE DataQuest	2020-21 district suspension rate: 0.4% as reported by DataQuest	2021-22 district suspension rate: 6.2% suspended at least one day as reported by the Dashboard	2021-22 district suspension rate: 7.1% suspended at least one day as reported by the Dashboard	Suspension Rate: 3.2%
Expulsion Rate	2019-20: 4 expulsions* *partial year data, schools closed for 3 months	2020-21: 0 expulsions as reported by DataQuest	2021-22: 1 expulsion as reported by DataQuest	2022-23: 6 expulsions as reported by DataQuest	No more than 6 expulsions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School Climate Survey Response Rate	<p>May 2021: 67% of students districtwide in grades 3-12 (N = 2147) responded to initial Panorama School Climate Survey</p> <p>Dudley Elementary: 85% North Country Elementary: 82% Oak Hill Elementary: 76% Spinelli Elementary: 75% Riles Middle School: 68% McClellan High School: 78% Center High School: 53%</p>	<p>66.3% of students in grades 3-12 (N = 1550) responded to initial Panorama School Climate Survey</p> <p>Dudley Elementary: 79% North Country Elementary: 68% Oak Hill Elementary: 83% Spinelli Elementary: 77% Riles Middle School: 86% McClellan High School: 59% Center High School: 51%</p>	<p>Fall 2022: 63.3% of students in grades 3-12 (N = 2107) responded to initial Panorama School Climate Survey Dudley Elementary: 76% North Country Elementary: 70% Oak Hill Elementary: 66% Spinelli Elementary: 90% Riles Middle School: 73% McClellan High School: 69% Center High School: 49%</p> <p>Spring 2023: 56.7% of student in grades 3-12 (N= 1916) responded to the Spring survey Dudley Elementary: 79.5% North Country Elementary: 69.7% Oak Hill Elementary: 81.9% Spinelli Elementary: 83.6% Riles Middle School: 66.3% McClellan High School: 42.3% Center High School: 31.7%</p>	<p>Fall 2023: 76.7% of students in grades 3-12 (N= 2699) responded to the Fall survey Dudley Elementary: 77.7% North Country Elementary: 83.3% Oak Hill Elementary: 89.5% Spinelli Elementary: 79.3% Riles Middle School: 71.2% McClellan High School: 77% Center High School: 72.9%</p>	75% of students respond to Panorama School Climate Survey
School Climate and Connectedness	<p>Panorama Student Survey results (administered May 2021) showing percentage of students who reported favorably in each area</p> <p>Grades 3-5 (722 responses) School Belonging: 71% School Climate: 74% School Engagement: 59%</p>	<p>Panorama STUDENT SURVEY results (administered March 2022) showing percentage of students who reported favorably in each area</p> <p>Administered SPRING 2022 Grades 3-5 (716 responses)</p>	<p>Panorama STUDENT SURVEY results showing percentage of students who reported favorably in each area</p> <p>Administered FALL 2022 Grades 3-5 (708 responses) School Belonging: 61% School Climate: 62%</p>	<p>Panorama STUDENT SURVEY results showing percentage of students who reported favorably in each area</p> <p>Administered FALL 2023 Grades 3-5 (848 responses) School Belonging: 60% School Climate: 58%</p>	3% annual growth in each category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>School Safety: 72% Teacher-Student Relationships: 80%</p> <p>Grades 6-12 (1,425 responses) School Belonging: 32% School Climate: 54% School Engagement: 27% School Safety: 70% Teacher-Student Relationships: 51%</p> <p>Panorama Teacher/Staff Survey baseline: 0</p>	<p>School Belonging: 58% School Climate: 57% School Engagement: 49% School Safety: 52% Teacher-Student Relationships: 72%</p> <p>Grades 6-12 (1504 responses) School Belonging: 32% School Climate: 44% School Engagement: 26% School Safety: 52% Teacher-Student Relationships: 45%</p> <p>Panorama STAFF SURVEY baseline, showing the percentage of staff who reported favorably in each area (administered May 2022) 266 staff responses</p>	<p>School Engagement: 55% School Safety: 55% Teacher-Student Relationships: 75%</p> <p>Grades 6-12 (1399 responses) School Belonging: 31% School Climate: 42% School Engagement: 27% School Safety: 52% Teacher-Student Relationships: 42%</p> <p>Administered SPRING 2023 Grades 3-5 (814 responses) School Belonging: 58% School Climate: 55% School Engagement: 50% School Safety: 52% Teacher-Student Relationships: 74%</p> <p>Grades 6-12 (1101 responses) School Belonging: 30% School Climate: 37% School Engagement: 24% School Safety: 48% Teacher-Student Relationships: 40%</p> <p>Panorama STAFF SURVEY, showing the percentage of staff who reported favorably in each area (administered May 2023) 217 staff responses</p>	<p>School Engagement: 52% School Safety: 53% Teacher-Student Relationships: 74%</p> <p>Grades 6-12 (1846 responses) School Belonging: 31% School Climate: 43% School Engagement: 27% School Safety: 51% Teacher-Student Relationships: 42%</p> <p>Panorama STAFF SURVEY, showing the percentage of staff who reported favorably in each area: Fall 2023 193 responses</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Educating all students: 75% Professional Learning: 53% School Climate: 51% School Leadership: 62%	Educating all students: 71% Professional Learning: 56% School Climate: 53% School Leadership: 63%	Educating All Students: 73% School Leadership: 70% School Climate: 57% Professional Learning: 56%	
Districtwide Student Participation	<p>District Wide Participation: 32% (1394/4251) participated in clubs, activities or athletics in 2019-20.</p> <p>Center High: 519/1297 McClellan High: 52/51 WCR Middle 245/646 Oak Hill: 181/708 North Country: 91/617 Spinelli: 163/277 Dudley: 143/655</p> <p>*Total population data as reported on 2019-20 Census Day * MHS population fluctuates which is why the numerator is greater than the denominator.</p>	<p>District Wide Participation: 33% (1387/4102) participated in clubs, activities or athletics in 2021-22</p> <p>Center High: 674/1346 McClellan High: 27/79 WCR: 237/573 Oak Hill: 82/692 North Country: 252/573 Spinelli: 95/272 Dudley: 20/559</p> <p>*Total population data as reported on 2021-22 Census Day</p>	<p>District Wide Participation: 38% (1615/4196) participated in clubs, activities or athletics in 2022-23</p> <p>Center High: in process 757/1312 McClellan High: 63/99 WCR: 244/587 Oak Hill: 150/726 North Country: 300/572 Spinelli: 59/286 Dudley: 42/604</p> <p>*Total population data as reported on 2022-23 Census Day</p>	Data to be reported in May to include 2nd semester data	40% of students participate in clubs, activities or athletics

