



Allison Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (Fecha & Hora)

01/28/2026

2:30 PM

## Location (Ubicación)

Zoom


## Zoom Link (Enlace de Zoom)

<https://twinriversusd-org.zoom.us/j/83790511911?pwd=6db2wJfKVYfBarcUJqdkHyiDJfBhbh.1>

## 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

<b>Non-staff: Parents/Community Member/Students</b> <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
Parent	Chashi Hatfield	Present
Parent	Jennifer Phelan	Present
Parent	Heidy Gonzalez	Absent
Parent	Sheryl Scott	Present
Parent	Melissa Jameson	Present
<b>Alternates (Alternativos):</b>		
<b>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</b> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
<b>Staff: Principal or Designee/Teachers/Other Staff</b> <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
<b>Principal/Designee: Directora(a)/ Designado(a):</b> Fernando Cruz		Present
<b>Teacher: Maestro(a):</b> KRISTIN CAYWOOD		Present
<b>Teacher: Maestro(a):</b> KAREN MARCHI-WAGNER		Present
<b>Teacher: Maestro(a):</b> BARBARA HEALLY		Absent
<b>Other Staff: Otro Personal:</b> NANCY OLSON		Present
<b>Alternates: Alternativos:</b>		
<b>*Teachers must be the majority</b> <i>*Los maestros deben ser mayoría</i>		

# AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i>  <b>Quorum</b> <i>Quórum (50% +1)</i>	<b>Chairperson</b> <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 2:33 PM  Total Members in Attendance: 8 <i>Total de Miembros Presentes:</i>  Quorum:    Yes (Si) <i>Quórum:</i>
<b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> n/a
<b>Review Agenda</b> <i>Repasar Agenda</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Yes
<b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i>          1  Previous Minutes	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona:</i> Jennifer Phelan Second <i>Se secundó:</i> Kristin Caywood In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>

**Council Business** *Asuntos del Consejo*

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
n/a


N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
n/a

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
n/a

## Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Site Safety Plan (Plan de Seguridad del Centro)</p> <p>1  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Site Safety Plan</p> <p>Person <i>Persona:</i> Chashi Hatfield Second <i>Se secundó:</i> Kristin Caywood In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>Other</p> <p>Approve Title I site funded position: Paraeducator I (5 hour position): Penelope Felix -Review data with intervention groupings</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Title 1 site funded position</p> <p>Person <i>Persona:</i> Nancy Olson Second <i>Se secundó:</i> Sheryl Scott In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>Other</p> <p>Approve Title I site funded position: Paraeducator I (additional hours for intervention): Penelope Felix</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Title 1 site funded position</p> <p>Person <i>Persona:</i> Nancy Olson Second <i>Se secundó:</i> Sheryl Scott In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> n/a</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

**Document Review:** *Revisión y de Documentos*

Needs Assessment (Evaluación de Necesidades)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>  Review needs assessment process. Baseline data Iready, SBAC ELA & Math, Suspensions, Attendance Chronic Absenteeism, Align schedules for school climate, engagement and Academic Supports. Remind Staff and Parents of needs assessment form sent home and will review results in March.
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>  n/a

**School Plan For Student Achievement (SPSA)** *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

SPSA Addendum  Goal 1.3 Change to add "professional development" as part of the goal.	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Goal 1.3 to add Professional Development  Person <i>Persona:</i> Melissa Jameson Second <i>Se secundó:</i> Kristin Caywood In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: <b>Pass</b> <i>Moción: Aprobada o Rechazada</i>
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<b>Other Business:</b> <i>Otros Asuntos:</i>		
<b>ELAC Reporting</b> <i>Informes ELAC</i> ELAC Needs Assessment Report	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting</b> ( <i>Resumen de Informes</i> ) n/a
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> ) n/a
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> n/a
<b>Adjournment:</b> <i>Aplazamiento:</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:06 PM

<b>Next meeting date:</b> <i>Fecha de próxima reunión:</i>	03/18/2026	2:30 PM
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Allison Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (Fecha & Hora)

10/08/2025

2:30 PM

## Location (Ubicación)

ZOOM


## Zoom Link (Enlace de Zoom)

<https://twinriversusd-org.zoom.us/j/82749836063>

## 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

<b>Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
Parent	Chashi Hatfield Year 2	Yes (Si)
Parent	Jennifer Phelan Year 2	Yes (Si)
Parent	Heidy Gonzalez Year 2	No
Parent	Sheryl Scott Year 1	Yes (Si)
Parent	Melissa Jameson Year 1	Yes (Si)
<b>Alternates (Alternativos):</b>		No
<b>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</b> <b>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</b>		
<b>Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
<b>Principal/Designee: <i>Directora(a)/ Designado(a):</i> FERNANDO CRUZ Year 2</b>		Yes (Si)
<b>Teacher: <i>Maestro(a):</i> KRISTIN CAYWOOD Year 2</b>		Yes (Si)
<b>Teacher: <i>Maestro(a):</i> KAREN MARCHI-WAGNER Year 2</b>		Yes (Si)
<b>Teacher: <i>Maestro(a):</i> BARBARA HEALLY Year 2</b>		Yes (Si)
<b>Other Staff: <i>Otro Personal:</i> NANCY OLSON Year 2</b>		Yes (Si)
<b>Alternates: <i>Alternativos:</i></b>		No
<b>*Teachers must be the majority</b> *Los maestros deben ser mayoría		

# AGENDA




ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i>  <b>Quorum</b> <i>Quórum (50% +1)</i>	<b>Chairperson</b> <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 2:30 PM  Total Members in Attendance: 9 <i>Total de Miembros Presentes:</i>  Quorum: Yes (Si) <i>Quórum:</i>
<b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> ( <i>Resumen de Comentarios</i> ) n/a
<b>Review Agenda</b> <i>Repasar Agenda</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> ( <i>Resumen de Comentarios</i> ) Changed order of Council Business to Member Training 1st and Elect Officers 2nd
<b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i>  May 2025 Minutes link  <a href="https://docs.google.com/document/d/1eZ79mBmNAVsLJ1mQLWCWx7m1L1aACk3fz3Eliw10xNc/edit?usp=drive_link">https://docs.google.com/document/d/1eZ79mBmNAVsLJ1mQLWCWx7m1L1aACk3fz3Eliw10xNc/edit?usp=drive_link</a>  1  Previous Minutes	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona</i> : Jennifer Phelen Second <i>Se secundó</i> : Karen Marchi-Wagner In favor <i>A favor</i> : 9 Oppose <i>En contra</i> : 0 Abstain <i>En abstención</i> : 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>



## Council Business *Asuntos del Consejo*

New Members (Nuevos Miembros)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> New Memeber Sheryl Scott Melissa Jameson
Member Introductions		Introductions Fernando Cruz Nancy Olson Karen Marchi-Wagner Kristin Caywood Jennifer Phelen Chashi Hatfield Barbara Heally
Elect Officers (Elegir a Funcionarios)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> Jennifer Phelen-Chairperson Chashi Hatfield-Vice Chairperson Melissa Jameson-Secretary  Motion for all Caywood Second Sheryl Scott All in favor. Motion pass.
Member Training (Formación de Miembros)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> Reviewed SCC slides, Laws, Involvement, Roles/Duties and Bylaws

## Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Bylaws (Reglamentos)</p> <p>Review, adjust and adopt bylaws</p> <p>1  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> bylaws</p> <p>Person <i>Persona:</i> Kristin Caywood Second <i>Se secundó:</i> Jennifer Phelen In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> Motion passes</p>
<p>Parent Involvement (Participación de Padres)</p> <p>Review, adjust and parent involvement policy</p> <p>1  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Parent Involvement Policy</p> <p>Person <i>Persona:</i> Jennifer Phelen Second <i>Se secundó:</i> Kristin Caywood In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> Motion passes</p>
<p>School Compact (Compacto Escolar)</p> <p>Review, adjust and adopt School-Family Compact</p> <p>2  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> School compact</p> <p>Person <i>Persona:</i> Jennifer Phelen Second <i>Se secundó:</i> Kristin Caywood In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> Remove line with "Parent/Teacher Involvement Program"</p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> n/a</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

**Document Review:** *Revisión y de Documentos*

Other  Present and discuss: School Data (Attendance, Discipline, SBAC, ELPAC) and SPSA Goals/Actions	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>  Mr. Cruz reviewed slidedeck for Title I and SPSA goals.
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>  n/a

**School Plan For Student Achievement (SPSA)** *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> n/a  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> n/a
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<b>Other Business:</b> <i>Otros Asuntos:</i>		
<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting</b> ( <i>Resumen de Informes</i> ) Nothing to report
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> ) No Reports
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> n/a
<b>Adjournment:</b> <i>Aplazamiento:</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:14 PM

<b>Next meeting date:</b> <i>Fecha de próxima reunión:</i>	11/19/2025	2:30 PM
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# Allison Elementary School Site Council Minutes

**Date & Time: May 21, 2025**

**2:30 pm**

**Location: Zoom**

<https://zoom.us/j/95004107929?pwd=AiLSiY-CJ6VowdxjQkDO8Yg4u45tTv7.1>

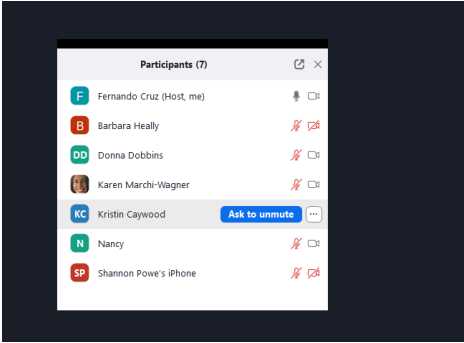


## 2024- 2025 Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent ▾ : Shannon Powe (year 1)	Present ▾
Parent ▾ : Donna Dobbins (year 1)	Present ▾
Parent ▾ :Jennifer Phelan (year 1)	Absent ▾
Parent ▾ : Chashi Hatfield (year 1)	Absent ▾
Parent ▾ : Heidi Gonzalez (year 1)	Absent ▾
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i>	
Staff: Principal or Designee/Teachers/Other Staff	Present
Principal/Designee: Fernando Cruz	Present ▾
Teacher: Kristin Caywood (year 1)	Present ▾
Teacher: Barbara Heally (year 1)	Present ▾
Teacher: Karen Marchi-Wagner (year 1)	Present ▾
Other Staff: Nancy Olson (year 1)	Present ▾
<i>*Teachers must be the majority</i>	

## AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	Chairperson	This meeting is called to order at May 21, 2025 Starting at 2:35 pm Total Members in Attendance: 7 ▾ Quorum: Yes ▾
Quorum (50% +1)		
Public Comment (2 minutes per speaker)	Chairperson	Summary of Discussion
Review Agenda	Chairperson	Summary of Comments/Questions
Review /approve minutes from last meeting	Chairperson	I move to approve the minutes: Donna Dobbins Second: Shannon Powe