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Attendance & Engagement Sites will continue to review attendance data and policies with stakeholders to identify and implement best practices and incentives to increase daily attendance	Yes	Partially Implemented	Through chronic absence communications, 9,278 text nudges; 2,556 mail nudges, 2,170 chronically absent or at-risk students received attendance nudges. Family response and		\$1,107,572.00	\$624,084.95

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Coordinator of Student and Family Support Services will collaborate with students, families, and site administrators to identify students who are chronically absent, make referrals, and identify and remove barriers that will result in a decrease in chronic absenteeism and an increase in attendance. Coordinator of Student and Family Support Services will monitor Everyday Labs which is a positive notification system that will send nudges via text and letters to families to encourage attendance. The notifications provide connections to resources to assist students in attending school and will also connect a family to services at the student's school site.</p> <p>SFSAs from the Student and Family Support Services (SFSS) department will continue their roles to increase student and family engagement and work with families to remove barriers and support student attendance and engagement in school.</p> <p>Through the implementation of Tier 1 and Tier 2 PBIS supports, Assistant Principals will provide proactive student supports designed to keep students in the classroom.</p>			connection to resources has been positive with less than 4% of families opting out of mail and text nudges; 140 families connected with family support team to obtain attendance guidance, school calendar information, and linked to community resources.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Social Emotional Supports Improve social, emotional, behavioral and academic outcomes for all students with the expansion of Positive Behavior Interventions and Supports (PBIS). Administrators will participate in initial and ongoing training to fully implement PBIS at all school sites. Director of Student Services will coordinate PBIS throughout the district, collaborating with site administrators to ensure fidelity of PBIS implementation.</p> <p>Dudley and Oak Hill will participate in a 2 year California Integrated Supports Project. Project involves taking a deeper dive into PBIS by integrating SEL, Culturally Sustaining Approach and Trauma Informed practices.</p> <p>Prevent and stop bullying and mistreatment through the Safe School Ambassador programs at Dudley Elementary, Oak Hill Elementary, Spinelli Elementary and Riles Middle School.</p> <p>SEL/Equity Design Team to identify needs and resources and procure a Trauma-Informed Practices training plan.</p> <p>School Psychologists, Counselors and Behavior Specialists on the Educationally-related Mental Health Services (ERMHS) Team provide evidence-based social, emotional and behavioral interventions to students in individual and group counseling, psychoeducational</p>	Yes	Partially Implemented	<p>PBIS training and collaboration for administrators is ongoing, led by Director of Student Services.</p> <p>Oak Hill and Spinelli have fully implemented the SSA program. Over 50 students and 8 staff received training. Ambassadors have been divided into Family Groups and meet either weekly or biweekly where they review actions of mistreatment seen on campus and actions/skills they utilized to prevent mistreatment.</p>		\$679,938.00	\$529,491.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	lessons in classroom settings and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.						
2.3	Transportation Continue to provide home/school transportation, co-curricular and extra curricular transportation (ie: fan bus, field trips, athletics) and will continue to look for ways to increase transportation services	Yes	Fully Implemented	Transportation is provided for home/school, athletics and fieldtrips.		\$1,952,054.00	\$705,352.18
2.4	Health Services Nurses & Health Assistants conduct hearing/sight checks, diabetes monitoring and general welfare checks.	Yes	Fully Implemented	3 RNs, 3 Health Assistants conduct hearing/site tests and general health and welfare. 1 LVN does diabetic supervision and 2 LVNs support students in 1:1 assignments.		\$545,817.00	\$315,784.90
2.5	Facilities Master Plan Research, identify and prioritize needs to develop a Facilities Master Plan.	No	Partially Implemented			\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	<p>School Connections Enhance the educational experience and strengthen school connections by expanding opportunities for students and removing barriers that inhibit their participation in experiences outside of the classroom.</p> <p>Expand offerings and increase funding for athletics, activities, and clubs.</p> <p>Continue with Elementary Specialists giving students more opportunities to connect to school.</p> <p>Explore the expansion of elementary extracurriculars to provide additional varied opportunities for students to try new things, discover talents and create a deeper connection with school.</p>	Yes	Partially Implemented	<p>Center HS added Flag Football and e-Sports Club.</p> <p>WCR added Lego club, Soccer Club, Running Club, GSA Club, Bible Club and Team Assist lunchtime sports.</p> <p>North Country added after school Academies to run January through May.</p> <p>Oak Hill added Art Club, Music Appreciation Club, Baking Club and Lego Club.</p> <p>Spinelli added Volleyball Club, Choir and Band.</p> <p>North Country, Oak Hill and Dudley have PE Specialists on site.</p>		\$1,430,000.00	\$605,851.22
2.7	<p>Diversity, Equity and Inclusion Establish a district-level systems approach to diversity, equity and inclusion by contracting with West Ed to provide Culturally Responsive and Sustaining Education (CRSE) for all staff.</p>	No	Partially Implemented	<p>Staff at McClellan HS, Spinelli Elementary and North Country participated in two staff trainings facilitated by West Ed between August 2023-January 2024.</p> <p>Riles Middle School participated in one staff training by West Ed.</p>		\$135,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.8	<p>Assess school climate using Panorama</p> <p>To ensure all stakeholders will experience a school and district climate that is physically and emotionally safe and supportive, CJUSD will partner with Panorama Education to conduct annual surveys focused on school climate, family-school relationships, and social-emotional screeners. Reports from the surveys will be analyzed to establish baseline data, areas of strength, and needed growth, and develop actionable plans and goals for school and district plans.</p> <p>The coordinator will develop a year-long calendar that includes survey dates and Panorama professional development workshops, including attendance by school site climate teams. Student and family surveys will be given twice a year to measure progress from the beginning through the end of the school year.</p> <p>*Costs included in Goal 1 Action 7.</p>	No	Partially Implemented	Fall survey for students, staff and families completed. Will conduct spring survey.		\$0.00	\$0