		In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
ELAC SPSA Reviews		
Not Combined ▾ <ul style="list-style-type: none"><li>Review ELAC SPSA recommendations</li></ul>	Chairperson	<u>Summary of Discussion</u> <i>Nothing to report.</i>
School Plan For Student Achievement (SPSA)		
Review & Approve: <ul style="list-style-type: none"><li>2025-2026 SPSA ▾</li></ul>	Chairperson	I move to approve the 2025-2026 SPSA: Shannon Powe Second:Kritsen Caywood In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)	Chairperson	<u>Summary of presentation</u>
Additional Information/New Business/Discussion	Chairperson	<u>Summary of Comments/Questions</u>
Adjournment	Chairperson	Time: May 21, 2025 3:04 pm
Next meeting date: TBD		
		

15:02:26 From Donna Dobbins to Everyone:  
Donna Dobbins ...present

15:02:36 From Shannon Powe's iPhone to Everyone:  
Shannon Powe

15:02:37 From Kristin Caywood to Everyone:  
Kristin Caywood

15:02:40 From Barbara Heally to Everyone:  
Barbara Heally

15:02:42 From Nancy to Everyone:  
Nancy Olson

15:02:48 From Karen Marchi-Wagner to Everyone:  
Karen Marchi-Wagner

15:03:09 From Fernando Cruz to Everyone:  
Fernando Cruz

# **Allison School Site Council Bylaws**

## **Article I: Duties of the SSC**

The SSC of Allison School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

## **Article II: Members**

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in EdCode Section 65000

### **Section A: Composition**

The SSC shall be composed of <insert number> members, selected by their peers, as follows:

- 3 Classroom teachers (Provide definition of classroom teacher)
- 1 Other school staff members
- 5 Parents or community members
- The school principal or designee shall be an ex officio member of the SSC



SSC members chosen to represent parents may be employees of the school district **so long as they are not employed at this school.**

#### Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

#### Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

#### Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

#### Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

#### Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

### **Article III: Officers**

#### Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC

- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: <insert name>
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

#### Section B: Election and Terms of Office

The officers shall be elected annually at the first meeting of the SSC and shall serve for one year, or until each successor has been elected.

#### Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

#### Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

## **Article IV: Committees**

### **Section A: Subcommittees**

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

### **Section B: Other Standing and Special Committees**

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

### **Section C: Membership**

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

### **Section D: Terms of Office**

The SSC shall determine the terms of office for members of a committee.

### **Section E: Rules**

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

### **Section F: Quorum**

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

## **Article V: Meetings of the SSC**

### **Section A: Meetings**

The SSC shall meet regularly on the following dates: 9/27, 11/29, 1/31, 3/20, 5/22. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

#### Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

#### Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Allison Website, Allison Marquee, Allison Office Window, and TRUSD Website..

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 7 days in advance of the meeting, personally or by mail (or by e-mail).

#### Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

#### Section E: Conduct of Meetings

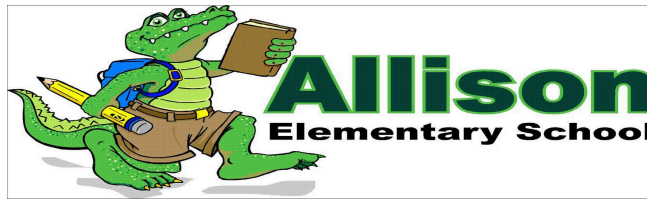
Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

#### Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

### **Article VI: Amendments**

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 7 days prior to the meeting at which the amendment is to be considered for adoption.



**TITLE I PARENT INVOLVEMENT POLICY**  
**ALLISON ELEMENTARY SCHOOL**  
**2025-26**

Allison Elementary School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parent and staff input. It has distributed the policy to parents of Title I students. It was distributed to parents in the students Wednesday Folders. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:**

To involve parents in the Title I program at Allison Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The parents at Allison Elementary are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the 1<sup>st</sup> 3 weeks of school opening. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal review the rights and requirements via a PowerPoint presentation in the school multi-purpose room.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the afternoons or evening. Flexible parent meetings are offered in the afternoons, and evenings. Some Title 1 parents are a part of School Site Council, Parent Committee and English Language Advisory Committee.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an integral part of the School Site Plan.
- The school provides parents of Title I students with timely information about Title I programs. Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home with the students in their Wednesday Folders.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Wednesday Folders, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings, meetings with the principal, Student Study Team meetings and/or meetings with the Support Staff.

**BUILDING CAPACITY FOR INVOLVEMENT:**

*Adapted from the CDE Sample Title I School-Level Parental Involvement Policy*

Allison engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night, and Parent Teacher Conferences, and Student Study Meetings. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the Classroom Teacher. Teachers provide ongoing student assessment and achievement information to parents in the weekly Wednesday Folders, and Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community monthly collaboration meetings.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Parent Teacher Conferences, and Student Study Team meetings and informal parent meetings with the teacher.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners. Parent Involvement is a primary focus at Allison. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are informed that they are an integral part of their child's education.
- Parents of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and supports are for all parents of students on campus.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Parent information is distributed in everyday common language terms. Acronyms spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.
- The school provides support for parental involvement activities requested by Title I parents. The school provides many parent involvement activities requested by Title I, School Site Council, English Language Advisory Committee, Drug/Bully Free Week, Family Math Night, Family Technology Night, Family Movie Night, Hispanic Heritage Month, Black History Month, Read Across America and Talent Show.

## **ACCESSIBILITY**

Allison Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

*All parents are provided opportunities to participate in our many evening events, family nights, classroom activities, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translators are available to assist parents communicate with school staff, teachers, and principal. Allison has a bilingual specialist, counselor, Administrative Clerk and Family Community liaison on staff who speak Spanish. The district office provides translators upon request. The district office is also available to translate any forms or booklets to enhance school home communications. Messages on Parent Square and nearly all flyers sent home are translated for parents. Allison is a family-friendly school, where parent involvement, input and access is highly valued.*

Twin Rivers Unified School District  
**Allison Elementary School**  
Compact for School Success

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_  
Grade \_\_\_\_\_

Dear Allison Families,

In order to provide the best education for your children, it is essential that we work closely with you. You are a very important part of our team. Your support ensures your children's success in school. We encourage you to take an active role in your children's education. Teachers, families, and students share responsibilities that we as partners carry out to achieve student success in school and in life. Teachers have reviewed these responsibilities with students in class. Please review them with your child/children. Please sign this agreement, keep the yellow copy and return the white copy to your child's teacher this week. If this is a digital format, please type your name at the bottom and return to your teacher. Your signature indicates that you agree to the Compact.

Thank you for your support,  
Allison School Staff

**Students:** I realize that my education is important. I know I am the one responsible for my own success. Therefore, I will make every effort to:

- Come to school every day, arrive on time, and be ready to learn.
- Complete and return all homework assignments on time.
- Spend time at home studying and reading.
- Follow all rules at school; respect myself, others, and school property.
- Be Safe, Be Respectful, Be Responsible, Be Kind
- Always try my best.

**Parents/Guardians:** To encourage my child's learning and success in school, I will make every effort to:

- See that my child is at school on time every day, ready to learn.
- Support the school's discipline and dress code policy.
- Establish a time for homework and review it regularly.
- Read to my child; have my child read to me; and sign his/her Book Log.
- Make sure my child gets at least eight hours of sleep every night.
- Teach my child to respect authority and the rights of others.
- Maintain ongoing communication with teachers and school personnel.
- Limit and supervise television viewing and electronic game playing.
- Participate in school governance (PTA, SSC, and ELAC).
- Support the Parent/Teacher Involvement Program.

**Teachers:** To ensure an optimal educational experience for each child, I will make every effort to:

- Provide a challenging, standards-based curriculum to every student.
- Provide meaningful homework assignments.
- Provide help to parents to enable them to assist the student in the completion of schoolwork and homework.
- Inform parents/guardians of student progress and behavior on a regular basis.
- Design effective Instruction that will engage the learner.
- Enforce school rules consistently and fairly.
- Support the Parent/Teacher Involvement Program.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



**Escuela Primaria Allison**  
Compacto para el éxito escolar

Nombre del alumno \_\_\_\_\_ Maestro \_\_\_\_\_  
Calificar \_\_\_\_\_

Queridas familias,

Con el fin de proporcionar la mejor educación para sus hijos, es esencial que trabajemos estrechamente con usted. Eres una parte muy importante de nuestro equipo. Su apoyo garantiza el éxito de sus hijos en la escuela. Le recomendamos que tome un papel activo en la educación de sus hijos. Maestros, familias y estudiantes compartimos las responsabilidades que nosotros como socios llevamos a cabo para lograr el éxito de los estudiantes en la escuela y en la vida. Los maestros han revisado estas responsabilidades con los estudiantes en clase. Por favor, revíselo con su hijo/ hijos. Por favor firme este acuerdo, guarde la copia amarilla y devuelva la copia blanca al maestro de su hijo esta semana. Si se trata de un formato digital, escriba su nombre en la parte inferior y vuelva a su profesor. Su firma indica que está de acuerdo con el Pacto.

Gracias por su apoyo,  
Personal de la escuela Allison

**Estudiantes:** Me doy cuenta de que mi educación es importante. Sé que soy el responsable de mi propio éxito. Por lo tanto, haré todo lo posible para:

- Ven a la escuela todos los días, llega a tiempo y prepárate para aprender.
- Complete y devuelva todas las tareas a tiempo.
- Pasar tiempo en casa estudiando y leyendo.
- Siga todas las reglas en la escuela; respetarme a mí mismo, a los demás y a la propiedad de la escuela.
- Sé seguro, sé respetuoso, sé responsable, sé amable
- Siempre esfuérzate lo mejor posible.

**Padres/Tutores:** Para fomentar el aprendizaje y el éxito de mi hijo en la escuela, haré todo lo posible para:

- Vea que mi hijo está en la escuela a tiempo todos los días, listo para aprender.
- Apoyar la disciplina de la escuela y la política del código de vestimenta.
- Establezca un tiempo para la tarea y revísela regularmente.
- Leerle a mi hijo; que mi hijo me lea; y firmar su registro de libros.
- Asegúrese de que mi hijo duerma al menos ocho horas todas las noches.
- Enséñele a mi hijo a respetar la autoridad y los derechos de los demás.
- Mantener una comunicación continua con los maestros y el personal de la escuela.
- Limitar y supervisar la visualización de televisión y el juego electrónico.
- Participar en la gobernanza escolar (PTA, SSC y ELAC).
- Apoye el Programa de Participación de Padres/Maestros.

**Maestros:** Para asegurar una experiencia educativa óptima para cada niño, haré todo lo posible para:

- Proporcione un plan de estudios desafiante basado en estándares a cada estudiante.
- Proporcione asignaciones de tareas significativas.
- Proporcionar ayuda a los padres para permitirles ayudar al estudiante en la finalización de las tareas escolares y la tarea.
- Informar a los padres/tutores del progreso y el comportamiento de los estudiantes de forma regular.
- Diseñar instrucción eficaz que involucre al alumno.
- Hacer cumplir las reglas escolares de manera consistente y justa.
- Apoye el Programa de Participación de Padres/Maestros.