Goal 3

Goal Description

All students will benefit from improved partnerships and communication with all educational partners.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent Survey to measure perceived safety and connectedness: Family-School Relationships Survey through Panorama	Baseline: 0	Panorama PARENT SURVEY results (administered November 2021) showing percentage who reported favorably in each area Safety: 71% School Climate: 59% School Fit: 53%	Parent Survey showing percentage who reported favorably in each area (administered March 2023): Safety: 66% School Climate: 69%	Parent Survey showing percentage who reported favorably in each area (administered Fall 2023): Safety: 63% School Climate: 69%	Improve percent of positive responses by 3% annually
Parental Involvement on decision making through site parent advisory meetings: SSC, ELAC and other site based advisory groups	2019-20: Total 96 site meetings held among 7 sites	2021-22: Total 42 site meetings held among 7 sites Center High: 10 SSC, 3 ELAC McClellan High: 3 SSC WCR: 2 SSC, 1 ELAC Oak Hill: 1 SSC North Country: 8 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC	2022-23 Total 55 site meetings held among 7 sites Center High: 10 SSC, 2 ELAC McClellan High: 4 SSC WCR: 2 SSC, 2 ELAC Oak Hill: 7 SSC, 2 ELAC North Country: 7 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 7 SSC	Data reported in May	106 meetings or other site based opportunities for parents/guardians to be involved in decision making
Parental involvement on decision making through district advisory meetings: DAC, DELAC and other district based advisory groups	Baseline: 0	2021-22 Total 4 district advisory meetings DAC: 2 DELAC: 2	2022-23: 4 district advisory meetings Parent Advisory Council (PAC): 2 District English Learner Advisory Council (DELAC): 2	Data reported in May	100% representation from each school site
Parental Participation in student progress via Parent Portal	2019-20: 62% of families have active Parent Portal accounts	2020-21: 58% of families have Active Parent Portal accounts	2022-23: 68% of families have active Parent Portal accounts	Data reported in May	75% of families will have active Parent Portal accounts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		2021-22: 64% of families have active Parent Portal accounts			
Partnerships with Student and Family Resource Center: Increase quantity of and participation in parent/guardian education nights	Baseline: 0	2021-22 3 Family Engagement Sessions took place with 53 parents/guardians participating through virtual meetings	2022-23 4 Family Engagement Sessions with 41 parents/guardians participating	2023-24 1st semester : 5 Family Engagement Sessions with 49 parents/guardians participating	Increase parent/guardian participation by 2% annually

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Enhanced Communication & Partnerships Continue to utilize the website, social media and School Messenger to communicate opportunities that will increase participation in school activities.</p> <p>Teacher on Special Assignment (TOSA) to redesign the district website to make it more community-friendly. TOSA to design and distribute monthly emails to staff and families. TOSA to create social media content and expand social media reach.</p> <p>Increase communication with families whose primary language is not English by offering more documents, forms and flyers translated into the languages of our community</p>	Yes	Partially Implemented	<p>District and school websites updated.</p> <p>Increased district social media presence through Facebook and Instagram</p> <p>Consistent newsletters distributed through Catapult</p>		\$25,000.00	\$25,834.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Increase communication between staff and families utilizing the Parent Portal.</p> <p>Utilize Panorama to survey parents/guardians to identify school climate strengths and areas of improvement</p> <p>Increase parent involvement in advisory groups such as School Site Council, District Advisory Council, and other site-based parent groups</p>						
3.2	<p>Enhanced Communication & Partnerships with families Enhance the quality of and increase participation in parent advisory groups, such as English Learner Advisory Council, District English Learner Advisory Council and the Parent Advisory Council.</p> <p>Conduct annual Title I and English Learner Needs Assessments. Analyze results to increase or improve programs and services.</p> <p>Create a School Culture campaign to increase communication with educational partners on data and survey results, illustrating how their voice impacts change. The campaign will utilize multiple methods of communication to celebrate positives, identify areas of improvement and outline next steps</p>	Yes	Partially Implemented	<p>Thee Center Commitment has been launched through social media. In person presentations have been held at 2 sites with 5 more site presentations scheduled. In person presentations will be provided to district parent groups in the spring.</p> <p>Community outreach bus project has not yet been completed by the auto body shop.</p>		\$56,950.00	\$25,131.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the district and sites are taking to improve school culture. School Culture Blueprint will be shared in district and site parent advisory meetings, through email and social media. Progress on next steps will be shared throughout the year so parents can see that their voice matters and their voice impacts change.</p> <p>Remodel a school bus and use it exclusively for community outreach. Remodel to include access to technology and other resources. Bus will be scheduled for site and community visits.</p>						
3.3	<p>DISCONTINUED Adult Education</p> <p>CJUSD no longer offers an adult education program</p>	No					\$0
3.4	<p>Enhanced communication and partnerships through Student and Family Support Services</p> <p>The Student and Family Support Services Office will host 3 district-wide Parent Engagement Workshops. Baseline data will be collected at the conclusion of the 2021-2022 school year, with an</p>	No	Partially Implemented	SFSS has hosted 5 parent engagement workshops focused on best practices for social media safety, how to access educational technology, effective parenting strategies, and strategies to support student well-being. A		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>expected attendance increase the following years.</p> <p>To identify barriers, needs, and supports, the Student and Family Support Services Office will expand outreach to families experiencing homelessness/foster through targeted communication during transition times throughout the school year.</p> <p>Provide community engagement activities such as a Back to School Bash to actively engage community-based organizations and create a welcoming and safe experience for all stakeholders while providing resources and services.</p> <p>Student and Family Support Services will continue to employ bilingual support staff to assist with targeted outreach to allow for more culturally and linguistically appropriate services to be delivered.</p> <p>*Costs included in Goal 1 Action 7.</p>			<p>total of 49 parents have attended the various workshops.