\_\_\_\_\_  
Firma del estudiante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del padre/tutor

\_\_\_\_\_  
Fecha



# **Twin Rivers Unified School District Comprehensive School Safety Plan**

## **SB 187 Compliance Document (Education Code Section 32280-32289.5 and 49390-49395)**

### **2025-2026**

**School:** Warren A. Allison Elementary

**CDS Code:** 34 76505 6033476

**School Address:** 4315 Don Julio Blvd. North Highlands, CA 95660

**School Phone:** 916-566-1810

**Principal's Name:** Fernando Cruz

**Principal's Email:** fernando.cruz@trusd.net

**Date of Adoption by Board of Trustees:** 02/24/2026

2 Attach evac map & aerial view

#### **Signatures:**

Fernando Cruz	Principal	<i>Fernando Cruz</i>
Jennifer Phelan	SSC Chairperson	<i>Jennifer Phelan</i>
Marlisa Rodriguez	Executive Director	<i>Marlisa Rodriguez</i>

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✓ *Per California Education Code § 32280 & § 32281(b)*

### **Part II: School Safety Committee and Plan Review, Evaluation, Amendment Procedures (pages 4-5)**

✓ *Per California Education Code § 32281(b), § 32282(c)-(d), § 32286, § 3228*

### **Part III: Site Demographics and Assessment of School Safety (pages 5-6)**

✓ *Per California Education Code § 32282(a)(1)*

### **Part IV: Key Safety Personnel – Incident Command System (pages 7-15)**

✓ *Per California Education Code § 32282.1*

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✓ *Per California Education Code § 49392*

### **Part VI: Threat Reporting Procedures (pages 16-17)**

✓ *Per California Education Code Ed Code §§ 49390, 49393, 49394*

### **Part VII: Emergency Response Protocols from District Master EOP (page 18)**

✓ *Per California Education Code § 32282(a)(2)(B)(i), (I)-(K)*

### **Part VIII: Strategies and Procedures for School Safety**

✓ *Per California Education Code § 32282(a)(2)(A)-(N)*

## **Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision**

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
  - A) Child abuse reporting procedures
  - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
  - C) Earthquake emergency procedures
  - D) Use of facilities during emergencies
  - E) Suspension and expulsion policies
  - F) Notification of dangerous pupils
  - G) Discrimination, harassment, hate crime reporting
  - H) Dress code policies
  - I) Safe ingress and egress
  - J) School discipline procedures
  - K) Tactical response to criminal incidents
  - L) Prohibition of high-intensity drills
  - M) Reporting dangerous or unlawful activity
  - N) Sudden cardiac arrest response
  - O) Opioid overdose protocol
  - P) Instructional continuity plan
  - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

### **Comprehensive School Safety Plan Vision**

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

## Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

<b>School Safety Planning Committee Members</b> (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	<b>Principal or designee</b>	<b>Teacher Rep. of Cert. Employees</b>	<b>Parent</b>	<b>Classified Employee</b>	<b>Other School Staff</b>	<b>Law Enforcement</b>
<b>Name</b>						
Twin Rivers Police						X
Fernando Cruz	X					
Nancy Olson				x		
Mark Marson					x	
Anne Drahmann		x				
Lisa Johnson			x			
Ana Villar				x		
Penelope Sandoval Felix					x	

**Date reviewed/amended:** 11/19/2025

**Date communicated to the public:** 11/20/2025

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

- A) A representative of the local school employee organization
- B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
- C) A representative of each teacher organization at the school site
- D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

### Part III: Site Demographics and Assessment of School Safety

Number of Students	354
Number of Staff	32
Number of Disabled Students	0
Number of Disabled Staff	0
Site Square Acreage / Square Footage	4400
Number of Classrooms	19
Number of Other Rooms	3
Number of Parking Lots	1
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	% of Students
Suspensions	8.1
Chronic absence rates	36.8
2024-25 School Climate Report Card (Elementary)	% of Students
School Connectedness	51
Academic Motivation	75

Meaningful Participation	43
Facilities Upkeep	13
Parent Involvement in Schooling	71
Social and Emotional Learning Supports	68
Antibullying Climate	74
Feel Safe at School	50
Cyberbullying	57
Rule Clarity	71

At Warren A. Allison Elementary \_\_\_\_\_, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student's mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District's Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

## Part IV: Key Safety Personnel – Incident Command System

Warren A. Allison Elementary

### Incident Command System Year: 2025-2026

Name	Work Phone	Cell Phone
<b>COMMAND STAFF</b>		
<b>Incident Commander (Principal)</b>		
Primary: Fernando Cruz	916-566-1810	916-842-9137
Alternate:		
<b>GENERAL STAFF</b>		
<b>OPERATIONS SECTION</b>		
Section Leader: Nancy Olson	916-566-1810	916-412-5453
Alternate:		
<b>Accountability Unit</b>		
Unit Leader: Ana Villar	916-566-1810	916-738-2343
Team 1:		
Team 2:		
<b>Medical Unit</b>		
Unit Leader: Stephanie Rhoden	916-566-1810	916-566-1810
Triage Team:		
Treatment Team:		
<b>Search &amp; Rescue Unit</b>		
Unit Leader: Mark Marson	916-566-1810	916-622-8277
Team 1:		
Team 2: Penelope Sandoval Felix		
<b>PLANNING &amp; INTEL SECTION</b>		
Section Leader: Anne Drahmann	916-566-1810	916-498-4667
Alternate:		
<b>Situation Unit</b>		
Unit Leader: Penelope Sandoval Felix	916-566-1810	916-566-1810
Alternate:		



**LOGISTICS SECTION**

Section Leader: Ana Villar

916-566-1810

916-738-2343

Alternate:

**Supply Unit**

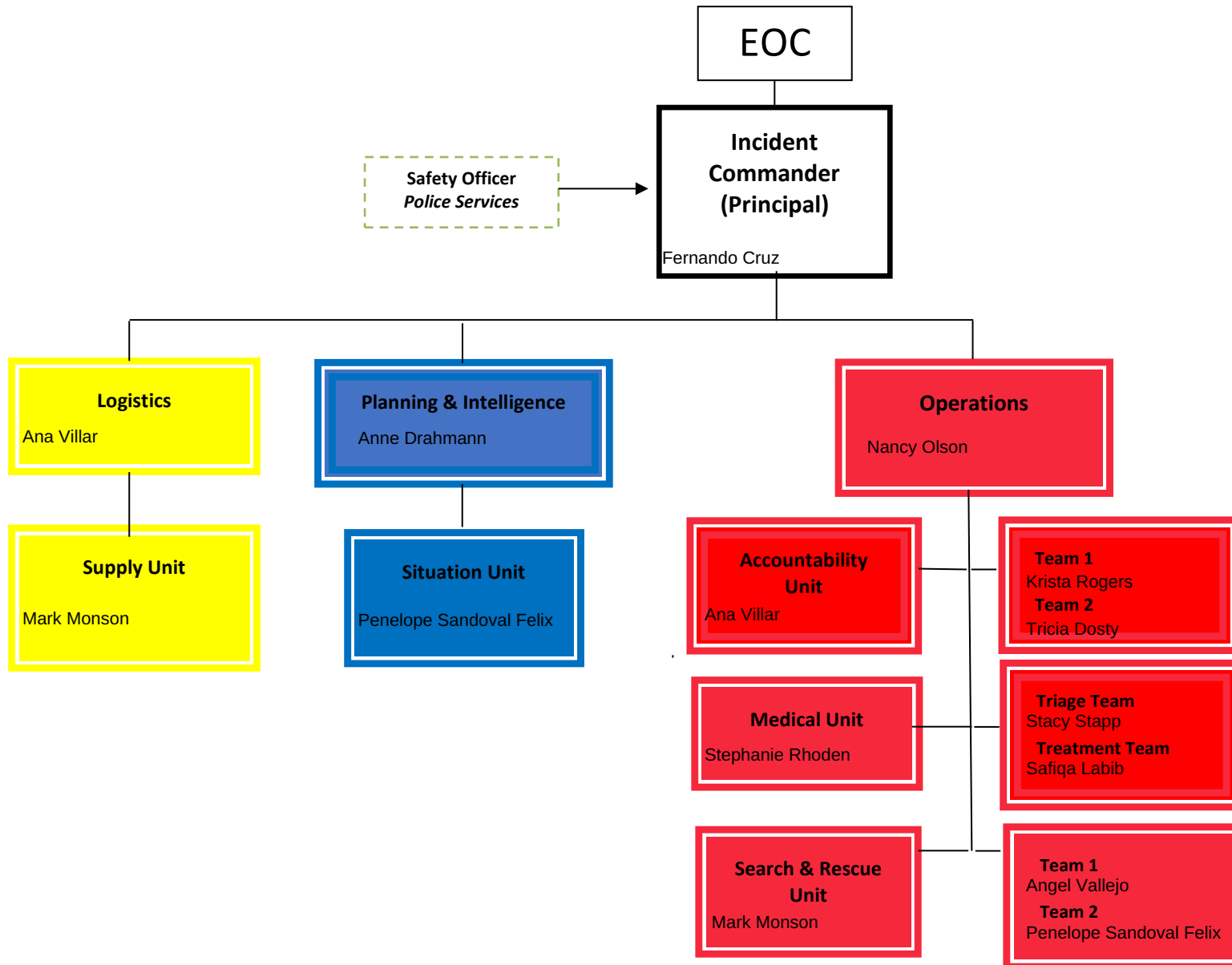
Unit Leader: Mark Marson

916-566-1810

916-622-8277

Alternate:

**Incident Command System**  
**Year: 2025-2026**



## RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

## PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
<b>Priorities</b>	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	<p><b>What are the most important things to focus on immediately?</b></p> <p>Gain accountability of all students and staff within 10 minutes of the onset of the incident.</p>
<b>Objectives</b>	<p>Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available.</p> <p>Objectives can be thought of as the “big picture” response mechanisms that allow the Incident Commander to address the defined priorities.</p>	<p><b>How do I address the identified priorities?</b></p> <ol style="list-style-type: none"> <li>1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area.</li> <li>2) Conduct Search and Rescue Operations</li> </ol>
<b>Strategies</b>	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	<p><b>What are the specific resources I need to deploy in order to accomplish the stated objectives?</b></p> <ol style="list-style-type: none"> <li>1) Deploy Accountability Team to the Evacuation Assembly Area.</li> <li>2) Deploy Search and Rescue Teams to selected areas.</li> </ol>
<b>Tactics and Tasks</b>	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	<p><b>What are the specific task directives?</b></p> <ol style="list-style-type: none"> <li>1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name.</li> <li>2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point.</li> <li>3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.</li> </ol>

## INCIDENT COMMAND SYSTEM POSITION DESCRIPTIONS

### COMMAND STAFF

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The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

**Incident Commander (IC)** (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- ☐ Establishing the incident objectives and priorities that guide incident action planning and operations
- ☐ Approving all response plans and strategies based on expert advice
- ☐ Approving all external messages
- ☐ Determining the operational cycle
- ☐ Assessing the situation
- ☐ Establishing an Incident Command Post (ICP)
- ☐ Establishing or modifying an appropriate organization
- ☐ Ensuring planning meetings are scheduled as required
- ☐ Coordinating activity for all Command and General Staff
- ☐ Coordinating with key people and District officials
- ☐ Approving requests for additional resources or for the release of resources
- ☐ Keeping District administration informed of incident status
- ☐ Approving the use of trainees, volunteers, and auxiliary personnel
- ☐ Order the demobilization of the incident when appropriate.

## **UNIFIED COMMAND**

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

## **GENERAL STAFF SECTION**

### **OPERATIONS**

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The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

#### **OPERATIONS SECTION CHIEF:**

- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **ACCOUNTABILITY UNIT LEADER**

- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

### **MEDICAL UNIT LEADER**

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

### **SEARCH AND RESCUE UNIT LEADER**

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

## **PLANNING & INTELLIGENCE**

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The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

### **PLANNING & INTELLIGENCE SECTION CHIEF:**

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- ☐ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SITUATION UNIT LEADER**

- ☐ Maintain the Incident Command Post status board
- ☐ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- ☐ Document assignments and supply needs
- ☐ Notify the Incident Commander of pertinent information and status changes
- ☐ Establish information requirement
- ☐ Fill EOC information requests
- ☐ Maintains a master record of the incident

### **LOGISTICS**

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All incident material support and staffing needs are provided by the Logistics Section.

#### **LOGISTICS SECTION CHIEF:**

- ☐ Manage all incident logistics
- ☐ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- ☐ Brief other Section and Unit Leaders as needed
- ☐ Conduct logistical forecasting
- ☐ Identify anticipated and known incident service and support requirements
- ☐ Request additional resources as needed
- ☐ Review and provide input to all plans and planning subsections, as required
- ☐ Supervise requests for additional resources
- ☐ Direct and oversee the activation, operations, and demobilization of the Logistics Section
- ☐ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SUPPLY UNIT LEADER**

- ☐ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.



## Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

## Part VI: Threat Reporting Procedures (California Education Code 49393)

### 1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

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### 2. Definitions

- **Threat or perceived threat:** Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity:** Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee:** All certificated and classified staff, contractors, and governing board members who interact with students.

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### 3. Immediate Response and Reporting Protocol

#### A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
  - **Report to site administration and**
  - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

#### B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
  - Track incident response in real-time
  - Coordinate with district and law enforcement partners
  - Document steps taken throughout the incident

### 4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
  1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
  2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
  3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
    - Conduct a timely investigation
    - Review the California DOJ firearm registry
    - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

### 5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
  - Counseling referrals
  - SST or IEP team review, if applicable
  - Safety re-entry planning

### 6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
  - Review the adequacy of the response
  - Ensure all supports and consequences were implemented appropriately
  - Adjust safety protocols if needed

## Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.
2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

- A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
- B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
- C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

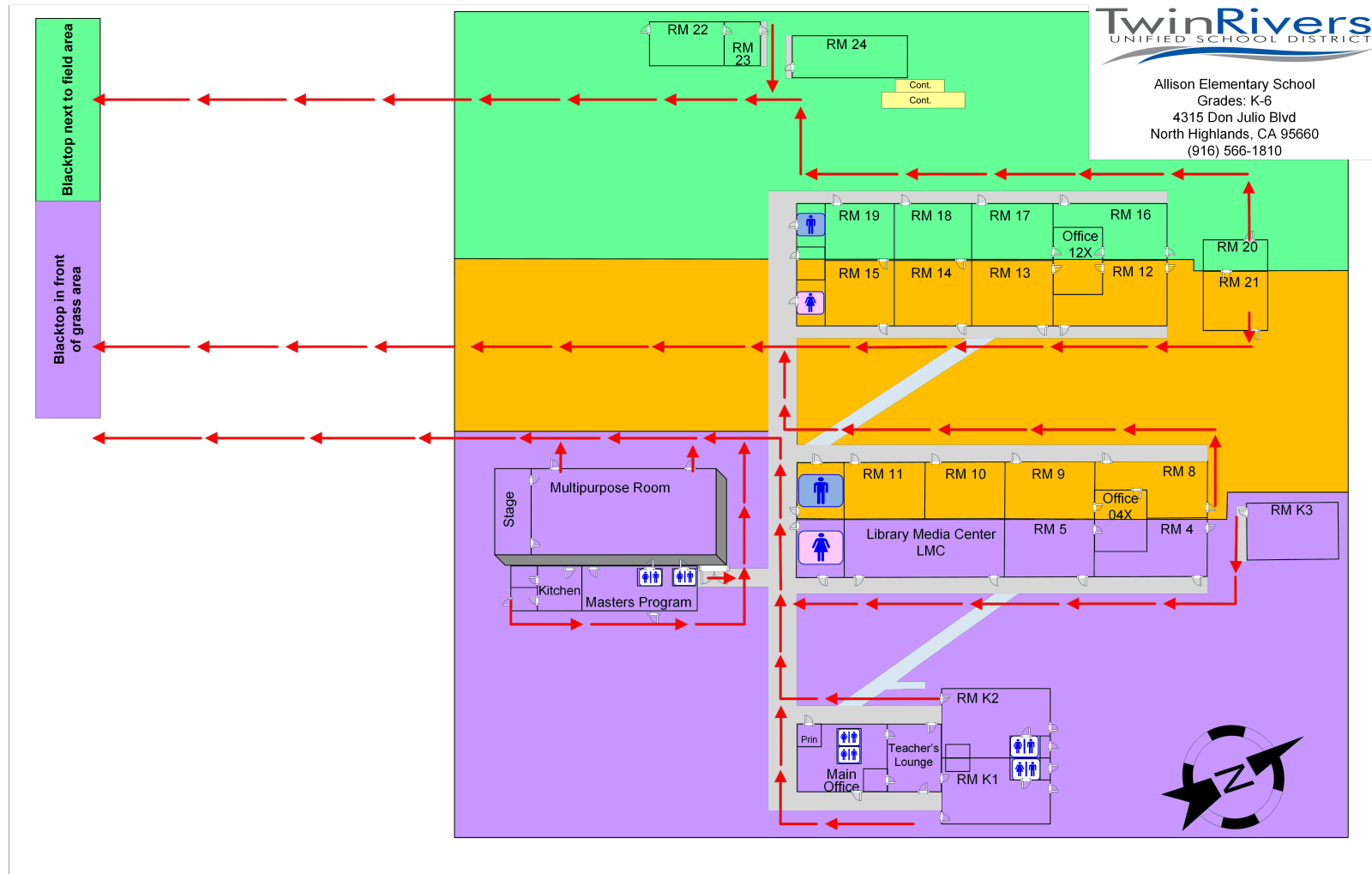
**The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this [link](#).**

## Off-Site Evacuation Locations

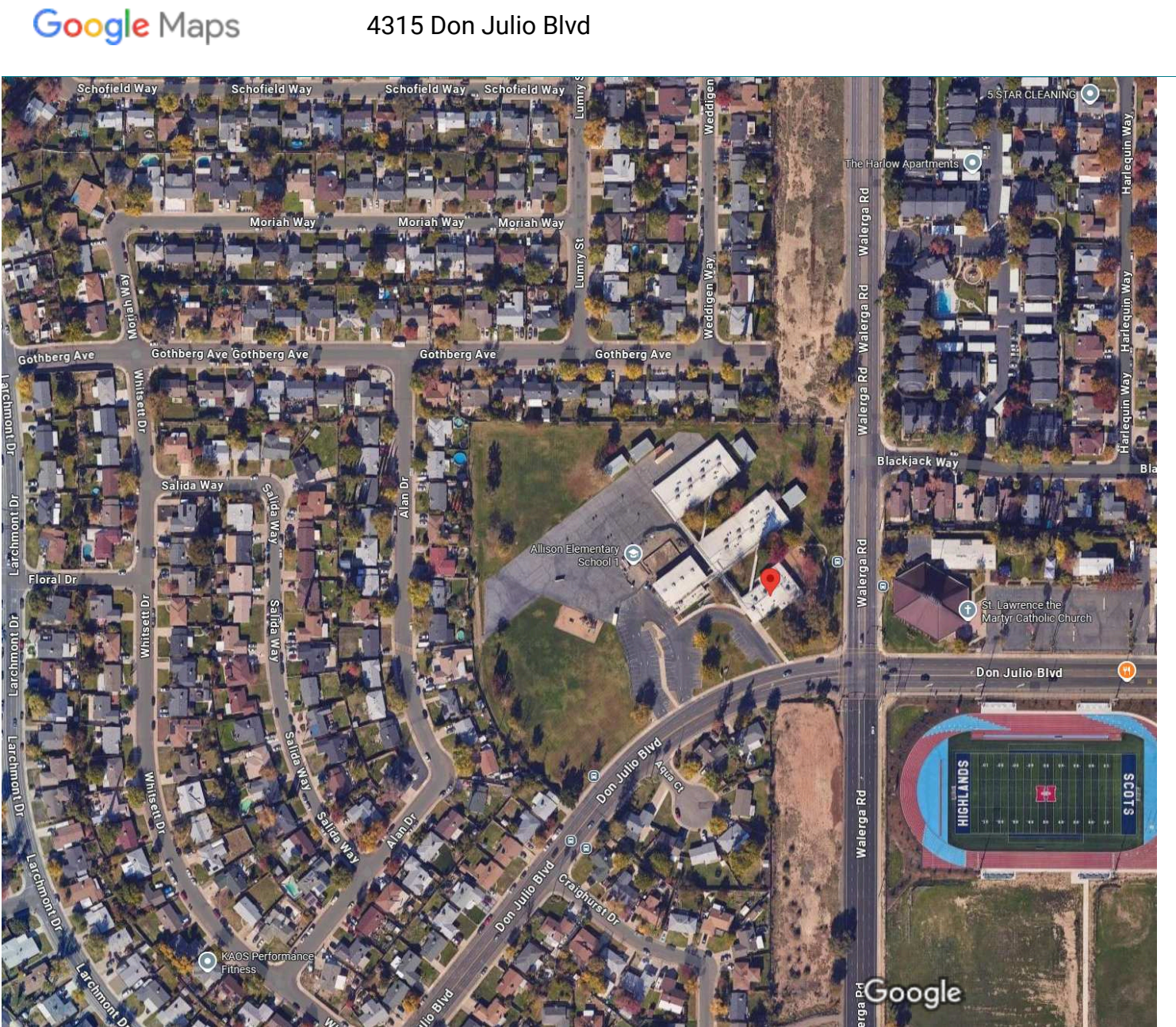
1 <sup>st</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	Highlands High School Field		
<b>Contact Person:</b>	Fernando Cruz	<b>Phone:</b>	916-842-9137
<b>Address:</b>	6601 Guthrie St. North Highlands CA 95660		
<b>Special Conditions of Facility Owner:</b>	TRUSD		
2 <sup>ND</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	St Lawrence Church		
<b>Contact Person:</b>	Parish Office	<b>Phone:</b>	916-332-4777
<b>Address:</b>	4325 Don Julio Blvd, North Highlands, CA 95660		
<b>Special Conditions of Facility Owner:</b>			



Allison, W.A.  
4315 Don Julio Blvd, North Highlands CA 95660








Imagery ©2025 Airbus, Maxar Technologies, Map data ©2025 Google 100 ft




4315 Don Julio Blvd


Building




Directions




Save




Nearby



Send to phone



Share

 4315 Don Julio Blvd, North Highlands, CA 95660

Photos



At this place

**Allison Elementary School 1**  
No reviews  
Elementary school  
**Closed** · Opens 7:45 AM Wed