</p> <p>The SFSS is actively reaching out to families before the start of the school year, during school breaks, and over the summer. With a fully-staffed department, SFSS is now more accessible to families and students before, during, and after school hours. SFSS offers support services, resources, and referrals, such as transportation assistance, access to food, clothing, school supplies, diapers, and other personal necessities, as well as access to the district washer and dryer. SFSS also assists with accessing community resources like mental health services, immunization assistance, legal services, child care, housing assistance, and health insurance. So far, SFSS has provided 2,680 services. To provide more support during the holiday season, the SFSS partnered with community organizations to identify 60 families and students who received meals, presents, and</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>other personal necessities. The SFSS also launched the Compassion in Action Campaign to raise awareness about child and youth homelessness and seek donations for the clothes closet. 100 donations were received, which included shoes, sleeping bags, clothing, and blankets, to name a few items.</p> <p>On July 26, the Back to School Bash was held in partnership with district schools, department, and community agencies. The event aimed to welcome students and families back to school in a positive way and provide opportunities for school, student, and family engagement. More than 10 agencies participated in the event and provided resources, food, swag, and linked families to various services. Students were also given a backpack and school supplies to prepare for the new school year. In addition to this, over 500 boxes of food were distributed to families and students. Bilingual support staff continue to aid in expanding SFSS' reach of non-English speaking</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				families and students to help ensure they have equitable access to supports and services.			

Goal 4

Goal Description

All students receiving special education services will experience individualized support to increase academic achievement, increase attendance, increase graduation rate, decrease chronic absenteeism and decrease behaviors that lead to suspension.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate	2021-22: 79.1% as reported by the CCI Dashboard	N/A	N/A	2022-23: 67.2% of students with special needs graduated, as reported by the Dashboard	82% graduation rate for students with disabilities
Suspension Rate	2021-22: 9.2% suspended at least 1 day as reported by the Dashboard	N/A	N/A	2022-23: 11.3% suspended at least 1 day as reported by the Dashboard	5% suspension rate for students with disabilities
Chronic Absenteeism	2021-22: 52.2% chronically absent as measured by the Dashboard 2022-23: 31% students chronically absent as measured by 5 Lab	N/A	N/A	2022-23: 41.9% chronically absent as measured by the Dashboard 5 Lab data to be reported in May	42% chronically absent as measured by the Dashboard 25% chronically absent as measured by 5 Lab
Academic Performance: English Language Arts	CAASPP (2021-22) Standards Met or Exceeded 3rd: 20% 4th: 19%, 5th: 17%, 6th: 12% 7th: 20% 8th: 12%	N/A	CAASPP (2021-22) Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 19% 5th: 17% 6th: 12% 7th: 20%	CAASPP (2022-23) Standards Met or Exceeded English/Language Arts 3rd: 27% 4th: 3% 5th: 32% 6th: 8% 7th: 7%	2% growth at all grade levels for students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	11th: 16% Grade level breakdown of the 26% of students with disabilities scoring on or above grade level in reading 3rd 39% 4th 29% 5th 26% 6th 16% 7th 27% 8th 30% 11th 30%		8th: 12% 11th: 16%	8th: 6% 11th: 5%	
Academic Performance: math	CAASPP (2021-22) Standards Met or Exceeded 3rd: 23% 4th: 18% 5th: 12% 6th: 9% 7th: 8% 8th: 6% 11th: 4% Grade level breakdown of the 20% of students with disabilities scoring on or above grade level in math 3rd 24% 4th 16% 5th 14% 6th 18% 7th 25% 8th 20% 11th 18%	N/A	CAASPP (2021-22) Standards Met or Exceeded Math 3rd: 23% 4th: 18% 5th: 12% 6th: 9% 7th: 8% 8th: 6% 11th: 4%	CAASPP (2022-23) Standards Met or Exceeded Math 3rd: 28% 4th: 14% 5th: 13% 6th: 13% 7th: 3% 8th: 6% 11th: 0%	2% growth at all grade levels for students with disabilities
Attendance	88.8% for the 2022-23 school year as measured by 5Labs	N/A	N/A	data to be reported in May	95% for the 2023-24 school year as measured by 5Labs

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Programs and Instruction The Curriculum and Instruction (C&I) team aligns site efforts around key instructional practices (ie. Universal Design for Learning) and common data assessments that enable schools and educators to more appropriately differentiate core instruction in Tier 1 and connect students to needed intervention in Tier 2 and Tier 3. The ongoing use of assessments allows for monitoring of progress and helps initiate appropriate Special Education referrals.</p> <p>Special Education Teachers and trained Instructional Assistant staff provide reading intervention instruction through evidence-based reading programs (ie. Corrective Reading, Sonday) at Tier 2 and Tier 3 Levels. Students are provided with designated pull-out instruction at the elementary level and specifically designed classes at the secondary level that target reading intervention. Common data is gathered to determine who qualifies for these classes at the middle and high school and data is gathered to determine to be dismissed from the program as well.</p> <p>New testing position will support district special education teachers, providing some relief on required paperwork to increase quality of instruction and offset the burden of ongoing staff shortages.</p>	No	Partially Implemented	<p>District provides monthly training for all special education staff. This is facilitated by the Program Specialist of Compliance. Special Education teachers are attending the CARS conference in the spring. SL and BCBA staff are attending conferences for additional training.</p> <p>District is facilitating monthly Special Ed/general ed teacher collaboration to improve teaching and learning.</p> <p>Corrective Reading is taught at the middle school and high school. Sonday is taught at the elementary level. Both provide reading intervention.</p> <p>The testing position was not filled due to lack of applicants.</p> <p>Two additional Program Specialists have been hired to help complete special education assessments and other tasks, giving special education teachers more time to focus on instruction.</p>		\$5,413,547.00	\$3,125,989.36

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>All students have access to credit recovery programs, academic and career counseling, and CTE pathways.</p> <p>At the secondary level, Naviance provides expanded transition education to increase the success of post-secondary outcomes for Special Education students.</p> <p>Transitional support to prepare for college and career is provided through WorkAbility and the Department of Rehabilitation</p> <p>Program changes and the addition of varied diploma tracks will expand post-secondary opportunities for special education students by eliminating barriers and increasing access to a high school diploma.</p>						
4.2	<p>Professional Development</p> <p>District will continue to partner with SCOE through Differentiated Assistance to develop a structured plan for professional development and special ed/general ed teacher collaboration that will: increase curriculum coherence and instructional practices through MTSS tiered instruction; increase awareness and use of appropriate accommodations/modifications; increase knowledge and skills in utilizing classroom practices that support special education students</p>	No	Partially Implemented	District and school sites are working collaboratively with Sacramento County Office of Education through Differential Assistance. Through survey data, it was determined a lack of collaboration between special ed and general ed teachers is a barrier to student learning. Solutions have been identified and are being		\$500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>in the general ed classrooms; and utilize MTSS tiered behavior supports and individualized behavior support plans to reduce behaviors that impede teaching and learning.</p> <p>The district provides yearly training for all Instructional Specialist staff and substitutes on best practices to support academic, behavioral, and emotional needs from trained district staff and out-of-district resources.</p>			implemented during the spring semester and into the fall.			

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures