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

At the direction of the Board, this meeting will be broadcast/recorded. The broadcast/recording may capture images and sounds of those attending the meeting.

*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 19, 2025 - 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, (Scott Loehr), Re: CSEA and CUTA (G.C. §54957.6)
2. Student Expulsions/Readmissions (G.C. §54962)

III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

IV. CLOSED SESSION - *5:30 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 schedule meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

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

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

1. Dudley Elementary School, Teacher of the Year & Classified Employee of the Year

X. PUBLIC HEARING:

Composition of Trustee Areas
This Public Hearing is being held at 6:15 pm to gather public input regarding the composition of trustee areas prior to the initiation of the map-drawing process.

XI. ORGANIZATION REPORTS *(3 minutes each)* Info

1. CUTA – Venessa Mason & Heather Woods, Co-Presidents
2. CSEA – Niesha Harris-Knott, President

XII. REPORTS/PRESENTATIONS *(8 minutes each)* Info

Facilities **1. Facilities Report** – Richard Putnam

Business **2. Local Control and Accountability Plan (LCAP) Mid-year Review** – Lisa Coronado

XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA Public Comments Invited

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.

XIV. CONSENT AGENDA *(5 minutes)* Action

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

Governance 1. Approve Adoption of Minutes from January 19, 2025 Regular Meeting
↓ 2. Approve Adoption of Minutes from January 24, 2025 Special Meeting
↓ 3. Approve Adoption of Minutes from February 1, 2025 Board Workshop
↓ 4. Approve Resolution #8/2024-25: Resolution on Board Compensation for Missed Meeting

Personnel 5. Approve Classified Personnel Transactions
↓ 6. Approve Certificated Personnel Transactions
↓ 7. Approve 2027-2028 Academic Calendar
↓ 8. Approve Resolution #9/2024-25: Reduction or Discontinuance of Particular Kinds of Service - Certificated
↓ 9. Approve Resolution #9/2024-25: Reduction of Particular Kinds of Classified Services

Student Services 10. Approve 2024-2025 Comprehensive School Safety Plans

Special Ed. 11. Ratify 2024-2025 Master Contract:
#11 Access Language

Curr. & Instr. 12. Approve TRIO Educational Talent Search (ETS) American River College Field Trip to CSA Sacramento – Riles MS

↓ 13. Approve Conservation Ambassadors Assembly – Dudley ES

↓ 14. Approve BMX Freestylers Dream Team Assemblies – Dudley ES

↓ 15. Approve Sixth Grade Field Trip to Roseville Golfland Sunsplash for a PBIS Incentive – Oak Hill ES

↓ 16. Approve List of Books to Recycle-Discard - Spinelli

↓ 17. Approve Disposal of Surplus Equipment:
Schafer & Sons Piano – Asset Tag #033584

Business 18. Approve 2024-2025 Consolidated Application

↓ 19. Approve SETA Head Start Lease Agreement – Dudley ES

↓ 20. Approve SETA Head Start Lease Agreement – Spinelli ES

↓ 21. Approve California Department of Tax and Fee Administration Officer Name Change

↓ 22. Approve Certification of Corrective Actions for the 2023-2024 Audit Findings

↓ 23. Approve Payroll Orders: January 2025

↓ 24. Approve Supplemental Agenda (Vendor Warrants): January 2025

Curr. & Instr. 25. Ratify Student Overnight Travel: Six (6) Students from the Wrestling Team to Division 5 Section Championships at Calaveras High School

XV. BUSINESS ITEMS

Governance **A. 2025 CSBA Delegate Assembly Election, Subregion 6-B** Action

The board as a whole may vote for up to five (5) candidates for Subregion 6-B as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027.

↓ **B. BP and AR 5030 – Student Wellness** Action

The District's Wellness policy and regulation need to be reviewed every three (3) years. As part of this year's review it was noted that we need to add the updated USDA Nondiscrimination Statement. We are asking for this update to be done in one reading.

↓ **C. Updated Board Governance Handbook** Action

On February 1, 2025, the Board met, reviewed, and requested minor updates to the Board Governance Handbook. The final product is being presented for approval.

↓ **D. AB 2999 Overview and Discussion** Discussion

Trustee Uribe requested the Board begin a discussion relating to AB 2999.

Business **E. Holdover Tenancy and Lease Termination Agreement with GTP Infrastructure I, LLC (American Tower)** Action

GTP Infrastructure I, LLC (American Tower) has terminated its agreement with the District to use the District's stadium lighting standards as a cell tower. GTP Infrastructure I, LLC has removed its equipment from the lighting standards.

↓ **F.** **Third Amendment to Communications Site License Agreement with New Cingular Wireless PCS** Action

New Cingular Wireless PCS, LLC (AT&T) has been subleasing cell tower usage from GTP Infrastructure I, LLC. Due to the termination of the agreement between the District and GTP Infrastructure I, LLC, the District and New Cingular Wireless PCS seek approval to enter into a license agreement titled "Third Amendment to Communications Site License Agreement." With this agreement, New Cingular Wireless PCS, LLC will keep its equipment on the Center High School stadium light standard and pay monthly rent in the amount of $6,676.47. The rent will increase 20% with each five-year renewal term.

XVI. STUDENT BOARD REPRESENTATIVE REPORTS *(3 minutes each)* Info

1. Representative To Be Announced

XVII. BOARD / SUPERINTENDENT REPORTS *(10 minutes)* Info

XVIII. ADVANCE PLANNING Info

a. Future Meeting Dates:

i. Regular Meeting: Wednesday, March 12, 2025 @ 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:

XIX. CONTINUATION OF CLOSED SESSION (Item IV) Action

XX. ADJOURNMENT Action

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SI

SUBJECT: Recognition of Dudley Elementary School's Teacher of the Year and Classified Employee of the Year

☐ **Action Item** ☒ **Information Item** **Attached Pages** 0

Company/Consultant's Name:

Background/Services to be Rendered:

Melissa Oliver, Principal at Dudley Elementary School, will introduce their site's Teacher of the Year, Sarah Bills, and Classified of the Year, Shelbie Baker.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

No action.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: PUBLIC HEARING: Composition of Trustee Areas

☐ **Action Item** ☒ **Information Item** **Attached Pages** 12

Company/Consultant's Name:

Background/Services to be Rendered:

See attached.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

Consider public input regarding the composition of the trustee areas prior to drawing draft maps of the proposed boundaries of the trustee areas.

CENTER JOINT UNIFIED SCHOOL DISTRICT

TO: CJUSD Board of Trustees

FROM: Scott A. Loehr, Superintendent

SUBJECT: Public Hearing Regarding Composition of Trustee Areas

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At the Board meeting of October 16, 2025, the Board adopted Resolution No. 4/2024-25 directing the Superintendent or his designee, among other things, to initiate the process of changing the method of electing members of the Board, from the current at-large system whereby each member of the Board is elected by the registered voters of the entire District (Education Code section 5030(a)), to a method which provides that Board members residing in each trustee area will be elected by the registered voters of that particular trustee area (Education Code 5030(b)), in sufficient time for the new method of electing members of the Board to be in place for the November 2026 election.

Elections Code section 10010(a)(1) requires the District to hold at least two public hearings to invite community input regarding the composition of the trustee areas over a period not to exceed 30 days. "Composition of the trustee areas" includes factors such as visible natural and man-made geographical and topographical features, communities of interest, jurisdictional boundaries and population growth.

Elections Code section 10010(a)(1) encourages political subdivisions to conduct outreach to the public, including to non-English-speaking communities, to explain the districting process and to encourage public participation. As such, the District has made notices regarding the process available in additional languages (Spanish, Russian, Ukrainian, Farsi). To encourage public participation, the District has designated a webpage regarding the transition process. Updates and resources regarding the transition process will be posted on the webpage at https://www.centerusd.org/Board/Trustee-Area-Districting/index.html.

After the public hearings are held, draft maps of the trustee areas may be drawn for consideration by the public and the Board.







Trustee Voting Area Process

Center Joint Unified School District

January 15, 2025



WOOLPERT

Trustee Voting Area Process

DATE	ACTIVITY
January 15, 2025	**Board Meeting: First Pre-Map Public Hearing and Presentation**
February 19, 2025	**Board Meeting: Second Pre-Map Public Hearing and Presentation**
March 12, 2025	**Board Meeting: First Public Hearing on Voting Area Scenarios**
April 9, 2025	**Board Meeting: Second Public Hearing on Voting Area Scenarios** **Board Selection of Voting Area Map** **Board Consideration of Change in Election Method**
April – May 2024 TBD	County Committee on School District Organization Holds a Public Hearing and Considers Trustee Area Map. Woolpert sends Final Voting Area Map to the County of Registrar of Voters
November 3, 2026	First Elections Held Utilizing Voting Areas

Considerations in Voting Areas

Population Balance

Each area shall contain nearly equal number of inhabitants

Federal Law Complaint

Drawn to comply with the Federal Voting Rights Act

Other Criteria

Other Traditional / Local Considerations

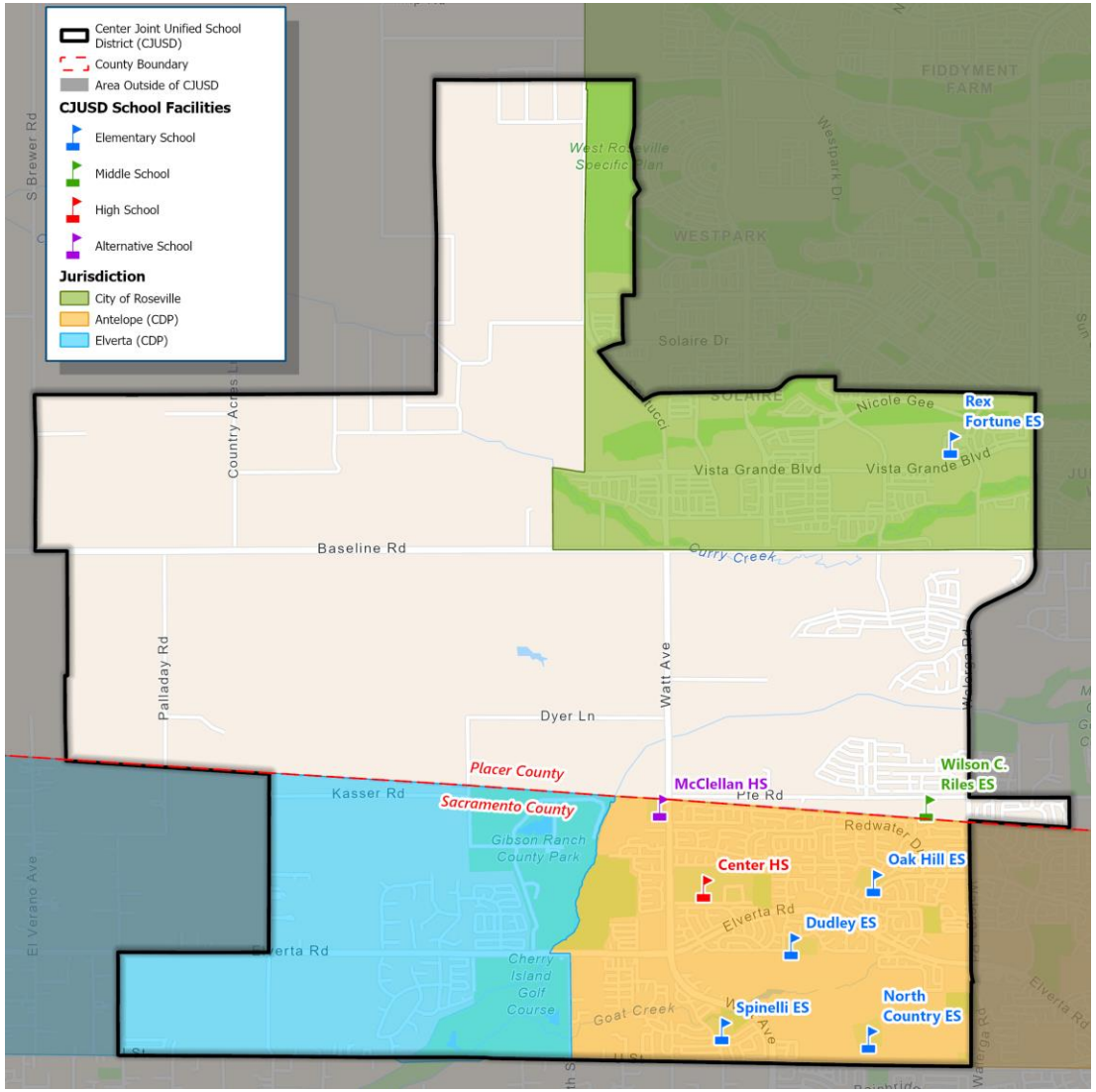
May not adopt boundaries for the purpose of favoring or discriminating against an incumbent, political candidate, or political party

AB 764 / Elections Code 21130
New criteria for maps in order of priority

(1) Contiguous
(2) Local Neighborhoods/ Communities of Interest
(3) City/census designated places
(4) Natural/artificial boundaries
(5) Compactness

District Demographics

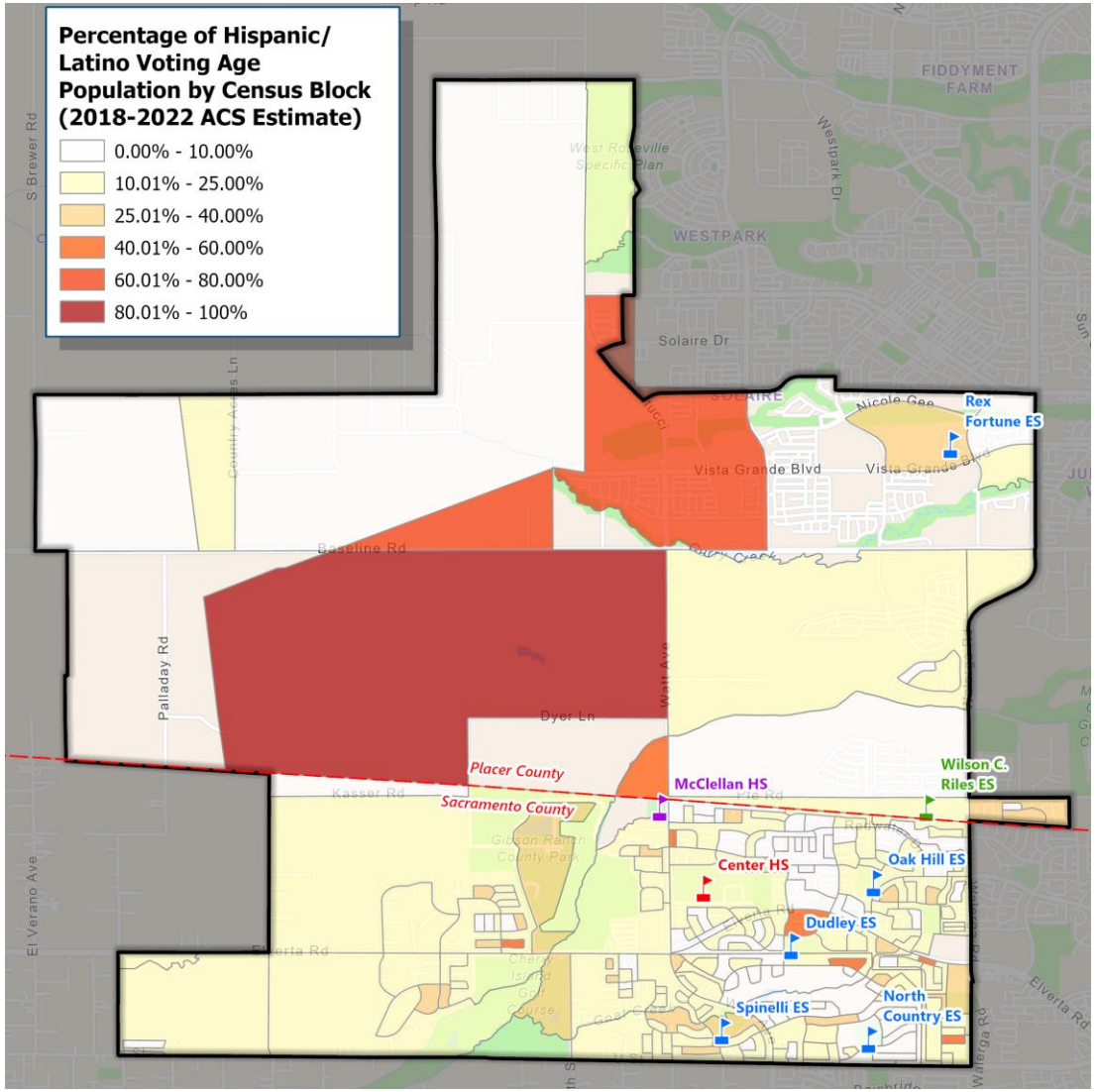
2020 CENSUS DATA



Population	Total Population		Age 18 +	
	Total	%	Total	%
Hispanic/Latino	10,854	18.4%	3,500	16.2%
White	31,121	52.7%	11,903	55.0%
Black/African American	4,896	8.3%	1,848	8.5%
American Indian/Alaska Native	404	0.7%	145	0.7%
Asian	6,736	11.4%	2,706	12.5%
Native Hawaiian/Pacific Islander	424	0.7%	151	0.7%
Other	384	0.7%	145	0.7%
Two or More Races	4,204	7.1%	1,258	5.8%
Total Population	**59,023**	**100%**	**21,656**	**100%**

District Demographics

HISPANIC/LATINO CITIZEN VOTING AGE POPULATION ESTIMATES

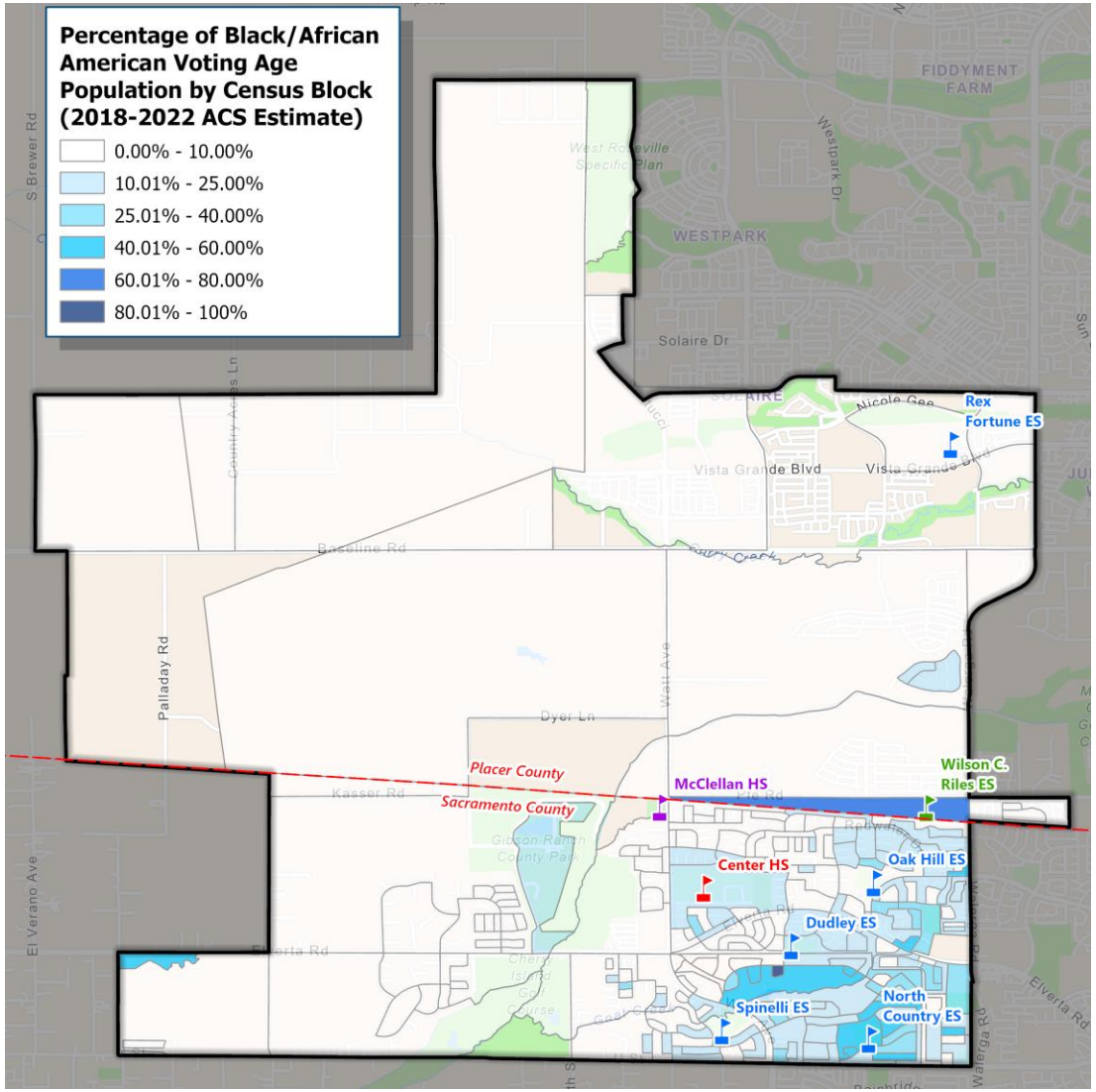


Population	2018-2022 CVAP [1]	
	Total	%
Hispanic/Latino	6,210	15.5%
White	22,741	56.8%
Black/African American	5,210	13.0%
American Indian/Alaska Native	160	0.4%
Asian	3,370	8.4%
Native Hawaiian/Pacific Islander	12	0.0%
Two or More Races	2,366	5.9%
Total Population	**40,069**	**100%**

[1] CVAP data taken from the California Statewide Database which provides the 2018-2022 American Community Survey CVAP estimates with DOJ by 2020 Census blocks and adjustment to reallocate incarcerated persons to their last known residential address.

District Demographics

BLACK/AFRICAN AMERICAN CITIZEN VOTING AGE POPULATION ESTIMATES

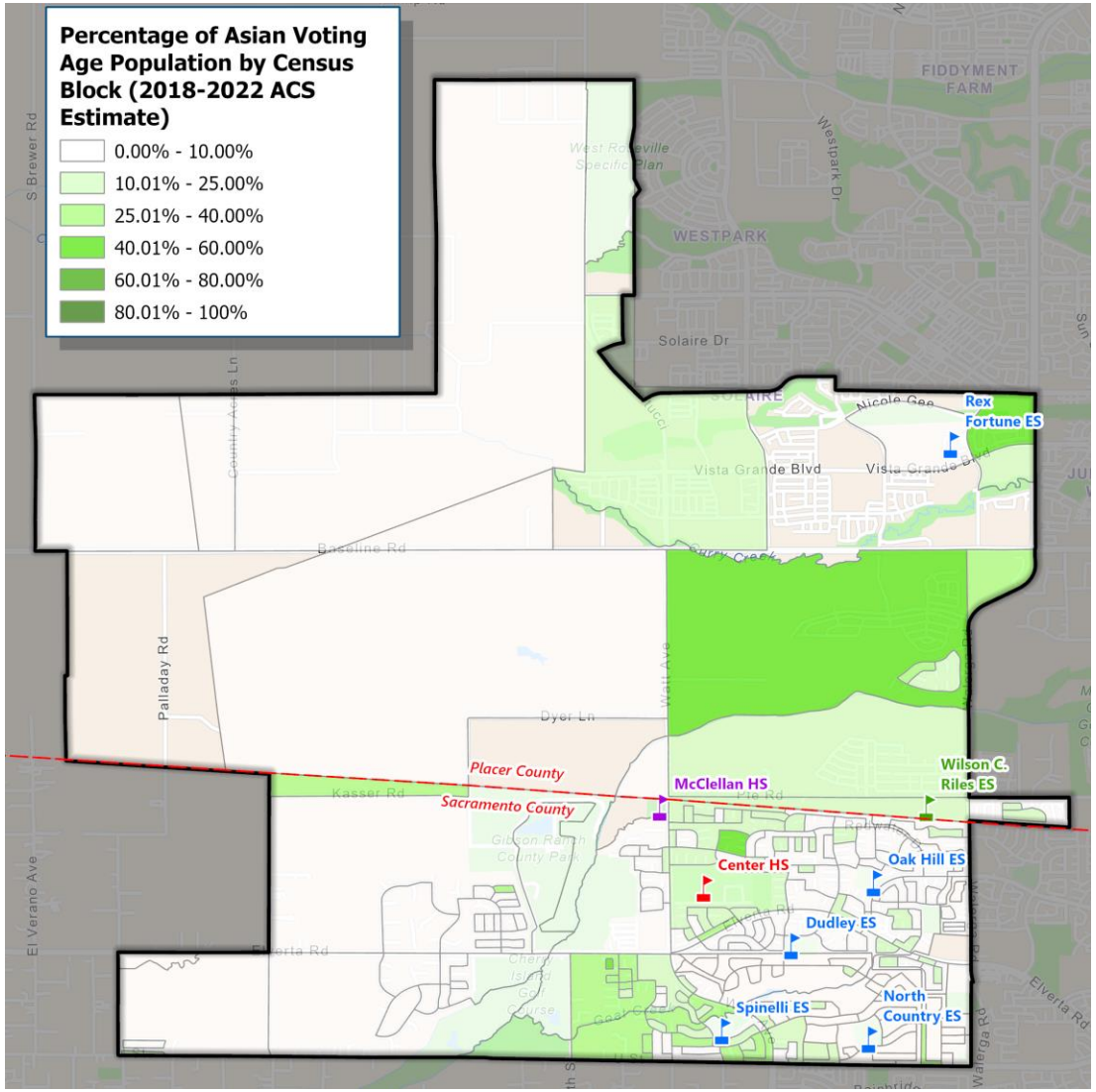


Population	2018-2022 CVAP [1]	
	Total	%
Hispanic/Latino	6,210	15.5%
White	22,741	56.8%
Black/African American	5,210	13.0%
American Indian/Alaska Native	160	0.4%
Asian	3,370	8.4%
Native Hawaiian/Pacific Islander	12	0.0%
Two or More Races	2,366	5.9%
Total Population	**40,069**	**100%**

[1] CVAP data taken from the California Statewide Database which provides the 2018-2022 American Community Survey CVAP estimates with DOJ by 2020 Census blocks and adjustment to reallocate incarcerated persons to their last known residential address.

District Demographics

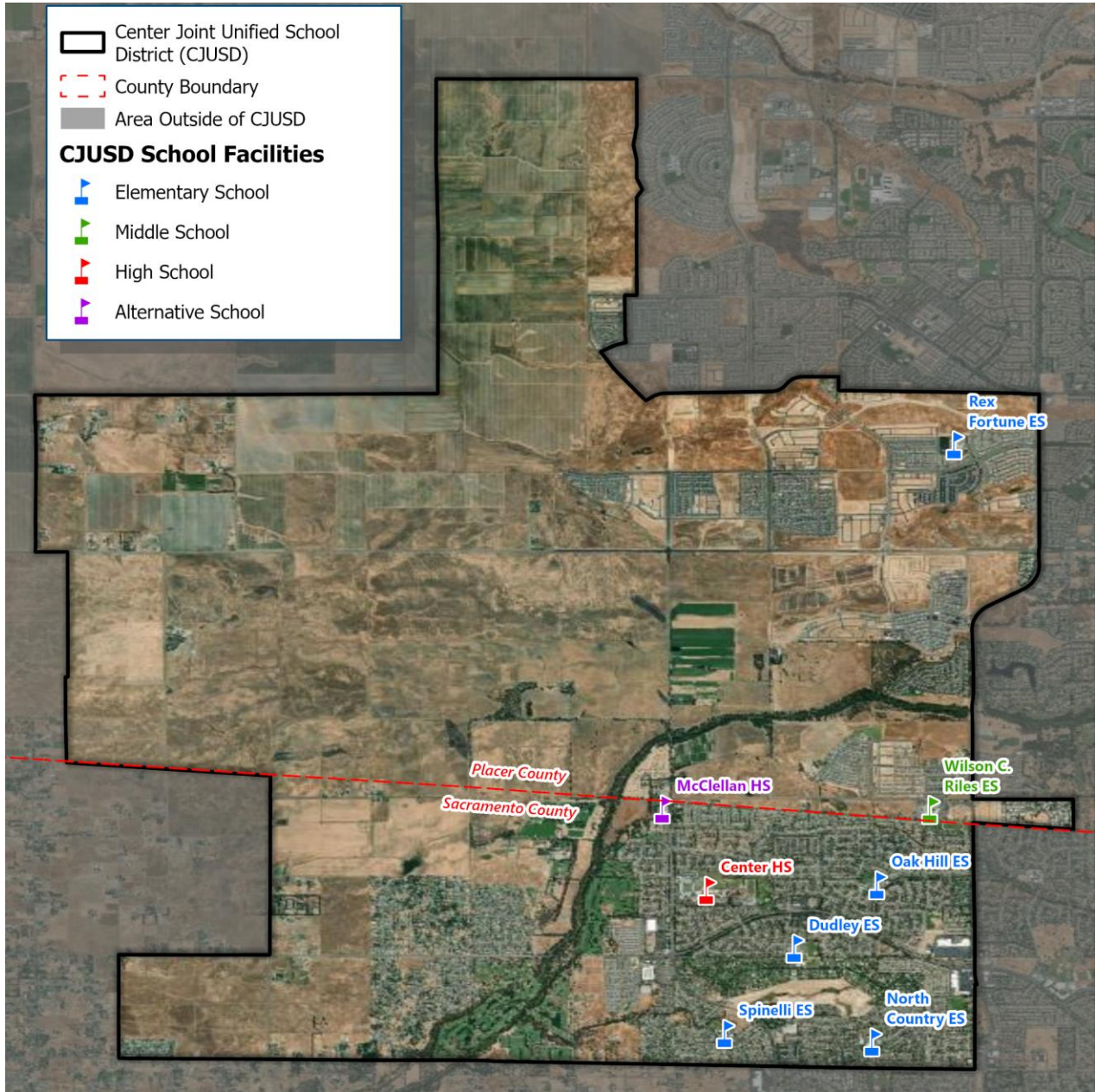
ASIAN CITIZEN VOTING AGE POPULATION ESTIMATES



Population	2018-2022 CVAP [1]	
	Total	%
Hispanic/Latino	6,210	15.5%
White	22,741	56.8%
Black/African American	5,210	13.0%
American Indian/Alaska Native	160	0.4%
Asian	3,370	8.4%
Native Hawaiian/Pacific Islander	12	0.0%
Two or More Races	2,366	5.9%
Total Population	**40,069**	**100%**

[1] CVAP data taken from the California Statewide Database which provides the 2018-2022 American Community Survey CVAP estimates with DOJ by 2020 Census blocks and adjustment to reallocate incarcerated persons to their last known residential address.

How Should Lines Be Drawn?



Pre-Map Public Hearing

EXAMPLES OF FEEDBACK FOR MAPPING PROCESS

"I would like to keep Neighborhood X and Neighborhood Y in the same voting area..."

"I think the ___Neighborhood should be considered as a local community of interest because..."

Pre-Map Public Hearing

EXAMPLES OF FEEDBACK FOR MAPPING PROCESS

I think:

- ***Baseline Road***
- ***Watt Avenue***
- ***Elverta Road, Walerga Road and Antelope Road***

. . . may make sense as a voting area boundary because . . .

- **It keeps communities together**
- **It provides good representation**

Questions



AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Richard Putnam
Director of Facilities

Initials: SL

SUBJECT: Facilities Report

☐ **Action Item** ☒ **Information Item** **Attached Pages** 0

Company/Consultant's Name:

Background/Services to be Rendered:
Richard Putnam will give an update on items pertaining to the Facilities Department.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
Information only.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Tami JBeily
Coordinator of Federal/State Programs

Initials: LC

SUBJECT: LCAP Mid-year review

☐ **Action Item** ☒ **Information Item** **Attached Pages** 71

Company/Consultant's Name:

Background/Services to be Rendered:

LCAP Mid-year Review: Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

The attached document is a report on midyear expenditures, available metrics and implementation data on the 2024-25 LCAP.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

Information only.

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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
BELONG **Establish a positive school climate that promotes a sense of belonging for all students, staff and families.**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Panorama Survey response rates	SPRING 2024 STUDENTS: 79.5% (2753 students) responded Dudley Elementary: 97.8% North Country Elementary: 87.7% Oak Hill Elementary: 96.6% Spinelli Elementary: 98.1% Riles Middle School: 62.6% McClellan High School: 79.7% Center High School: 72.4% STAFF: 58% (315/540) staff members responded FAMILIES: 676 responses			Surveys to be conducted in February 2025 and reported through the LCAP Annual Update.	STUDENTS: 85% response rate STAFF: 73% response rate FAMILIES: 1000 responses
1.2	School Climate Survey Results	SPRING 2024 STUDENTS grades 3-5 (973 responses) School Belonging: 56% School Climate: 55%			Surveys to be conducted in February 2025 and reported through the LCAP Annual Update.	SPRING 2027 Increase favorable responses by 5 percentage points yearly in each area measured

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		School Engagement: 47% School Safety: 54% Teacher-Student Relationships: 70% STUDENTS grades 6-12 (1775 responses) School Belonging: 28% School Climate: 38% School Engagement: 23% School Safety: 48% Teacher-Student Relationships: 41% STAFF School Climate: 54% FAMILIES Safety: 68% School Climate: 70%				STUDENTS grades 3-5 School Belonging: 71% School Climate: 70% School Engagement: 62% School Safety: 69% Teacher-Student Relationships: 85% STUDENTS grades 6-12 School Belonging: 43% School Climate: 53% School Engagement: 38% School Safety: 63% Teacher-Student Relationships: 56% STAFF School Climate: 69% FAMILIES Safety: 83% School Climate: 85%
1.3	Parental involvement on decision making through site parent advisory meetings	2023-24 Total 54 site meetings held among 8 sites CHS: 9 SSC, 2 ELAC MHS: 2 SSC WCR: 1 SSC Oak Hill: 8 SSC, 2 ELAC North Country: 10 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC, 2 ELAC			Site meetings to be compiled and reported through LCAP Annual Update	Quarterly School Site Council meetings Quarterly English Learner Advisory Council (ELAC) meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		RFE: 3 SSC, 2 ELAC				
1.4	Parent and student involvement on decision making through district advisory meetings	2023-24 district advisory meetings Student Advisory Council (VOICES): 5 Parent Advisory Council Meetings: 7 District English Learner Advisory Council (DELAC): 2			Student Advisory Council (VOICES): 4 Parent Advisory Council: 2 District English Learner Advisory Council (DELAC): 1	Quarterly VOICES Student Advisory Council at Center HS, expand to McClellan HS and Riles MS. Quarterly Parent Advisory Council Meetings Quarterly District English Learner Advisory Council (DELAC) Meetings
1.5	SFSS Parent Engagement Sessions and parent/family participation	2023-24 5 Sessions 53 Parent/Guardians Participated			0 Sessions	Increase parent/guardian participation by 2% each year.

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	**SCHOOL CULTURE** Recognizing the profound impact on attendance, engagement, achievement, staff morale and behaviors, the district and school sites are dedicated to creating a positive school culture. Data collected through student, staff and parent Panorama surveys show the need for school sites to act with intention in envisioning, creating and fostering a positive	No	Planned	Panorama surveys to be conducted in February 2025. New data to be used to guide the development of SPSA goals and strategies to increase positive school culture on all school campuses.		$5,116.00	$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
	school culture. These efforts, and the role of administrators, teachers and staff, are reflected in School Site Plans for Student Achievement (SPSA). The intended outcome is to cultivate a positive school culture, leading to an increase in positive responses from students, staff, and families as measured by district Panorama surveys. DATA School site administrators and staff actively engage in a comprehensive analysis of Panorama survey data from students, staff, and families to identify strengths and areas of growth. PLAN School sites develop specific goals and strategies that are seamlessly incorporated into existing school practices and policies. These strategies are tailored to address areas of growth, fostering a stronger sense of belonging, value, and connection among students, staff, and families. IMPLEMENT School site administrators oversee the Implementation of strategies aimed at increasing school culture. MONITOR School site administrators and staff gauge the impact by assessing the implementation and effectiveness of efforts using Panorama annual surveys, Panorama check-ins, empathy interviews, and student data.						

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
	REFLECT and ADJUST Data analysis and empathy interviews with students, staff, and families inform the adjustment of goals and strategies leading to continuous improvement. The overall impact is assessed through the SPSA annual review.						
1.2	**OUTREACH and PARTNERSHIPS** Enhance communication and collaboration with families through purposeful partnerships, involving students, parents, and families in providing input and feedback on both district and site initiatives. Establish a platform where goals, data, and progress are openly shared, nurturing a continuous cycle of improvement. Strive to ensure that participants in district and site advisory groups* more accurately represent the diverse demographics of the CJUSD community. Increase TK-8 parent conferences to 2 times/year. Increase volunteers, share opportunities for engagement, invite families, and create a welcoming environment. Sites and Human Resources partner together to communicate and guide through the clearance process.	No	Partially Implemented	Continuing to develop collaborative partnerships with advisory groups. Communications Coordinator has been hired. Communication from the district to families has increased through targeted social media outreach and consistent district newsletters. District and school websites are continuing to be updated.		$183,000.00	$98,299.68

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
	Hire a Communications Coordinator to manage media relations, coordinate communications, and organize special events to bolster public relations efforts. Additionally, Coordinator will aid in improving staff communication practices, create various publications, oversee the district's online presence and social media, and coordinate the development of grant proposals. District and school websites and social media channels will be regularly updated to provide comprehensive information. These platforms will detail available programs, opportunities, and events to effectively communicate with students, families, and the community. * Advisory Groups District Advisory: District English Learner Advisory Council (DELAC), Superintendent's Advisory Council, Voices Student Advisory Council Site Advisory groups: School Site Council, English Learner Advisory Council						
1.3	**PARENT and FAMILY SUPPORTS** Student Family Support Services (SFSS) will broaden outreach efforts to strengthen communication and support for all families by implementing several strategies such as hosting parent workshops,	Yes	Partially Implemented	SFSS ensures that flyers and other forms of communication are multilingual appropriate, and that communication and support occur during points of school transition		$324,152.00	$204,241.70

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
	providing information and services in multiple languages to accommodate the diverse families within our community, supporting district advisory groups, collaborating with community partners to extend the reach of support services and access to additional resources. Although a districtwide action, the SFSS will strive to prioritize outreach to families of foster youth, low-income students, students experiencing homelessness, and English learner students. Prioritize unduplicated student enrollment in all elementary schools' Expanded Learning Opportunities Program. The SFSS Department will partner with school parent groups and community partners to host annual CJUSD Back to School events. This event aims to facilitate a smooth transition for students and families returning to school after the summer break, connecting them with various resources from school sites, the district, and the broader community. Students will also receive a backpack and school supplies at the event. Continue providing community access to the SFSS clothes closet, school supplies, diaper distribution, washer and dryer, and other basic necessities.			such as beginning of the school year and school and holiday breaks. SFSS coordinator has partnered with the district Communications Coordinator to ensure department messages pertaining to all families are included in districtwide communications. Bilingual SFSS staff have aided in identifying and supporting 53 Spanish-speaking families who are experiencing homelessness. District provided cell phones also aid in bridging any communication gaps between home and school. The addition of a fuil-time Office Assistant allows for more office efficiency; streamlined communication with families, especially in emergency sitiuations; and allows SFSS direct support staff to focus on direct services like student mentoring, family outreach, home visits, and program development. SFSS has received 48 requests for assistance.			

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
	Address food insecurity by maintaining the district's food pantry, which is accessible to all students and families. Continue seeking donations from local organizations to meet the needs of students and families, especially during school breaks and holidays. Through collaboration, the SFSS will identify students and families for local Thanksgiving Feasts and Christmas Gift Giving Programs. Continued partnership with the Sacramento Food Bank and Family Services that allows the SFSS to hold monthly grocery box and produce distributions accessible to all CJUSD students and families. In the first year, the SFSS Coordinator will conduct an assessment of parent workshop needs and interests, review climate survey feedback, and meet with school administration and district coordinators to help determine future parent education classes, groups, and/or forums. A well-designed parent education program that incorporates feedback from partners (stakeholders) and input from school and community content experts is expected to result in increased participation in parent education workshops during the second and third years. These workshops will offer valuable insights and information to enhance parenting skills and promote greater engagement in their child's education.			These requests range from accessing vision and health support to needing emergency food and clothing. SFSS staff have assisted in supporting enrollment for 21 families, providing 23 transportation services, 16 housing resources, 3 employment services, and 5 vision referrals. ELOP enrollment priority continues to be offered to unduplicated students. 3rd annual Back to School Bash was attended by 2,000 students/families. 600 backpacks with school supplies were distributed. All school sites and the CJUSD Transportation, Nutrition, Human Resources, and EL departments were present to engage with students and adults sharing resources and information. Expanded Learning Opportunities Program providers were present to share ELOP info and enroll students. 4 CHS clubs and 10 community partners were present. The Sacramento Food Bank provided 300 grocery boxes and produce. The Antelope			

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
	The SFSS Department will remain dedicated to offering various supportive services for specific subgroups such as foster youth, students experiencing homelessness, low income, and their families, creating a supportive and inclusive educational environment for all students and their families. The required support shall include the identification and documentation of eligibility, enrollment and attendance support, referrals for eligible services including free meals, transportation assistance, access to other district, state, and federal programs, referrals to social-emotional and health services, intervention and outreach, and referrals to community services. For targeted intervention support, the Homeless and Foster Youth Liaison and Student and Family Support Assistants will collaborate with school site counselors and administration to utilize a data-driven approach and referral process to identify appropriate tiered support services for our foster youth, students experiencing homelessness and other at-risk students. Through this tiered approach, immediate needs such as food, clothing, and transportation will be identified and provided through the SFSS. At the same time, high needs will be met through SFSS' customized mentoring program where Student and Family Support Assistants can utilize a case management			Lions Club and Grocery Outlet provided an additional 100 bags full of groceries and free food to attendees. Clothing and school supply distribution to date: 189 backpacks, 227 school supplies, 288 clothing, 94 hygiene kits, 9 shoe gift cards, 4 PE clothes, 400 diapers. The washer and dryer accessed 12 times. 172 families given access to emergency food; 6 distribution events serving 1301 total households, 6812 total number of people. Through the Thanksgiving Feasts and Christmas Gift Giving Programs assisted 25 families and 156 students. SFSS also partners with the North Highlands Food Ministry. Through this partnership and food collected, SFSS was able to put together over 75 food boxes to distribute to families before Thanksgiving and Christmas breaks. SFSS has identified 457 students experiencing homelessness that qualify for the McKinney-Vento Homeless			

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
	approach, including regular check-ins with students, connection to academic supports and interests, including tutoring and before/after school programs, CTE/post-secondary programs, monitoring of attendance/engagement, referral to social-emotional and other health services, and empowerment of life skills and student voice. Through the mentoring program, we aim to provide students with access to new opportunities and experiences, expanding their potential for growth, connection, and success.			Education Program. SFSS currently provides mentoring support services to 37 students through 219 mentoring meetings. SFSS staff monitors grades and attendance, and advocates for students by attending student-focused meetings. With their mentors' support, students are setting and working toward meeting academic, personal, and career goals. Mentors connect students to school supports such as peer tutoring, FAFSA and graduation credit exemptions, access to reliable transportation, job preparation, and explore post-secondary options through college visits.			

Goal 2

Goal Description
IMPACT **Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	CCSS, ELD, NGSS IMPLEMENTATION by district or site personnel as measured by observation loop and feedback	2023-24 100% implementation			2024-25 100% Implementation	100% implementation
2.2	STUDENT ACCESS TO STANDARDS ALIGNED CURRICULUM	2023-24 100% of students have access to standards aligned curriculum			2024-25 100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum
2.3	TEACHER ASSIGNMENT MONITORING OUTCOME	2021-22 88.6% districtwide clear			Data to be reported in LCAP Annual Review	94% districtwide clear
2.4	ELA and MATH DASHBOARD DATA	2023 ELA: overall 40.4 points below standard Student groups identified RED on the Dashboard in ELA: Homeless Math: overall 71.1 points below standard Student groups identified RED on the Dashboard in math: Homeless			2024: ELA: overall 38.7 points below standard Student groups identified RED on the Dashboard in ELA: Homeless, English Learners, LTELs MATH: overall 68.8 points below standard Student groups identified RED on the Dashboard in math: LTELs	Overall ELA and MATH will be at standard or above on the Dashboard All student groups will be GREEN or above on the Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.5	CAASPP	2022-23 CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 31% 4th: 31% 5th: 34% 6th: 37% 7th: 36% 8th: 34% 11th: 42% MATHEMATICS Standards Met or Exceeded 3rd: 28% 4th: 21% 5th: 20% 6th: 25% 7th: 26% 8th: 25% 11th: 21% ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS: SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 32% 5th: 28% 6th: 36% 7th: 32% 8th: 30% 11th: 36%			2023-24 CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 43% 4th: 44% 5th: 47% 6th: 46% 7th: 47% 8th: 46% 11th: 56% MATHEMATICS Standards Met or Exceeded 3rd: 46% 4th: 41% 5th: 35% 6th: 34% 7th: 34% 8th: 32% 11th: 28% ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS: SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 33% 4th: 33% 5th: 37% 6th: 36% 7th: 37% 8th: 36%	All grade levels and all student groups will increase by 5 percentage points each year on ELA and MATH CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 46% 4th: 46% 5th: 49% 6th: 52% 7th: 51% 8th: 49% 11th: 57% MATHEMATICS Standards Met or Exceeded 3rd: 43% 4th: 36% 5th: 35% 6th: 40% 7th: 41% 8th: 40% 11th: 36% STUDENT GROUPS: SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 46% 4th: 47% 5th:43% 6th: 51% 7th: 47% 8th: 45% 11th: 51%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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: 20% 4th: 18% 5th: 17% 6th: 13% 7th: 14% 8th: 12% 11th: 17% Math 3rd: 24% 4th: 19% 5th: 12% 6th: 10% 7th: 9% 8th: 7% 11th: 4% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 16% 4th: 14% 5th: 12% 6th: 8% 7th: 8% 8th: 5% 11th: 8% Math			11th: 47% Math 3rd: 35% 4th: 30% 5th: 24% 6th: 24% 7th: 23% 8th: 21% 11th: 18% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 19% 4th: 18% 5th: 17% 6th: 13% 7th: 14% 8th: 12% 11th: 17% Math 3rd: 24% 4th: 18% 5th: 13% 6th: 10% 7th: 9% 8th: 7% 11th: 5% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 15% 4th: 13% 5th: 11% 6th: 8% 7th: 7% 8th: 5% 11th: 7%	Math 3rd: 89% 4th: 31% 5th: 31% 6th: 39% 7th: 36% 8th: 40% 11th: 36% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 35% 4th: 33% 5th: 29% 6th: 28% 7th: 29% 8th: 27% 11th: 32% Math 3rd: 39% 4th: 34% 5th: 27% 6th: 25% 7th:24% 8th: 22% 11th: 19% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 29% 5th: 27% 6th: 23% 7th: 23% 8th: 20% 11th: 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		3rd: 22% 4th: 14% 5th: 8% 6th: 6% 7th: 5% 8th: 3% 11th: 2%			Math 3rd: 21% 4th: 15% 5th: 8% 6th: 6% 7th: 5% 8th: 4% 11th: 3%	Math 3rd: 37% 4th: 29% 5th: 23% 6th: 6% 7th: 20% 8th: 23% 11th: 22%
2.6	CAST	2022-23 CAST Standards Met or Exceeded 5th: 21% 8th: 19% 12th: 28%			2023-24 CAST Standards Met or Exceeded 5th: 33% 8th: 29% 12th: 31%	All grade levels will increase by 5 percentage points each year 5th: 36% 8th: 34% 12th: 43%
2.7	IREADY READING	2023-24 Diagnostic #3, Administered March 2024 36% on or above grade level 28% one grade level below 36% two or more grade levels below SOCIOECONOMICALLY DISADVANTAGED 32% on or above 31% one grade level below 38% two or more grade levels below STUDENTS WITH DISABILITIES 25% on or above 22% one grade level below			Diagnostic #3 to be administered March 2025 and reported through the LCAP process in June 2025.	Increase students on or above grade level in Reading by 5 percentage points each year: 2026-27 Diagnostic #3 51% of students will be on or above grade level in reading as measured by IReady SOCIOECONOMICALLY DISADVANTAGED 47% on or above grade level STUDENTS WITH DISABILITIES 40% on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		54% two or more grade levels below ENGLISH LEARNERS 16% on or above 26% one grade level below 58% two or more grade levels below				ENGLISH LEARNERS 31% on or above grade level
2.8	IREADY READING: K-2 LITERACY FOCUS	2023-24 Diagnostic #3 Administered March 2024 PHONOLOGICAL AWARENESS Kindergarten 66% Met/Exceeded 1st 49% Met/Exceeded 2nd 81% Met/Exceeded PHONICS Kinder 60% Met/Exceeded 1st 49% Met/Exceeded 2nd 50% Met/Exceeded			Diagnostic #3 to be administered March 2025 and reported through the LCAP process in June 2025.	Increase K-2 students who meet or exceed grade-level standards in Phonological Awareness and Phonics by 5 percentage points each year 2026-27 Diagnostic #3 PHONOLOGICAL AWARENESS Kindergarten 81% Met/Exceeded 1st 64% Met/Exceeded 2nd 96% Met/Exceeded PHONICS Kinder 75% Met/Exceeded 1st 64% Met/Exceeded 2nd 65% Met/Exceeded
2.9	IREADY MATH	2023-24 Diagnostic #3			Diagnostic #3 to be administered March	Increase students on or above grade level in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		administered March 2024 28% on or above grade level 36% one grade level below 36% two or more grade levels below SOCIOECONOMICALLY DISADVANTAGED 24% on or above 39% one grade level below 37% two or more grade levels below STUDENTS WITH DISABILITIES 18% on or above 27% one grade level below 55% two or more grade levels below ENGLISH LEARNERS 15% on or above 37% one grade level below 48% two or more grade levels below			2025 and reported through the LCAP process in June 2025.	Math by 5 percentage points each year: 2026-27 Diagnostic #3 43% on or above grade level SOCIOECONOMICALLY DISADVANTAGED 39% on or above grade level STUDENTS WITH DISABILITIES 33% on or above grade level ENGLISH LEARNERS 30% on or above grade level
2.10	PANORAMA STAFF SURVEY	Spring 2024 Educating All Students: 73% School Leadership: 69% Professional Learning: 57% (315 staff responses)			Surveys to be conducted in February 2025 and reported through the LCAP Annual Update.	Increase favorable responses from Staff Survey by 5 percentage points each year Educating All Students: 88% School Leadership: 84% Professional Learning:72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.11	ERHMS	2023-24 Students Served: 73 Average Attendance: Average GPA grades 7-12: 1.79			Data to be compiled and reported at year end through the LCAP Annual Update.	TBD
2.12	EL PROGRESS INDICATOR	2023 51.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.			2024 48.7% of English Learners made progress towards English language proficiency as reported by the Dashboard.	55% or above of English Learners will make progress toward English language proficiency as reported by the Dashboard
2.13	EL REDESIGNATION	2023-24: 14.5% (98/674 students) were Redesignated Fluent English Proficient			13% (60/788 students) Redesignated Fluent English Proficient	20.5% of English Learners will be Redesignated Fluent English Proficient
2.14	LONG-TERM ENGLISH LEARNER (LTEL)	2023-24 local data: 131 LTELS 51 at risk			January 2025: 18.9% (149 English Learners) are LTELS 6.2% (49 English Learners) are at risk of becoming LTELs	Decrease LTELS by 2 percentage points each year. Target established when baseline data is released through the Dashboard.

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	**LITERACY** The collaborative efforts of our teaching staff, students, and families are aimed at enhancing literacy across grades K-12. Operating within the framework of MTSS, we strive to address the individual needs of every student, ensuring that instruction is tailored to accommodate diverse learning styles and abilities, particularly focusing on supporting English learners and students with disabilities. We strongly emphasize identifying and addressing the needs of subgroups that may be underperforming, as indicated by the RED designation on the Dashboard. Formative assessments are used to pinpoint areas for improvement, allowing us to implement evidence-based interventions effectively. EARLY LITERACY FOCUS (TK-2) • Utilize district-adopted curriculum, Wonders, to build foundational literacy skills • Ensure all TK-2 teachers, administrators, and instructional staff participate in professional development sessions supporting systematic, explicit reading instruction based on research-backed principles of literacy Accountability Measures	Yes	Partially Implemented	EARLY LITERACY: An ELA block was implemented K-6 at all sites. All district K-2 teachers completed 6-step phonics lesson 2 hour training over the summer. Literacy Leader meetings focused on the implementation of 6 step phonics lessons and a corresponding walk through form. Site admin utilize the 6 step walk throughs district form to assess implementation and quality of instruction. Reading Academy Literacy members and elementary site admin completed CORE Reading Academy training. Sites completed Tier 1 instructional walk throughs (2 per teacher per month). CCIL/UDL professional development training focused on Tier 1 instruction and the district walk through form. READING PROFICIENCY FOCUS (3-12) An ELA block was implemented at K-6 at all sites. ELA teachers, Sp Ed teachers, site admin, ELD teachers (all secondary focused)		$949,150.00	$597,978.89

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
	• Conduct walkthroughs to ensure consistent implementation of district literacy expectations in classrooms Tiered Interventions • Tier I Intervention: Implement research-based intervention strategies and data-driven instruction, integrating targeted Wonders lessons • Tier II Intervention: Provide smaller group instruction, implementing research-backed intervention methods and data-driven instruction, incorporating targeted Wonders lessons READING PROFICIENCY FOCUS (3-12) • Focus on building reading proficiency across content areas, emphasizing informational text and complex literature • Implement strategies to support struggling readers, English Learners and long-term English Learners in developing comprehension skills and expanding vocabulary knowledge			completed CORE Secondary Reading training. Special education teachers and ELD teachers for grades 7-8 attended Study Sync training. Corrective Reading added to MHS as a Tier intervention. LITERACY PARTNERSHIPS Partnered with Luminous Minds to provide the first of 2 Parent Literacy Nights. Shared first of a beginning reader focus at Parent/SAC.			

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
	• Incorporate explicit instruction in reading strategies such as summarizing, making inferences, and analyzing text structure • Integrate technology tools and digital resources to enrich reading instruction and provide access to a wide range of diverse texts • Provide professional development opportunities to teachers, administrators, and instructional staff Accountability Measures • Conduct walkthroughs to ensure consistent implementation of districtwide instructional expectations in classrooms Tiered Interventions • Tier I Intervention: Implement research-based interventions, utilizing data-driven approaches with targeted interventions • Tier II Intervention: Implement research-based interventions, employing data-driven approaches with targeted interventions LITERACY PARTNERSHIPS						

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
	Through workshops, family literacy nights, and parent education programs, we aim to empower parents with the knowledge and tools needed to support literacy growth at home. We will promote literacy initiatives and provide families with greater access to books and literacy materials within the community. We will engage families in literacy-related activities such as author visits and book fairs, to foster a supportive environment where everyone plays a vital role in nurturing a love for reading and lifelong learning.						
2.2	**TIER 1 INSTRUCTION** TIER I INSTRUCTION • Provide a comprehensive education beginning in the early stages of development through a Transitional Kindergarten and a full day Kindergarten program and continuing through grade 12. • Provide all students access to Tier 1 instruction using district-adopted standards-aligned curriculum, technology, and	No	Partially Implemented	Implemented monthly site and district walk throughs using the district walk through tool. (2 per teacher per month). Partnered with CCIL to provide tier 1/UDL PD to district Data Culture team. Walkthroughs confirm the use of district adopted materials. Training held for district adopted curriculum.		$23,051,123.00	$10,971,808.35

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
	evidence-based instructional strategies. • Design instruction to be universally accessible, meeting the diverse needs of students, including those with special education requirements, English Learners, long-term English Learners, and advanced learners such as GATE students. To meet linguistic and academic grade level standards, English Learners and long-term English Learners receive Integrated and Designated language instruction. • Optimize the learning environment and promote collaboration, autonomy, and student-centered learning through flexible grouping and flexible seating. • Pay particular attention to subgroups identified as underperforming, as indicated by the RED ranking on the Dashboard PROFESSIONAL LEARNING • Provide resources and professional development for teachers, administrators,			Data Culture meetings focused on reviewing IReady and SBAC data with the use of the district protocol and planning site PDSA cycles with PLC teams. ELA K-6 block allows for teachers to plan literacy lessons using the district adopted materials.			

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
	and support staff on Universal Design for Learning (UDL) strategies, flexible grouping with the use of flexible seating, tiered assignments, personalized learning pathways and Integrated/Designated instruction for English Learners DATA DRIVEN • Use formative, summative, IReady, and curriculum-based assessment data to identify strengths and areas of growth for students, with a particular focus on underperforming subgroups • Utilize Professional Learning Community (PLC) time to analyze data and tailor instruction accordingly ACCOUNTABILITY MEASURES • Conduct walkthroughs to ensure that Tier 1 instruction is universally designed to meet the needs of all students						

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
2.3	**TIER 2 INSTRUCTION** TIER 2 INSTRUCTION • Provide students with access to tier 2 instruction, offering research-based interventions tailored to address specific areas of need, while ensuring that the additional support provided at Tier 1 through differentiated instruction remains intact • Intentionally design interventions to meet individualized goals and support student progress • Implement push-in or push-out interventions at the elementary level to support core instruction and meet targeted needs • Provide separate intervention courses at the secondary level to support core courses, including leveled courses through special education and opportunities such as summer school • Support students in need of credit recovery at McClellan HS, which serves as a secondary intervention school • Offer academic mentoring through Student Family Support Services to provide additional support	Yes	Partially Implemented	Interventions at elementary continue with the use of IReady, Oral Reading Fluency, STAR phonics, and phonics survey data to create groupings. All decisions and planning are done within a PLC with all teachers reviewing data to create targeted groups. ELA block allows Tier 1 intervention within the classroom and a second time for Tier 2 intervention with a more targeted focus for students and other support teachers/grade level teachers. PDSA cycles help monitor supports for targeted groups along with progress monitoring by the teacher.		$22,072,556.00	$9,844,584.20

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
	PROFESSIONAL LEARNING • Provide resources and professional development opportunities for teachers, administrators, and support staff specific to Tier 2 instruction to ensure effective implementation of interventions to support student success DATA-DRIVEN • Implement ongoing progress monitoring to identify whether students respond positively to interventions and adjust instruction as needed, facilitating fluid movement between Tier 1 and Tier 2 instruction. ACCOUNTABILITY MEASURES • Conduct walkthroughs to ensure that Tier 2 instruction is universally designed to meet the needs of all learners, with a focus on effectiveness and alignment with intervention goals to support student progress						

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
2.4	**TIER 3 INSTRUCTION** TIER 3 INSTRUCTION • Provide intensive individualized intervention for students who have not responded to Tier 1 or Tier 2 instruction • Ensure interventions are intentional and designed to meet individualized goals, focusing on addressing specific areas of need • Extended School Year summer school as part of Tier 3 instruction to provide additional support and opportunities for students • Offer academic mentoring through Student Family Support Services to provide additional support and guidance to students in Tier 3 instruction PROFESSIONAL LEARNING • Provide resources and professional development opportunities for teachers, administrators, and support staff specific to Tier 3 instruction to ensure effective implementation of interventions to support student success DATA DRIVEN	No	Fully Implemented	SDC and ILS classes utilize UNIQUE Learning systems, SONDAY, and Corrective Reading curriculums to meet individual needs. Study Skills classes are provided to work on individual IEP goals. Extended school year offered to all who qualify. Monthly professional development training provided to all staff by Program Specialist. SpEd staff attend monthly professional development workshops facilitated by Program Specialists. Data from IReady, SpEd assessments, formative assessments, and CAASPP are used to monitor progress. Walkthroughs are completed by administrators, district office personnel, and department heads		$5,000.00	$61,948

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
	• Implement ongoing progress monitoring to identify whether students are responding positively to interventions and adjust instruction as needed, facilitating opportunities between Tier 1, Tier 2, and Tier 3 instruction. ACCOUNTABILITY MEASURES • Conduct walkthroughs to ensure that Tier 2 instruction is universally designed to meet the needs of all learners, with a focus on effectiveness and alignment with intervention goals to support student progress						
2.5	**WALKTHROUGHS** Provide ongoing support to teachers and students through consistent and meaningful classroom walkthroughs, concentrating on three essential areas: Classroom Environment, Learning, and Instruction. PLAN • Create walkthrough forms to gather relevant data during observations	No	Partially Implemented	Walkthroughs have been implemented with a specific expectation of 2 per teacher per month. Walkthrough was implemented to focus on one domain at a time. All domains have been implemented. Data Culture team has calibrated 3 times on feedback and reflection. We are currently in the		$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
	• Identify priorities and objectives for the walkthroughs DO • Calibrate the walkthrough tool to ensure consistency in observations • Establish clear expectations for the frequency and duration of walkthroughs STUDY • Implement walkthroughs according to the developed protocol • Collect data during observations to assess classroom environment, learning, and instruction • Review collected data to identify trends and areas for improvement ACT • Provide feedback based on the data collected during walkthroughs • Determine next steps for improvement and development • Identify if site-level, district-wide, or classroom-specific support is needed • Offer appropriately targeted professional development to address identified needs and			study and act stages of the PDSA cycle.			

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
	support continuous improvement						
2.6	**GROWTH and DEVELOPMENT of TEACHERS and other STAFF** • Recruit and hire highly effective teachers, administrators, and support staff. Increase staff retention by providing essential resources, professional learning and effective leadership in a positive, supportive, professional environment. • Support new teachers through the district New Teacher Induction program and on-site new teacher support systems. • Offer comprehensive professional development opportunities to teachers, administrators, and staff to equip them with the necessary resources and knowledge to effectively	No	Partially Implemented	39 teachers participate in the SCOE Induction Program. 20 district teachers serve as coaches for those participants. Coaches provide mentorship and guidance to participants. Professional Developed has been provided at the district level with the expectation that sites take the learning back to their sites and develop a plan and training reflective of their teacher needs. All administrators reviewed the Evaluation process with the Director of Human Resources and Student Services in the fall of 2024. The Director of HR provides continuous support to the administration regarding the certificated evaluation process. In partnership with the Curriculum and Instruction department, the HR department will be updating the		$1,724,171.00	$738,470.37

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
	implement the district initiatives. • Provide professional development to ensure all instructional staff are trained to implement the district's adopted curriculum as designed. • Provide training to enhance instructional effectiveness by utilizing data to identify student needs and tailor instruction. • Provide training on Universal Design for Learning (UDL) to accommodate the needs and abilities of all learners. This includes extending support for advanced learners and providing targeted support for lower-performing student groups, with particular attention to students identified as RED on the Dashboard. • Utilize the expertise of the district English Learner Coordinator and site English Learner Specialists to deliver professional development to administrators, general education teachers, and instructional staff,			evaluation process to align with the new 2024 California Standards for the Teaching Profession and the district's Universal Design for Learning. This will occur in the Spring of 2025. Exit surveys have been sent to approximately 50 percent of employees who have left the district. The goal is to create a system where 100 percent of employees leaving the district are given the opportunity to participate in an exit survey.			

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
	designed to effectively meet the needs of English Learners. • Utilize the expertise of the district and site Special Education teams to deliver professional development to administrators, general education teachers, and instructional staff effectively meet the needs of students with disabilities. Facilitate monthly collaboration between special education and general education teachers. • Facilitate opportunities for collaborative discussions among teachers of the same grade level and guide teacher-to-teacher observations to foster professional growth and learning. • Tailor district and site professional development based on observations and patterns identified through classroom walkthroughs and PLC discussions. • Provide timely evaluations that are valuable and personalized, identifying individual strengths and						

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
	areas for growth in alignment with the district's continuous improvement goals, following California Standards for Teachers and the Professional Standards for Educational Leaders. • Offer exit surveys when employees resign to assess the overall employee experience and identify opportunities to improve retention and engagement.						
2.7	**LEADER GROWTH & DEVELOPMENT** Enhance instructional quality, increase student achievement, improve staff retention, and cultivate a positive school climate by empowering administrators with the tools to be effective leaders through professional development, mentorship, and accountability. PROFESSIONAL LEARNING: • Establish shared language, clear expectations, and effective practices for classroom walkthroughs and feedback. Refine the walkthrough process by	Yes	Partially Implemented	MENTORSHIP The new assistant principals and Center High School and Wilson C. Riles Middle School have been partnered with district directors to support their transitions into their new administrative roles. The district currently has 5 administrators participating in the Sacramento County Office of Education's Clear Administrative Credential Program. Each of these participants is assigned		$2,441,614.00	$1,005,973.37

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
	fostering peer collaboration wherein administrators partner to assess instructional effectiveness, data collection, and feedback. • Equip administrators with the skills to analyze student data effectively and guide instructional improvement with staff using the PDSA cycle. • Provide other professional development opportunities based on identified need MENTORSHIP • Pair principals with district mentors or other site principals to support continuous improvement, reflection, goal setting, and collaborative problem-solving. ACCOUNTABILITY MEASURES • Provide administrators with self-assessment tools to evaluate their leadership strengths and areas for growth, incorporating insights from Panorama staff survey results. Develop long-term and short-term goals based on these assessments to continually improve leadership effectiveness and address staff needs.			an in-district coach to support them through the program. All district administrators receive support and are provided with feedback by the superintendent. PROFESSIONAL LEARNING Data Culture meetings are utlized to work with Curriculum leaders in data review and PDSA cycles along with walk through form. ACCOUNTABILITY MEASURES The superintendent has redesigned the principal evaluation tool to focus on elements from the California Professional Standards for Educational Leaders. Administrators are provided with a tool to monitor their SPSA goals, which include school climate goals. These goals are tracked by the superintendent, and progress is documented on a continuous basis by the principal. Panorama survey results are used to evaluate the effectiveness of the principal's SPSA goal related to school climate.			

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
	• Establish monthly conferences with supervisor to assess progress on personal goals to improve leadership effectiveness and site goals outlined in the School Plan for Student Achievement.			The superintendent meets monthly with each site principal to go over progress on SPSA goals and their relation to leadership effectiveness.			
2.8	**PROFESSIONAL LEARNING COMMUNITIES** School sites utilize PLC time to tailor instruction and enhance student achievement. Teachers analyze student data and adhere to the district protocol, which includes the Plan-Do-Study-Act (PDSA) cycle. This cycle acts as an interactive problem-solving strategy aimed at improving learning outcomes and driving change. Intentional efforts are made to address the needs of all students, including schools identified as RED on the Dashboard, and subgroups such as English Learners, long-term English learners, and students with disabilities		Partially Implemented	Increase in sites using the PDSA cycle and district data protocol to meet during designated times to review site/student data and create learning goals for all students and some students. Data culture models the process with district data to Curriculum Leaders to help bring it back and facilitate conversations at sites.		$0.00	$0

Goal 3

Goal Description
VALUED **Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	DAILY ATTENDANCE	2023-24 P2 Districtwide Attendance: 90.63%			Data to be compiled at the end of P2 and reported at year end through the LCAP Annual Update.	2026-27 P2 Districtwide Attendance: 95%
3.2	CHRONIC ABSENTEEISM	2022-23 Chronic Absenteeism: 29.2% as reported by the Dashboard 2023-24 Chronic Absenteeism: 20.2% as measured by EveryDay Pro English Learner 18.2% Students w/Disabilities 29.2% Homeless: 33.9% Foster: 23.1% Hispanic: 24% African American: 25%			2024-25 Chronic Absenteeism: 22.8% as reported by the Dashboard Student groups in RED on Dashboard: Homeless, LTEL, Pacific Islander	2026-27 Chronic Absenteeism: 15%
3.3	CLUB OFFERINGS & PARTICIPATION	2023-24 23% (1053/4439) of TK-12 students connect to school through Clubs Center HS: 20 Clubs 17% (233/1367) participation McClellan HS: 2 Clubs			Data to be compiled and reported at year end through the LCAP Annual Update.	Maintain club offerings while increasing student participation to 29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		47% (41/86) Riles Middle: 7 Clubs 16% (104/612) Dudley: 6 Clubs 10% (60/552) North Country: 13 Clubs + 5 Academies 43% (260/601) RFE: 10 Clubs 75% (165/219) Spinelli: 3 Clubs 29% (92/308) Oak Hill: 6 Clubs 22% (151/678)				
3.4	ATHLETIC OFFERINGS & PARTICIPATION	2023-24 23% (493/2065) of 7-12 students connect to school through Athletics Center HS Programs: 19 Teams: 31 Athletes: 24% (339/1367) McClellan HS Programs: 4 Teams: 4 Athletes: 30% (26/86) Riles Middle Programs: 4 Teams: 8 Athletes: 20% (128/612)			Data to be compiled and reported at year end through the LCAP Annual Update.	Maintain athletic offerings while increasing student participation to 29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.5	DISTRICT DROP OUT RATE	2022-23: 4% (16 students) districtwide dropouts in a cohort of 338 as reported by DataQuest in a 4 year Cohort outcome report African American: 3 Asian: 0 Filipino: 0 Hispanic/Latino: 7 White: 6 Two or more races: 0			2023-24: 8% (33 students) districtwide dropouts in a cohort of 338 as reported by DataQuest in a 4 year Cohort outcome report	Dropouts not to exceed 1%
3.6	MIDDLE SCHOOL DROP OUT RATE	2022-23 Zero middle school dropouts			2023-24 Zero middle school dropouts	Maintain zero middle school dropouts
3.7	SUSPENSION RATE	2022-23 district suspension rate: 7.1% suspended at least one day as reported by the Dashboard Percent suspended at least one day: African American: 15.7% American Indian: 13.3% HIspanic: 7.3% Homeless: 10.4% Students with Disabilities: 11.3%			2023-24 district suspension rate: 5.9% suspended at least one day as reported by the Dashboard Percent suspended at least one day: African American: 12.3% American Indian: 6.1% Hispanic: 6.7% Homeless: 9.3% Students with Disabilities: 9.8% Foster Youth: 25% LTEL: 11.5%	2025-26: Reduce district suspension rate to 4% Reduce suspension rate for student groups: African American: 8% American Indian: 7% HIspanic: 4% Homeless: 5% Students with Disabilities: 6%
3.8	EXPULSION RATE	2022-23: 6 expulsions as reported by DataQuest			2023-24: 7 expulsions as reported by DataQuest	Expulsions not to exceed 4

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	**ATTENDANCE & ENGAGEMENT** The SFSS Department will prioritize comprehensive attendance support across all levels, including addressing Chronic Absenteeism. This will involve ongoing support for students and families through the Attendance and Engagement Process, including tiered supports and interventions. Everyday Pro will provide data monitoring and parent outreach through mail nudges, text messages, and check-ins. Oak Hill Elementary will be prioritized. At Tier 1, SFSS will disseminate positive attendance messages in monthly district family communications and raise awareness through an Attendance Awareness Campaign. Specialized communication and resources will be tailored for TK and Kinder families, who experience the highest rates of Chronic Absenteeism. Monthly, the school site with the highest attendance rate will receive the Attendance Champion Award which includes a banner and framed certificate for display. Quarterly, the "Attendance Prize Squad" will recognize schools and grade levels with positive attendance rates. The SFSS Coordinator will hold two meetings with Attendance and Engagement Leads from each school, in addition to the fall and spring Data Culture meetings. These meetings will focus on reviewing data on attendance and chronic absenteeism, developing	Yes	Fully Implemented	SFSS continues to emphasize the importance of the Attendance and Engagement three-tiered process of interventions and support for all students, while SFSS continues to work in collaboration with schools to provide targeted outreach efforts for students identified as experiencing homelessness. When compared to last year's data, our district attendance rate remains the same at 93%, while our chronic absenteeism rate is currently at 18% compared to this time last year which was 23%. For students experiencing homelessness, the year to date attendance rate of 90% is the same as this time last year. Students experiencing homelessness chronic absenteeism rate year to date has decreased from 32% to 26%. Data reports from Everyday Pro show the following communications to date: • 4682 total students reached		$10,624,167.00	$4,796,803.06

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
	tiered goals and interventions for sites, and implementing a home visit protocol. At Tiers 2 and 3, Attendance Leads will collaborate with the SFSS to identify, provide outreach, and support chronically absent students through a referral system aimed at removing barriers. Early intervention and intensive measures like student success plans, support networks, community referrals, and transportation assistance will be implemented as part of the three-tiered approach. Through the implementation of Tier 1 and Tier 2 PBIS supports site administrators will provide proactive student support designed to keep students in the classroom. Extended Learning Opportunities Program (ELOP) provides after-school and summer school enrichment programs for transitional kindergarten through sixth grade. Provide varied experiences to engage in school valuing student interest, increase extracurricular opportunities and participation in clubs and athletics, and elementary specialists to provide music, art, and PE. Continue to provide home/school transportation, and co-curricular and extracurricular transportation to address barriers leading to chronic			• 253 total letters sent • 2,553 chronic absence letters -5,639 total text messages sent -9,549 chronic absence texts • 6,090 winter break campaign texts 239 families responded with request for various resources about attendance, transportation, community resources, and school contacts. The SFSS Coordinator partners with the District Communications Coordinator to implement districtwide attendance messages during school transition periods such as beginning of the school year and holiday/school breaks, and enhancing district webpages with attendance-specific resources. In October, the "Attendance Prize Squad" celebrated 340 students in grades 2nd, 3rd, 4th, and 6th with the best grade-level			

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
	absenteeism and lack of engagement in extracurricular activities. Nutrition Services ensures students have access to breakfast and lunch at no charge to students or families. Nutrition Services also provides snacks to after-school programs such as clubs and tutoring at no cost to students, families, or school site programs. Nurses & Health Assistants conduct hearing/sight checks, diabetes monitoring, and general welfare checks.			attendance rates. The SFSS Coordinator facilitated an attendance-focused Data Culture meeting where schools developed new goals and intervention supports. Additional attendance and engagement meetings are now held in conjunction with the District PBIS meetings. ELOP is fully implemented at all five elementary schools. Core components of the program continue to focus on students staying active, learning by doing through educational elements such art, STEM, social-emotional development, and literacy, and engaging families through consistent communication and family fun events. 189 students enrolled in the ELOP summer intersession took part in Summer Literacy Camp where students had the opportunity to practice foundational skills, reading fluency, and writing; learn well-being strategies such as sense of friendship, belonging, and kindness, and			

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
				curiosity; and leave the program with their own books to set-up their own home library. 385 students are currently enrolled across the five elementary schools. 104 took part in the fall intersession, while 128 attended winter intersession.			
3.2	**SOCIAL EMOTIONAL SUPPORT** POSITIVE BEHAVIORAL INTERVENTION and SUPPORTS District and sites will fully implement PBIS across all schools, fostering a positive and inclusive learning environment that promotes achievement, social-emotional development, and student well-being. Sites will participate in ongoing levels of training. Director of Student Services will coordinate PBIS, collaborating with site administrators to ensure school-wide implementation, data-driven decision-making, tiered systems of support, and fidelity of implementation. Dudley and Oak Hill begin year 2 of the 2 year California Integrated Supports Project. The project involves taking a deeper dive into PBIS by integrating SEL, Culturally Sustaining Approach and Trauma Informed practices. North Country and Spinelli will begin the 2 year program.	Yes	Fully Implemented	POSITIVE BEHAVIORAL INTERVENTION and SUPPORTS All schools are in the process of implementing and refining PBIS practices at schools. Rex Fortune Elementary is in training through the Placer County Office of Education (PCOE) to implement Tier I PBIS in the fall of 2025-2026. North Country Elementary and Center High School are in training through PCOE to implement Tier 2 PBIS in the fall of 2025-2026. Oak Hill and Dudley Elementary Schools are participating in year 2 of the California Integrated Schools Project (Cal-ISP) through PCOE. North Country and Spinelli Elementary Schools are participating in year 2 of the California		$3,902,072.00	$1,507,423.95

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
	SOCIAL EMOTIONAL SUPPORT To support the full integration of social-emotional learning through all tiers, there is a need to re-establish the District SEL Team encompassing district coordinators, administrators, school counselors, and other SEL student support staff to ensure that MTSS, PBIS, SEL, and trauma-informed practices are integrated and consistent in their practices, aligned from school to school, and that staff are provided guidance and trained accordingly. The team will convene to review current adopted SEL curricula, investigate others for possible implementation, and investigate a SEL/climate walkthrough tool. We are addressing other barriers to learning by continuing to provide Tier 2 and Tier 3 social-emotional supports through counselors, social workers and mental health clinicians. These positions provide social/emotional support through classroom push-in, small group counseling, individual counseling, and referrals to SFSS and community-based agencies for additional targeted support. 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 lessons in classroom settings and			Integrated Schools Project (Cal-ISP) through PCOE. Wilson C. Riles Middle School participated in a Tier I reboot training through PCOE. SOCIAL EMOTIONAL SUPPORT The SEL team was re-established during the first semester and is participating in monthly meetings to discuss and act on needs of the district pertaining to Social Emotional Learning. The SEL team also constitutes most members of the Crisis Intervention Team which has been called to active duty twice this school year due to the unfortunate deaths of two high school students. The SEL and Crisis Intervention teams are crucial pieces of the social-emotional support provided to both students and staff. Counselors, social workers, psychologists, and Sacramento County Office of Education therapists continue to work with students in individual and group therapy sessions. SEL			

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
	consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs. SAFE SCHOOL AMBASSADORS The SFSS Coordinator will support Oak Hill and Spinelli Elementary Schools in maintaining the student-centered anti-bullying prevention program, Safe School Ambassadors Program. This will involve coordinating the training of diverse student leaders and holding monthly meetings where they can develop the skills necessary to reduce incidences of bullying and exclusion on campus, ultimately creating a safe and supportive school climate. Students will also gain positive peer and teacher relationships. Additionally, the Coordinator will investigate whether other elementary schools and Riles MS see a need to re-implement the SSA program.			Team members also utilize CareSolace to refer students to outside mental health services and addiction counseling. *The Educationally Related Mental Health Services are provided by three therapists and five behavior specialists per individual IEPs. SAFE SCHOOL AMBASSADORS Oak Hill, Spinelli, and North Country have fully implemented Safe School Ambassadors. 90 students currently serve as Student Ambassadors with support from 12 staff members serving as Family Group Leaders. As part of full implementation, each site holds Family Group meetings. In total, 15 meetings have taken place since October. At Family Group meetings, Ambassadors share experiences, practice skills such as intervention, negotiation, reporting, and referral, analyze interventions, and strengthen their commitment to the program, all under the			

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
				support of a trusted adult.			
3.3	**DIVERSITY, EQUITY & INCLUSION** WestEd to provide professional development and site-based coaching to increase capacity to implement Culturally Responsive and Sustaining Education (CRSE) through an equity-driven improvement cycles. Antibias Training will continue throughout the sites giving teachers a deeper understanding of how to enact equitable practices in their classrooms. School Leaders will have a deeper understanding on how to enact equitable practices and identify problematic policies that have unintended consequences for particular student groups. Students will increase levels of belonging and connection through classrooms where educators have an equity mindset and implement CRST practices.	Yes	Fully Implemented	WestEd has provided site based coaching to 7 of the 8 schools within the district. During the 24-25 school year, Center High School and Rex Fortune Elementary School staff participated in 2, 3-hour long antibias trainings. During the 23-24 school year, North Country and Spinelli Elementary schools participated in the same trainings. The Equity Design Team, which consists of district and site staff, has participated in 2, day long training sessions during the 2024-25 school year. Two additional day long sessions will take place in the spring of 2025. The focus of the EDT sessions has been to incorporate inclusive and culturally responsive practice and strategies on campuses.		$152,521.00	$152,443.16

Goal 4

Goal Description
THRIVE **Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	FACILITIES INSPECTION	100% schools passed the 2023 inspection with a rating of Good or better			100% schools passed the 2024 inspection with a rating of Good or better	100% schools pass the annual inspection with a rating of good or better
4.2	DISTRICT GRADUATION RATE	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			2023-24: 87.2% as reported by the Dashboard 87.5% African American 94.1% Asian 88.1% Hispanic 82.6% White 94.4% Two or more races 84.8% English Learners 86.4% Socioeconomically Disadvantaged 71.2% Students with Disabilities 80% Homeless Students *Reporting students in the 5 year graduation rate cohort	90% graduation rate as reported by the Dashboard
4.3	A-G COMPLETION	2022-23: 19.9% seniors met all a-g requirements as reported on the			2023-24: 11.4% seniors met all a-g requirements as reported on the	40% seniors meet all a-g requirements as reported on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Dashboard Pathway Completion Report for Center HS. 7.7% African American 41.4% Asian 53.8% Filipino 17% Hispanic 18.8% White 7.7% Two or more races 2.8% English Learners 16.7% Economically Disadvantaged 0% Students with Disabilities 16.7% Homeless Students			Dashboard Pathway Completion Report for Center HS. 8.3% African American 15.6% Asian 22.2% Filipino 5.6% Hispanic 14.4% White 21.4% Two or more races 5.1% English Learners 3.5.6% Economically Disadvantaged 0% Students with Disabilities 13.3% Homeless Students	Dashboard Pathway Completion Report
4.4	AP ENROLLMENT	2022-23 AP Enrollment: 11% (161/1367) White: 37.8% (61/161) Hispanic: 19% (32/161) African American: 11.1% (18/161) Other Asian: 9% (16/161) Filipino: 11.8% (19/161) Asian Indian: 3% (6/161) Vietnamese 0.6% (1/161) Hawaiian/Pacific Islander: 2.4% (4/161) Chinese: 2.4% (4/161)			2024-25 AP Enrollment 13.9% (180/1287) White: 30% (54/180) Hispanic: 25.5% (46/180) African American: 9.4% (17/180) Other Asian: 11.6% (21/180) Filipino: 11.6% (21/180) Asian Indian: 3.8% (7/180) Vietnamese 2.2% (4/180) Hawaiian/Pacific Islander: 1.6% (3/180) Chinese: 1.1% (2/180) Hmong 0.5% (1/180) Japanese 0.5% (1/180)	Increase AP enrollment to 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.5	AP PASSAGE RATE	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 0 Two or more races 0 English Learners 12 Economically Disadvantaged 0 Students with Disabilities 3 Homeless Students 79.6% (51/64) of students 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			7% (25 students in 346 cohort) earned a score of 3 or higher on two AP exams as reported by the 2024 Dashboard College/Career Levels and Measures Report Number of students in each student group who scored 3 or higher on two AP exams 2 African American 3 Asian 1 Filipino 5 Hispanic 11 White 3 Two or more races 1 English Learners 1 LTEL 12 Economically Disadvantaged 0 Students with Disabilities 1 Homeless Students 77.6% (73/94) of students earned a score of 3 or higher on one AP exam in 2024 as reported by College Board *Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams	14% of students in graduating cohort earn a score of 3 or higher on two AP exams as reported by the Dashboard College/Career Levels and Measures Report 80% of students earn a score of 3 or higher on one AP exam as reported by College Board
4.6	SEAL OF BILITERACY	2022-23: 5% of graduates (20 students) earned Seal			2023-24: 8% of graduates (29/349) earned Seal of	10% of graduates earn Seal of Biliteracy as reported by the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		of Biliteracy as reported by the Dashboard College and Career Measures Report			Biliteracy as reported by the Dashboard College and Career Measures Report	Dashboard College and Career Measures Report
4.7	PREPARED FOR COLLEGE & CAREER	2023 Dashboard measuring graduates prepared for post-high school college and career: 31.4% of graduates are "Prepared" for College and Career 30.5% of graduates are "Approaching Prepared" 38.1% of graduates are "Not Prepared"			2024 Dashboard measuring graduates prepared for post-high school college and career: 33.8% of graduates are "Prepared" for College and Career 36.3% of graduates are "Approaching Prepared" 29.9% of graduates are "Not Prepared"	40% of graduates are "Prepared" for College and Career as reported by the Dashboard
4.8	A-G and CTE PATHWAY COMPLETION	2023: 10.5% (37 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report Percentage of each student group that completed a-g and at least one CTE pathway: 2.9% African American 27.6% Asian 8.5% Hispanic 12.4% White 0% Two or more races 0% English Learners 7.8% Economically Disadvantaged			2024: 5.5% (23 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report	16.5% of students complete a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		0% Students with Disabilities 7.7% Homeless Students *Reporting students in a combined 4 and 5 year graduation rate cohort				
4.9	CTE OFFERINGS & COMPLETION	2023-24: 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			2024-25: CHS offered 17 CTE courses and 38 sections. 24.6% (102 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report.	Maintain CTE course offerings while increasing students completing one CTE Pathway to 28.5%

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	**EDUCATIONAL ENVIRONMENT** The Maintenance and Operations Department oversees the CJUSD Master Plan, which outlines the condition of current facilities, as well as the necessary renovations and expansions needed to ensure a safe and supportive environment for all aspects of the educational experience.	No	Partially Implemented	All school sites passed FIT report		$7,105,376.00	$3,958,461.36

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
	The Facilities and Operations staff, Campus Monitors, Custodians, and the Twin Rivers Police Department, work collaboratively to uphold the safety, cleanliness, and welcoming atmosphere of district and school sites for students, families, and the community. Adequate training and support are provided to empower staff with the necessary skills and resources to effectively fulfill their job responsibilities.						
4.2	**COLLEGE READINESS** A-G COMPLETION Completing A-G requirements guarantees students graduate with essential prerequisites for UC or CSU admission, benefiting both college and career paths by providing equitable access to vital high school courses. A-G completion broadens opportunities, including workforce, military, trade schools, community colleges, or universities. Additionally, A-G coursework instills academic, critical thinking, and communication skills for success in any post-high school endeavor. To increase A-G completion rates, 9th graders will enroll in Biology and Integrated I mathematics or higher. Depending on enrollment, additional teaching positions will be added at Center HS to lower class	Yes	Partially Implemented	A-G COMPLETION Biology meets A-G and is now offered as the 9th grade science course Integrated Math 1 meets A-G and is offered. Intro to Integrated Math 1 is not A-G and is no longer offered to general ed students. Summer school was expanded to accommodate students needing to repeat courses in which they earned a D grade. College and Career Coordinator conducts one on one meetings with seniors providing guidance on FAFSA,		$364,738.00	$251,546.61

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
	sizes or to provide space within course sections for students needing to repeat courses. Summer school will be expanded to accommodate students needing to repeat courses in which they earned a D grade. School counselors will guide students on the A-G pathway. The College and Career Coordinator will guide the exploration of post-secondary opportunities and aid students through the application and acceptance process. To increase A-G completion rates, Improve Your Tomorrow (IYT) will supplement the efforts of counselors, teachers, and administrators at Center High and WCR Middle to offer comprehensive services such as mentoring, college tours, academic study halls, family engagement initiatives, and personal development workshops. Membership in IYT is open to all students. Focused recruitment efforts will target young men of color to address achievement gaps as indicated by district data. DUAL ENROLLMENT Dual Enrollment enables high school students to earn both high school credits for graduation and college credits concurrently for the same coursework. At Center HS, dual enrollment is available in English 12, Astronomy, Entrepreneurship, Business (Consumer Finance), and Statistics.			CADAA and scholarships. Coordinator organized College & Career Fair, Military tabling, ASVAB testings, financial aid support, application and scholarship workshops, coordinates community college partnerships, processes work permits. IYT mentor provides bi-weekly mentoring to all IYT mentees, college tours, academic study hall twice weekly and personal development workshops. DUAL ENROLLMENT 5 sections serving 134 students in the following courses: Math 13 Business 241 Business 242 Astronomy English 1A ADVANCED PLACEMENT 15 sections serving 368 students in the following courses: AP English Language AP English Literature AP Statistics AP Calculus AB AP US History AP Macro Econ AP Govt & Policy AP Psych			

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
	ADVANCED PLACEMENT Advanced Placement (AP) classes offer access to rigorous, college-level coursework. Center HS offers AP English Language, AP English Literature, AP Statistics, AP Calculus AB, AP US History, and AP Spanish. Enrollment is continuously monitored to ensure adequate representation. PEER TUTORING The Peer Tutoring program offers biweekly tutoring from high-achieving Center HS students who assist peers with homework completion, study techniques, skill enhancement, and test preparation.			AP Comp Sci Principles AP Art AP Spanish not offered due to insufficient student requests PEER TUTORING Providing tutoring after school every Wednesday and Thursday in all subject areas. Primary focus is math.			
4.3	**CAREER READINESS** Career Readiness courses and pathways not only provide students with academic skills but also equip them with essential workplace abilities including critical thinking, communication, teamwork, leadership, research tools, creativity, and innovation. CAREER TECHNICAL EDUCATION CTE is an educational program comprising a multiyear sequence of courses that blend core academic knowledge with technical and occupational expertise, offering students a pathway to both	No	Partially Implemented	CTE PATHWAYS 41 sections serving 754 students in the following courses: Graphic Design Pathway Media and Design Animation Pathway Residential Construction Entrepreneurship Pathway Public Safety Pathway Biomedical Science Pathway PLTW Engineering teacher left, unable to hire qualified replacement.		$659,651.00	$419,750.84

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
	postsecondary education and careers. CJUSD aims to establish a comprehensive K-12 CTE plan, connecting courses from elementary to high school, to boost completion rates in CTE Pathways. This initiative creates a seamless skill-building continuum, enabling students to explore CTE coursework early on and graduate high school with a completed CTE pathway. The plan development includes a thorough needs assessment to identify areas for improvement or expansion of CTE opportunities at all levels. Efforts will strategically promote CTE pathways, guiding students toward various high school options. CTE coursework offered at various elementary sites: STEAM, C-STEM, Graphic Design, Coding, Robotics CTE coursework offered at Riles Middle School: Broadcasting, PLTW, Coding CTE Pathways offered at Center HS: Graphic Design Pathway Media and Design Animation Pathway Residential Construction PLTW Engineering Entrepreneurship Pathway Public Safety Pathway Patient Care Pathway McClellan HS will explore additional ways to enhance career readiness through potential certificate			911 Dispatch provided 3 sections in the fall and 3 sections in the spring serving 59 students each semester. Pharmacy Tech teacher left, unable to hire qualified replacement. Students with disabilities in ILS/AUT/ATP programs gain pre-employment skills through work experience and work based classroom lessons. Students in RSP/SDC programs complete monthly pre-employment lessons on various subjects including but not limited to resume building, workplace safety, employee rights on the job, customer service making change, etc. Students participating in Transition Partnership Program receive intensive services in Job Exploration, Counseling, Work Readiness Training, Self-Advocacy Skills and Work Based Learning.			

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
	programs, dual enrollment options with trade programs, and partnerships with local businesses. Staff will broaden student awareness of varied career opportunities by bringing in guest speakers who are trade professionals and planning field trips to local community colleges trade programs and other trade schools. The district is implementing a multi-year plan to expand opportunities for McClellan HS students, integrating CTE opportunities into their academic experience. Beginning in the fall of 2025, McClellan HS will relocate to a campus adjacent to Center HS. This move will allow MHS to preserve its unique identity as a separate school but add CTE course access. MHS students will attend core classes at MHS while accessing CTE coursework available on Center High's campus. OTHER CAREER READINESS OPPORTUNITIES Workability, in partnership with the Department of Rehabilitation, provides pre-employment skills training, employment placement, and follow-up for high school students in special education, aiding the transition from school to work, independent living, and postsecondary education or training.						

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
	911 Dispatch trains students for direct entry into a career as a 911 Dispatcher, call center dispatcher or other customer service call center positions. Pharmacy Tech prepares students for entry-level pharmacy technician positions. The district will partner with Center HS to establish district internships pairing high school students with the Coordinator of Communication and the Technology Department to gain valuable on-the-job experience.						

Goal 5

Goal Description
By 2027, Dudley will bridge gaps in literacy to improve student fluency and comprehension across all disciplines resulting in the following: • **All student groups will be green or above on the Dashboard** • **Increase ELA and math by 5 percentage points per year as measured by CAASPP** • **Increase students on or above grade level in reading and math by 5 percentage points per year as measured by iReady** • **Reduce site suspension rate and student group suspension rates to 3%**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	ELA and MATH DASHBOARD DATA	2023 ELA: overall 82.5 points below standard Student groups identified RED on the Dashboard in ELA: African American: 125.8 points below standard English Learners: 86.5 points below standard Hispanic: 94.8 points below standard Students with Disabilities: 159.6 points below standard 2023 MATH: overall 115.4 points below standard Student groups identified RED on the Dashboard in math. African American: 169.1 points below English Learner:124.5 points below standard			2024 ELA: overall 71.4 points below standard Student groups identified RED on the Dashboard in ELA: Asian: 71 points below standard EL: 92.4 points below standard 2024 Math: overall 95.8 points below standard No student groups identified RED on the Dashboard in math	Overall ELA and MATH will be at standard or above on the Dashboard All student groups will be GREEN or above on the Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 126.3 points below standard Socioeconomically Disadvantaged: 121.2 points below standard Students with Disabilities:183.8 points below standard White: 100.7 points below standard				
5.2	CAASPP DATA	2022-23 ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 21% 4th: 12% 5th: 22% 6th: 26% MATH Standards Met or Exceeded 3rd: 20% 4th: 7% 5th: 11% 6th: 14%				All grade levels and all student groups will increase by 5 percentage points each year on ELA and MATH CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 36 % 4th: 27% 5th: 37% 6th: 41% MATH Standards Met or Exceeded 3rd: 35% 4th: 42% 5th: 26% 6th: 29%
5.3	IREADY DATA	2023-24 Diagnostic 3 Reading 34% on or above grade level 34% one grade level below			Diagnostic #2 ELA: Dudley has scored 6% higher overall at D#2 for the 24-25 SY as compared to D#2 for	Increase students on or above grade level in Reading and math by 5 percentage points each year: Diagnostic 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		33% two or more grade levels below Math 22% on or above grade level 48% one grade level below 31% two or more grade levels below			the 23-24 SY moving from 26% of students meeting or exceeding at D#2 in 23-24 to 32% of students meeting or exceeding at D#2 in 24-25. MATH: Dudley has scored 3% higher overall at D#2 for the 24-25 SY as compared to D#2 for the 23-24 SY moving from 14% of students meeting or exceeding in 23-24 to 17% of student meeting or exceeding at D#2 in 24-25. Diagnostic #3 to be administered March 2025 and reported through the LCAP process in June 2025.	Reading 49% on or above grade level Math 37% on or above grade level
5.4	SUSPENSION DATA	2023 Suspension Data: 6% of students suspended at least one day Student groups identified RED on the Dashboard: Hispanic: 9.2% suspended at least one day Homeless: 12.3% suspended at least one day			2024 Suspension Data: 3.8% of students suspended at least one day Student groups identified RED on the Dashboard: African American: 8.6% suspended at least one day Students with Disabilities: 8.4% suspended at least one day	Reduce site suspension rate to 3% Reduce suspension rates for student groups: 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically Disadvantaged: 7% suspended at least one day Students with Disabilities: 8.1% suspended at least one day				

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
5.1	**LITERACY SPECIALIST** Dudley will hire a Literacy Specialist to address student needs, guaranteeing that each student receives the essential support and guidance required to overcome learning gaps and enhance reading skills. This effort increases academic achievement across all subjects, including mathematics. By focusing on targeted skill development, students will experience a boost in confidence and academic success, reducing behaviors often exacerbated by academic frustrations, lack of achievement, and low confidence in their academic abilities. The Literacy Specialist will gather and analyze student data to identify areas of need. Employing evidence-based curriculum and instructional strategies, interventions will be tailored to suit the individual needs of each student. This process will involve close collaboration with	No	Fully Implemented	Dudley has hired a Literacy Specialist who is skilled in the Science of Reading and uses this expertise to support staff with their teaching practice and students with their learning needs. • Staff coaching • Lesson modeling • Leading PLCs • Targeted Intervention Literacy Specialist utilizes student data to address and target student needs utilizing research based teaching practices that are targeted to individual student needs. Literacy Specialist works closely with all staff and helps to facilitate PLCs allowing all to understand the		$275,000.00	$112,812.51

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
	administrators, teachers, and other school personnel, to accurately identify students requiring Tier II and Tier III intervention. A structured system of short-term intervention cycles will then be established to ensure targeted support and monitor student progress effectively. Ongoing assessment of students' reading development will inform ongoing intervention adjustments. The Literacy Specialist will provide valuable professional development opportunities to classroom teachers, equipping them with the latest research findings and innovative instructional techniques to increase literacy and further enhance student learning outcomes. Dudley will employ a dedicated substitute teacher to prevent the Literacy Specialist or other support staff from being pulled from their roles to fill in for the absence of a classroom teacher. This ensures continuity of support for all students, particularly high-need students. Additionally, by employing a teacher who is familiar with Dudley's policies and procedures, this position ensures consistency for all students.			learning needs of our students. Literacy Specialist helps to target Tier 2 and Tier 3 interventions and collects progress monitoring feedback which supports students learning. Literacy Specialist provides Tier 1 coaching to teaching staff, aide training and at times tier 1 instruction to students. Literacy Specialist is providing coaching and support to teachers focused on researched based teaching practices. Literacy Specialist models lessons, co-teaches lessons and observes and provides constructive, reflective coaching feedback to teachers to enhance learning outcomes. A dedicated substitute has prevented the need for our Literacy Specialist and Intervention Team to cancel their groups. This teacher has also helped with an unexpected 5th grade vacancy which would have pulled from our intervention team.			

Goal 6

Goal Description
By 2027, McClellan will increase graduation rates, improve academic achievement, and decrease behaviors through targeted ELA and math intervention resulting in the following: • **Increase overall ELA and math by 50% as reported by the Dashboard** • **Increase ELA and math scores by 5 percentage points each year as measured by CAASPP** • **Increase students on or above grade level in reading and math by 5 percentage points each year as measured by iReady** • **Increase graduation rate to 80%** • **Reduce site suspension rate to 7% and no student groups in the RED on the Dashboard**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	ELA and MATH DASHBOARD DATA	2023 ELA: 139.2 points below standard Math: 217.8 points below standard			2024: ELA: 98.8 points below standard MATH: 192.1 points below standard	Increase overall ELA and MATH by 50% as reported on the Dashboard
6.2	CAASPP DATA	2022-23 ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 13% MATH Standards Met or Exceeded 11th: 0%			2023-24 ENGLISH/ LANGUAGE ARTS - 11th Grade Standards Met or Exceeded - 9% Standards Nearly Met - 50% MATH - 11th Grade Standards Met or Exceeded - 0% Standards Nearly Met - 5%	Increase student ELA and MATH CAASPP scores by 5 percentage points each year ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 28% MATH Standards Met or Exceeded 11th: 15%
6.3	IREADY DATA	2023-24 Diagnostic 3 grades 10th and 12th ONLY			Diagnostic #3 to be administered March 2025 and reported	Increase students on or above grade level in Reading and Math by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Reading 6% on or above grade level 12% one grade level below 82% two or more grade levels below Math 0% on or above grade level 3% one grade level below 97% two or more grade levels below			through the LCAP process in June 2025.	5 percentage points each year: Diagnostic #3 READING 21% of students will be on or above grade level MATH 15% of students will be on or above grade level
6.4	GRADUATION RATE	2023 Graduation Rate: 65.5% Student Groups identified RED on the Dashboard: Socioeconomically Disadvantaged: 61.2% grad rate			2024 Graduation Rate: 75% No student groups identified RED on the Dashboard	80% graduation rate as reported by the Dashboard No Student Groups will be in the RED on the Dashboard
6.5	SUSPENSION RATE	2023 Suspension Rate: 15.4% of students suspended at least one day Student groups identified RED on the Dashboard: Hispanic: 11.3% suspended at least one day Socioeconomically Disadvantaged: 17.5%			2024 Suspension Rate: 14% of students suspended at least one day No student groups identified RED on the Dashboard	Reduce suspension rate to 7% No student groups will be in the RED on the Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		suspended at least one day White: 24.3% suspended at least one day				

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
6.1	**INTERVENTION TEACHER** MHS will improve student success by hiring an Intervention teacher to bridge academic gaps in ELA and math, providing targeted instruction through a pull-out model. Improved ELA and math skills will increase achievement across all subjects, boosting course completion rates and increasing graduation rates. Additionally, by addressing academic challenges, we can expect a reduction in behaviors often exacerbated by academic frustrations, lack of achievement, and low confidence. The Intervention teacher will gather and analyze student data to identify areas of need. Employing evidence-based curriculum and instructional strategies, interventions will be tailored to suit the individual needs of each student. This process will involve close collaboration with administrators, teachers, and other school personnel, to accurately identify students requiring	No	Partially Implemented	College and Career Faire in October with 23 different organizations represented. Juniors and seniors attended Center High School's College and Career Fair in November. Administered the ASVAB test to students and had military personnel review results with those who took the test 20+ speakers from community colleges, professional schools, and the military this year "Life Post-High School" course allows students to choose topics for class exploration relating to life after graduation English teacher has a post-high school unit in her curriculum		$155,000.00	$59,748.97

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
	specialized pull-out learning sessions based on their specific data. A structured system of short-term intervention cycles will then be established to ensure targeted support and monitor student progress effectively. Ongoing assessment of students' reading and math skill development will inform ongoing intervention adjustments.			Speakers from organizations that may lead to apprenticeships Redesigned bell schedule to allow students to take courses at CHS next year The Intervention Teacher teaches 2 periods of Corrective Reading, to support students who qualify for this level of support The Intervention Teacher pulls out students in math & English who need additional help to complete assignments and tests successfully The Intervention Teacher provides pull-out support to students needing additional help in other subjects Intervention Teacher uses the Corrective Reading screener to determine which students are placed in classes and exited Math students are placed with the Intervention Teacher for pull-out support based on their performance on I-Ready			

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
				tests and class assignments and tests			

Goal 7

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

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

Goal 8

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

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

Goal 9

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

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

Goal 10

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: Adoption of Minutes from January 15, 2025 Regular Meeting

☒ **Action Item** ☐ **Information Item** **Attached Pages** 6

Company/Consultant's Name:

Background/Services to be Rendered:

The minutes from the following meeting are being presented:

Wednesday, January 15, 2025 Regular Meeting

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

I t is recommended that the CJUSD Board of Trustees approve the January 15, 2025 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 15, 2025

M I N U T E S

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

ROLL CALL - Trustees Present: Mr. Ballin *(arrived at 5:50pm)*, Mr. Bruno, Mrs. Pope, Mr. Uribe

Trustees Absent: Mrs. Anderson

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

Trustee Bruno announced that Trustee Anderson was not in attendance tonight due to illness.

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
1. Conference with Labor Negotiators, (Chris Borasi), Re: CSEA and CUTA (G.C. §54957.6)

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

CLOSED SESSION - *5:30 pm*

OPEN SESSION - CALL TO ORDER - *6:02 pm*

Trustee Bruno read the following statement:
At the direction of the Board, this meeting will be broadcasted & recorded. The broadcast and recording may capture images and sounds of those attending the meeting.

FLAG SALUTE –
The Flag Salute was led by Steve Bruno.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION
No action was taken during closed session

ADOPTION OF AGENDA
There was a motion to bring the adoption of the agenda to the floor.

Motion: Pope
Second: Ballin

ADOPTION OF AGENDA (continued)
There were no public comments. There were no comments from the Board. There was a motion to approve the adoption of the agenda as presented.

Motion: Pope	**Ayes:** Ballin, Bruno, Pope, Uribe, Mananova *(Student Rep)*
Second: Uribe	**Noes:** None
	Absent: Anderson

RECOGNITIONS
1. Center High School, Teacher of the Year & Classified Employee of the Year -
Jerald Ferguson, Principal at Center High School, spoke about Lucia De La Torre, Teacher of the Year, and Bernadette Poor, Classified Employee of the Year at Center High School. Both were presented with plaques.

PUBLIC HEARING: Composition of Trustee Areas
There was a motion to open up the Public Hearing.

Motion: Uribe
Second: Ballin

The public hearing was opened up at 6:08 pm. Mr. Loehr introduced the item and handed it over to David Soldani from AALRR and David Lopez from Woolpert. David Soldani shared the process of changing to Trustee Areas. David Lopez shared a presentation regarding data that could be used in determining the Trustee Area maps for consideration. There were questions and comments by the Board. There were no public comments. The Public Hearing closed at 6:49 pm.

ORGANIZATION REPORTS
1. CUTA – Venessa Mason & Heather Woods, Co-Presidents – Venessa Mason reported that they are excited that the social security windfall elimination provision was eliminated with the signing of the Social Security Fairness Act. This directly affects teachers who had a previous life before entering the education profession and allows them to collect social security. Around campuses, teachers are concerned about budgets, pink slips, how will they know, and when will they know. They will be sharing information with the new staff about the March 15 deadline and the contract language. CUTA is interested in the upcoming Board discussion about Vice Principals at the elementary sites. The lack of administration is a concern, and she feels for those administrators that have to go between sites. They support having vice principals at all the elementary sites.

2. CSEA – Niesha Harris-Knott, President, did not have a report.

REPORTS/PRESENTATIONS
1. Citizens' Bond Oversight Committee (CBOC) 2023-2024 Annual Report and Audit –
Kourtney Hobard, CBOC Secretary, shared information on the Measure N expenditures. The report covered the period of July 1, 2023 through June 30, 2024. She reported that $67.6 million of the $500 million bond had been sold to date. For the 23-24 project expenditures, Measure N expenditures totaled $11.7 million. The project expenditures were for completing Rex Fortune Elementary and the CTE projects, modernizations at Center High, North Country and Oak Hill, as well as several quick strike projects. For the performance audit, Crowe reviewed the project expenditures and concluded that Center Joint Unified School District expended Measure N obligation bond funds, for the year ending June 30, 2024, only for the specific projects developed by the district's board of trustees and approved by voters. Crowe disclosed no audit instances of non-compliance or other matters required to be reported under government auditing standards.

REPORTS/PRESENTATIONS (continued)
As a result, based on internal and external reviews, the Measure N Citizens' Bond Oversight Committee stated that in its opinion, Center Joint Unified School District is in compliance with Article XIII A, Section 1(b)(3) of the California Constitution with regards to the General Bond process for the fiscal year of 2023-2024. There were comments from the Board.

2. Human Resources Report – Chris Borasi, Director of Human Resources, reported on the following:
- gave a shout out to Richard Putnam and his staff for the work they have done on his department's office space
- the district is looking to fill the following positions:
    * middle school custodian
    * 2 cafeteria workers
    * noon-duty aide at North Country
    * high school softball coach
    * Mechanic II
    * bus drivers
    * instructional specialists
    * Art teacher, part-time at Spinelli
    * 5th grade teacher at Dudley
    * 2 Special Education teachers, 1 at Dudley & 1 at Spinelli
- noted that we, as a district, feel really good about where we are right now with staffing

3. Williams Complaint Report, Quarter 2 – Mike Jordan, Director of Curriculum, Instruction and Special Education, reported that there was nothing to report.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA
Public Comments In-Person: None
Public Comments Online: None

CONSENT AGENDA
1. Approved Adoption of Minutes from December 13, 2024 Special Meeting
2. *This item was pulled for separate consideration.*
3. Approved Classified Personnel Transactions
4. Approved Certificated Personnel Transactions
5. Approved Supplemental Staffing Provider Agreement with Aya Healthcare
6. Approved District's Initial Proposal for the 2024-2025 Successor Agreement
7. Approved Purchase of VocoPro Silent Disco Headphones from KPODJ
8. Approved Dudley C3 HVAC Replacement Project – New CUPCCAA Agreement
9. Approved Dudley Elementary School – Permanent Buildings Painting Project #24-03 – Final Change Order
10. Approved Dudley Elementary School – Permanent Buildings Painting Project #24-03 – Notice of Completion
11. Approved Dudley Elementary School – Portable Painting Project #24-04 – Final Change Order
12. Approved Dudley Elementary School – Portable Painting Project #24-04 – Notice of Completion
13. Approved Central Freezer Facility Project #24-09 – Final Change Order
14. Approved Central Freezer Facility Project #24-09 – Notice of Completion
15. Approved Roofing of Permanent Buildings at Dudley & Spinelli Elementary School – Project #24-10 – Final Change Order

CONSENT AGENDA (continued)

16. Approved Roofing of Permanent Buildings at Dudley & Spinelli Elementary School – Project #24-10 – Notice of Completion
17. Ratified Agreement with Arrow Plumbing Inc. for necessary plumbing at Rex Fortune Elementary School kitchen
18. Approve 2023-2024 School Accountability Report Cards: Center, McClellan, Riles, Dudley, Fortune, North Country, Oak Hill, Spinelli
19. Approved Citizens' Bond Oversight Committee Members
20. Approved Payroll Orders: December 2024
21. Approved Supplemental Agenda (Vendor Warrants): December 2024

There was a motion to pull Consent Agenda Item #2 for separate consideration.

Motion: Pope
Second: Uribe

Ayes: Ballin, Bruno, Pope, Uribe, Mananova *(Student Rep)*
Noes: None
Absent: Anderson

There was a motion to bring the Consent Agenda to the floor, minus Consent Agenda Item #2.

Motion: Pope
Second: Ballin

There were no public comments. There were no comments from the Board. There was a motion to approve the Consent Agenda.

Motion: Pope
Second: Uribe

Ayes: Ballin, Bruno, Pope, Uribe, Mananova *(Student Rep)*
Noes: None
Absent: Anderson

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

2. Approved Adoption of Minutes from December 18, 2024 Regular Meeting

Motion: Pope
Second: Ballin

Trustee Pope noted that this item was pulled for separate consideration because she was absent during this meeting.

Motion: Pope
Second: Ballin

Ayes: Ballin, Bruno, Uribe, Mananova *(Student Rep)*
Noes: None
Abstain: Pope
Absent: Anderson

BUSINESS ITEMS

A. DISCUSSION - <u>Current Elementary Vice Principal Staffing, Overview and Discussion</u>

There was a motion to bring Business Item A to the floor.

Motion: Ballin
Second: Pope

BUSINESS ITEMS (continued)
Mr. Loehr, Superintendent, shared a presentation regarding this topic. Topics covered were: enrollment numbers at the 5 elementary sites, information as to why we made the change, how the adjustment was processed, researching area district vice principal rations, and LEA administrative to teacher ratio. There were no public comments from the audience. There was discussion among the Board.

STUDENT BOARD REPRESENTATIVE REPORT
Alina Mananova reported on the following:
- Peer Tutoring started up again, Wednesdays & Thursdays 3:35-4:45pm at the District Annex
- a survey was sent out to all Center High students about student involvement and new activity ideas. Those who participated had their name placed in a gift card raffle.
- Seniors Financial Aid Workshop was held Thursday, January 9 at the library; another one is scheduled for January 23.
- Multicultural Night and Elective Fair is planned for March 5 in the gym
- dry land for the swim team started this week, as well as tennis conditioning
- the Talent Show is being planned by the Freshmen and Seniors, and signups have already started
- Leadership is holding the 4A workshop in February for 100 students to work on improving campus culture and school spirit
- Prom is planned for March 29
- spirit week and the rally is next week:
    *Tuesday – N'Sync Day
    *Wednesday – wear pink
    *Thursday – superhero day
    *Friday – clash of the classes

BOARD/SUPERINTENDENT REPORTS
Mrs. Anderson – was not available to report

Mr. Ballin
- noted that it has been a short time since the last board meeting
- hopes everyone had an enjoyable holiday
- welcomed everyone back
- noted that soon we will be going to graduations
- asked everyone to keep an open mind; our staff is good at what they do and will try to mitigate cuts the best they can

Mrs. Pope
- apologized for not being in attendance at the December Board meeting
- attended the Jazz Band concert
- congratulated Becca Lyn on her newest book
- spoke about seeing the Dashboard results. She spoke to an administrator and received information on what they do with that data
- appreciates Mr. Loehr and Mrs. Jbeily for the time they took to explain the LCAP to her
- thanked Mrs. Jbeily for the condensed versions of the SPSAs. Noted that she compares this year's SPSA to last year's SPSA.
- attended the Curriculum and Instruction Literacy Meeting. There will be another meeting in April.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Uribe

- spent several hours going over the Dashboard. Noted that he spoke with Mr. Loehr and is hopeful that there will be a spike in achievement in this school district.
- noted that while looking at the numbers, found that Center High has an impressive CTE program, and was impressed with the PE performance in the PFT (Physical Fitness Testing) across all grade levels.

Mr. Loehr

- wished everyone a happy New Year
- noted that he likes the ability of our staff and community to come together for the betterment of the students. He thanked everyone for what they do; thanked Ms. McNichols and Mr. Jordan for jumping in.

Mr. Bruno

- noted that not much has gone on recently because school was out
- noted that he is continually impressed by what this district does. We have a wonderful staff at the school sites and at the district level, and is honored and proud to work with all of them.

ADVANCE PLANNING

a. Future Meeting Dates:

i. Regular Meeting: Wednesday, February 19, 2025 @ 6:00 p.m. – Board Room, Center Joint Unified School District Annex, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual

ii. Proposed Board Workshop: Saturday, February 1, 2025 tentatively

b. Suggested Agenda Items:

- board consider AB 2999, the Fair Homework Act – Trustee Uribe requested the item and Trustee Pope seconded the request.

ADJOURNMENT – 7:41 pm

Motion: Ballin
Second: Uribe

Ayes: Ballin, Bruno, Pope, Uribe, Mananova *(Student Rep)*
Noes: None
Absent: Anderson

Respectfully submitted,

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

_____
Delrae Pope
Board of Trustees Clerk

_____
Adoption Date

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: Adoption of Minutes from January 24, 2025 Special Meeting

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:

The minutes from the following meeting are being presented:

Friday, January 24, 2025 Special Meeting

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

I t is recommended that the CJUSD Board of Trustees approve the January 24, 2025 Special Meeting Minutes.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL MEETING
North Country Elementary School
3901 Little Rock Drive, Antelope, CA 95843

(starting location of site tours)

Friday, January 24, 2025

M I N U T E S

OPEN SESSION - CALL TO ORDER - There was a quorum at 9:15 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

The scheduled tour was for the following sites: North Country Elementary School, McClellan High School and Wilson C. Riles Middle School.

ADJOURNMENT – 10:30 a.m.

While the site tours continued, the meeting adjourned due to the lack of a quorum.

Respectfully submitted,

_____

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

_____

Delrae Pope
Board of Trustees Clerk

_____

Adoption Date

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: Adoption of Minutes from February 1, 2025 Board Workshop

☒ **Action Item** ☐ **Information Item** **Attached Pages** 2

Company/Consultant's Name:

Background/Services to be Rendered:

The minutes from the following meeting are being presented:

Saturday, February 1, 2025 Board Workshop

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

I t is recommended that the CJUSD Board of Trustees approve the February 1, 2025 Board Workshop Minutes.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES WORKSHOP
Center Joint Unified School District – Room 5
8408 Watt Avenue, Antelope, CA 95843

Saturday, February 1, 2025

M I N U T E S

OPEN SESSION - CALL TO ORDER - Trustee Pope called the meeting to order at 9:14 a.m.

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

Administrators Present: Scott Loehr, Superintendent

FLAG SALUTE –
The Flag Salute was led by President Bruno.

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

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

COMMENTS FROM THE AUDIENCE REGARDING ITEMS ON THE AGENDA - none

BOARD WORKSHOP
A. <u>Governance Handbook</u>
There was a motion to bring this item to the floor.

Motion: Anderson
Second: Ballin

Scott Loehr noted that several years ago the Board worked with CSBA to put together a Board Handbook. The Board will review the handbook, and update as needed, when there are new Board Members. The Board reviewed and made recommended changes to the CJUSD Governance Handbook. This will come forward for Board approval at a future Board meeting.

ADVANCED PLANNING
a. Future Meeting Dates:
i. Regular Meeting: Wednesday, February 19, 2025 @ 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:

ADJOURNMENT – 11:13 a.m.

Motion: Pope
Second: Anderson

Vote: General Consent

Respectfully submitted,

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

Delrae Pope
Board of Trustees Clerk

Adoption Date

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: Resolution #8/2024-25: Resolution on Board Compensation For Missed Meeting

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:
This resolution is to authorize payment to Trustee Anderson for the missed meeting on January 15, 2025.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
The CJUSD Board of Trustees approve Resolution #8/2024-25: Resolution On Board Compensation For Missed Meeting.

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION # 8/2024-25
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 Nancy Anderson did not attend the Board meeting on Wednesday, January 15, 2025 for the following reason:

[ ] Performance of other designated duties for the district during the time of the meeting
[X] 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 2025.

PASSED AND ADOPTED THIS 19th day of February, 2025 at a regular meeting, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Attest:

_____	_____
Scott A. Loehr, Superintendent Center Joint Unified School District	Steve Bruno, President Board of Trustees

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

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** 2

Company/Consultant's Name:

Background/Services to be Rendered:
Classified New Hires, Promotions, Transfers, Retirement, Resignations and Releases.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
Approve Classified Personnel Transactions as Submitted.

Agenda Item: XIV-5

New Hires

Shalini Prasad, Instructional Specialist Physically Handicapped at North Country effective January 24, 2025.

Saida Shakh, Bilingual Assistant at Center High School effective February 7, 2025.

Shannon Welch, Nutrition Secretary in the Nutrition Services Department effective January 28, 2025.

Promotions

Iris Arcinega was promoted to Instructional Specialist at North Country Elementary effective January 9, 2025.

Katharine Wilson Davis was promoted to Bus Driver in the Transportation Department effective January 27, 2025.

Transfers

Daphne Lopez, Office Assistant transferred to Student & Family Support Services effective January 27, 2025.

Retirements

Lyubov Chernetsky, Cafeteria Worker in Nutrition Services, effective January 31, 2025.

Sarah Prince, Instructional Specialist at Spinelli Elementary, effective May 29, 2025.

Resignations

Joseline Martinez- Rodriguez, Noon Duty Aide at Oak Hill Elementary, effective January 7, 2025.

Releases

Dawn Jensen, Noon Duty Aide, North Country Elementary, effective January 10, 2025.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi
Director of Human Resources/Student Services

Initials: CSB

SUBJECT: Certificated Personnel Transactions

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:
Certificated Resignations

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
Approve Certificated Personnel Transactions as Submitted

Resignations

Jason Tomlinson resigned his position as a Secondary English Teacher for Center High School effective February 28, 2025.

Samantha Sjostrand resigned her position as an Elementary Teacher for North Country Elementary School effective May 30, 2025.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources and Student Services Initials: CSB

SUBJECT: 2027-2028 Academic Calendar

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:

The proposed academic calendar for the 2027-2028 school year is attached. The calendar has been reviewed by the Center Unified Teachers' Association.

Date(s) of Service:

Funding Amount: NA

Funding Source: NA

RECOMMENDED BOARD ACTION:

Approve the 27-28 Academic Calendar.

2027-2028 CENTER JOINT UNIFIED SCHOOL DISTRICT

2027

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2028

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Please refer to the school's calendar for specific early-out dates, Back to School Night, Parent Conferences, Open House, and other school-related events.

	School Attendance Day
	Holiday – No School
	District-wide Minimum Day
	Teacher Attendance Day – No School

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources and Student Services Initials: CSB

SUBJECT: RESOLUTION NO. 9/2024-25 - REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE - CERTIFICATED

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:

Due to the expiration/exhaustion of the following funding sources, the District is proposing the attached reductions to certificated positions that are directly tied to said funding:
Comprehensive Support and Improvement (CSI)
Title 1
Title III
Educator Effectiveness

Date(s) of Service:

Funding Amount: NA

Funding Source: NA

RECOMMENDED BOARD ACTION:

Approve RESOLUTION NO. 9/2024-25.

BOARD OF TRUSTEES OF THE
CENTER JOINT UNIFIED SCHOOL DISTRICT
REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE
RESOLUTION NO. 9/2024-25

WHEREAS, Education Code sections 44949 and 44955 require action by the Governing Board of the Center Joint Unified School District in order to reduce or discontinue services and to permit the layoff of certificated employees;

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 2025-2026 school year:

Position Title	Location	No.	FTE
Academic Coordinator	McClellan High School	1	1.0
Academic Coordinator	Spinelli Elementary School	1	1.0
Counselor	McClellan High School	1	0.26
EL Coordinator	District Office	1	1.0
Intervention Teacher	McClellan High School	1	0.30
Physical Education Teacher	Dudley Elementary School	1	1.0
Physical Education Teacher	North Country Elementary School	1	1.0
Physical Education Teacher	Oak Hill Elementary School	1	1.0
Physical Education Teacher	Rex Fortune Elementary School	1	1.0
Physical Education Teacher	Spinelli Elementary School	1	1.0
TOTAL		**10**	**8.56 FTE**

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, due to the reduction or discontinuance of services, the Governing Board has determined that it is necessary to decrease a corresponding number of certificated employees for the 2025-2026 school year pursuant to Education Code section 44955; and

WHEREAS, the Governing Board has considered all positively assured attrition, including all deaths, resignations, retirements, non-reelections, and other permanent vacancies for 2024-2025 school year, and, but for attrition already assured, the Governing Board would have found it necessary to reduce additional services; and

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 2025-2026 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 2025-2026 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 its students for determining the order of termination as between certificated employees who first rendered paid service to the District on the same 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, 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 Board of Trustees of the Center Joint Unified School District as follows:

1. That all of the foregoing recitals are true and correct.

2. That for the 2025-2026 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 2024-2025 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;

    a. Preference is given to a teacher possessing a clear credential over preliminary;

    b. Preference is given to a teacher possessing a preliminary credential over a Short-Term Staff Permit or Provisional Intern Permit;

    c. Preference is given to a teacher who has multiple teaching authorizations as defined by their credential;

    d. 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;

    e. Preference is given to a teacher who has more units applied toward salary schedule placement;

    f. If a tie still exists after application of criteria a. to f., the tie shall be broken by lot. The last four digits of an employee's social security number shall be used to rank

employees. Employees with the higher number shall be ranked above employees with a lower number.

2. 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 19, 2025, in the County of Sacramento, California

AYES: _____

NOES: _____

ABSTENTIONS: _____ _____

Steven Bruno, 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 19th day of February 2025.

_____
Scott A. Loehr
Superintendent
Center Joint Unified School District

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources and Student Services Initials: CSB

SUBJECT: RESOLUTION NO. 10/2024-25 REDUCTION OF PARTICULAR KINDS OF CLASSIFIED SERVICES

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:

Due to the lack of need for services for the 25-26 school year, the attached classified positions are being recommended to be reduced.

Date(s) of Service:

Funding Amount: NA

Funding Source: NA

RECOMMENDED BOARD ACTION:

Approve RESOLUTION NO. 10/2024-25.

BOARD OF TRUSTEES OF THE
CENTER JOINT UNIFIED SCHOOL DISTRICT
REDUCTION OF PARTICULAR KINDS OF CLASSIFIED SERVICES
RESOLUTION NO. 10/2024-25

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 2025-2026 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 above recitals are true and correct.

B. That the classified services set forth below shall be reduced or discontinued at the conclusion of the 2024-2025 school year:

Position Title (Location)	**Hours/Day**	**Days/Year**	**Number of positions eliminated**
Instructional Specialist Physically Handicapped (4 positions at Center High School)	1.0	180	.5 F.T.E.
TOTAL FTE ELIMINATED			**.5 F.T.E.**

C. 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.

D. 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.

E. That layoff proceedings shall be conducted in accordance with Education Code section 45117.

F. That said layoff shall become effective at the conclusion of the 2024-2025 school year.

G. That any employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code section 45298.

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

PASSED AND ADOPTED by the Board of Trustees of the Center Joint Unified School District on February 19, 2025, in the County of Sacramento, California.

AYES: _____

NOES: _____

ABSTENTIONS: _____ _____

Steven Bruno, 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 19th day of February 2025.

_____
Scott A. Loehr
Superintendent
Center Joint Unified School District

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources and Student Services Initials: CSB

SUBJECT: Comprehensive School Safety Plans

☒ **Action Item** ☐ **Information Item** **Attached Pages** 0

Company/Consultant's Name:

Background/Services to be Rendered:

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.

Date(s) of Service:

Funding Amount: NA

Funding Source: NA

RECOMMENDED BOARD ACTION:

Approve the Site Safety Plans for the 2024-2025 School Year.

Comprehensive School Safety Plan

2024-2025
School Year

School:	Arthur S. Dudley Elementary School
CDS Code:	34739736032908
District:	Center Joint Unified School District
Address:	8000 Aztec Way Antelope, CA 95843-4486
Date of Adoption:	February 19, 2025
Date of Update:	
Date of Review:	
- with SSC	1/14/25
- with Staff	1/15/25
- with Law Enforcement	1/14/25
- with Fire Authority	1/14/25

Approved by:

Name	Title	Signature	Date
Melissa Oliver	Principal		
Jill Warriner	Assistant Principal		
Vivian De La Torre	Safety Team Member		
Latoya Jenkins	SSC Chairperson		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

Arthur S. Dudley Elementary School Safety Committee
The Dudley Elementary School Safety Committee will develop the Comprehensive School Safety Plan (CSSP). The Safety Committee consists of the following members:
A. The principal and/or vice principal
B. One certificated staff member
C. One classified staff member

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, Center High School will implement a Comprehensive Safety Plan that includes the following strategies and programs:

- Child Abuse Reporting Procedures
- Crisis Intervention and Prevention Programs
- Emergency Preparedness Plans
- Facility Security Measures
- Gang and Drug Prevention Programs
- Harassment, Intimidation, and Bullying Prevention Programs
- School Climate and Culture
- Security Personnel
- Threat Assessment and Management
- Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
4) A classified employee of any public school.
5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.

8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
11) A Head Start program teacher.
12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
13) A public assistance worker.
14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
15) A social worker, probation officer, or parole officer.
16) An employee of a school district police or security department.
17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
20) A firefighter, except for volunteer firefighters.
21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500)
of the Business and Professions Code.
22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section
4980.03 of the Business and Professions
Code.
25) An unlicensed marriage, family, and child therapist intern registered under Section
4980.44 of the Business and Professions
Code.
26) A state or county public health employee who treats a minor for venereal disease or any other condition.
27) A coroner.
28) A medical examiner, or any other person who performs autopsies.
29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides,
or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person;it does not include a person who develops film or makes prints for a public agency.
30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502
or 14503 of the Corporations Code.
32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section
831.5 of the Penal Code.
37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
Note: Unless otherwise stated, volunteers are not mandated reporters.

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

What Do You Have To Report?
Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:
a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse does not include a "mutual affray" between minors. It also does not include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in 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.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 report- er, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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

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:
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.
Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District

Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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. The form outlines how to identify if a student has previous assertive discipline records.

Students who enroll after the school year starts are notified by the secretary of any students with an entry in the Assertive Discipline tab in AERIES.

(E) Sexual Harassment Policies (EC 212.6 [b])
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 Human Resources and Student Services
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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. 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.

2. 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.

3. Hats, caps, hoods, and other head coverings shall not be worn indoors.
4. 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 co-curricular 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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety of all individuals entering and exiting the school premises.
Key Components:

Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points.
* Limited access points to control traffic flow.
* Visible signage to guide visitors and staff.

Visitor Management:
* A strict visitor policy, including mandatory check-in and identification.
* Visitor badges issued upon entry.
* Escort procedures for visitors, especially those unfamiliar with the campus.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school.
* Regular supervision of students during arrival and dismissal.

Student Supervision:
* Student drop off and pick up points include: the front of the school, the back gate along Monarch Grove, and the north gate/parking lot.
* Designated areas for waiting students include: the MPR before school, and dedicated pick up points after school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Climate Goals

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

Opportunity for Improvement:
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve school attendance by 1% overall	• Sharing attendance data with school community • Attendance connection/information from classroom teacher • Attendance initiatives/celebrations • Celebrating attendance improvements	• EveryDay Labs Pro • Aeries	Academic Coordinator	2024-25 EveryDay Pro Labs Data
Reduce Suspension Rates by 1%	• Implementation of PBIS • PBIS Tier 1 meetings and incentives • SEL Supports in classrooms • MTSS Framework to support behavioral needs.	• SWIS Reporting • Placer County SUMS Initiative • Counseling Support	Assistant Principal	2024-25 Suspension/Behavior Data
Improved perceptions of safety and climate at school	- SEL Supports - Tier 1 emotional strategies, tier 1 counseling programs, small groups for counseling, individual targeted counseling support, referral to outside counseling agencies	• Counselors • SEL Curriculum • Professional Development	Counselor	2024-25 Panorama Survey Data

Component:
Physical Environment Goals

Element:
The Physical Environment

Opportunity for Improvement:
The site will review emergency drill data through Catapult.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure students and staff are familiar with emergency procedures.	Practice drills monthly.	Catapult EMS to review conduct and review drill data.	Principal/Assistant Principal	Catapult EMS Drill Data
Update Safety Data Sheets	Review chemicals on campus Check wheel chair lifts Check fire extinguishers	Data Sheets/Reporting to District Office	Lead Custodian	Compliance with reporting.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Arthur S. Dudley Elementary School Student Conduct Code

Conduct Code Procedures
At Dudley, Dragons SOAR. They practice:

- Safety First
- Own their Choices
- Always Kind
- Respect All

We have established behavioral expectations for areas on campus and specific times, including: arrival, dismissal, cafeteria, playground, classroom, bathroom. office, hallways, library, bus, Morning Walk which are guided by our SOAR expectations. These expectations are taught in depth at the start of the school year and reviewed periodically throughout including when returning from breaks, and when behavioral data suggests reteaching is warranted.

At arrival students can/will:

- walk forward on walkways, crosswalks, and sidewalks.
- dismount bikes, skateboards, and scooters and walk to designated areas when on school property.
- keep back- packs on back at all times.
- get a tardy slip from the office, if late to school.
- arrive at appropriate time.
- if eating breakfast, go directly to the cafeteria.
- if not eating breakfast, go directly to Morning Walk.
- use self-control to keep electronics off and in my backpack.
- greet others politely.
- treat others with kindness and respect by using Words for Success.

- respond appropriately to staff direction.
- follow Cafeteria Expectations during breakfast.
- follow Morning Walk Expectations.
- manage my body by keeping my hands, feet and objects to myself.

In the bathroom students can/will:

- use my assigned bathroom and carry a bathroom pass.
- wash my hands with soap and water.
- always walk and keep my feet on the floor.
- use classroom sign out/in procedure.
- go, wash, flush, leave.
- leave no trace: keep floors and walls clean and dry.
- use doors with caution.
- use self-control to keep electronics off and in my backpack.
- allow others to have privacy (one person per stall).
- treat others with kindness and respect by using Words for Success.
- tell an adult if I notice a problem.
- adjust my voice level to support the learning environments around the bathroom
- manage my body by keeping my hands, feet and objects to myself.

On the bus students can/will:

- follow teacher's instructions and show patience and self-regulation while waiting in line for my bus.
- walk when entering/exiting the bus.
- wear seat belts, if available.
- manage my body by keeping my hands, feet and objects to myself.
- sit flat and face forward while seated.
- keep food and drinks in my backpack.
- leave no trace: jacket, trash, etc.
- be aware of my and other's personal space.
- be respectful of others and visit quietly.
- treat others with kindness and respect by using Words for Success.
- be aware of others.
- follow bus driver's instructions and show patience and self-regulation while riding on the bus.
- speak in a loud, clear voice when giving information to the bus driver.

In the cafeteria students can/will:

- quietly walk as I enter and exit the cafeteria.
- eat my own food to keep others safe.
- sit forward on the bench with my legs under the table.
- stay in my seat until dismissed.
- manage my time wisely.
- leave no trace: clean up after myself and others.
- use the bathroom hand signal and wait for an adult to give me a bathroom pass.
- use self-control to keep electronics off and in my backpack.
- use manners to be considerate of others.
- be aware of others' personal space.
- treat others with kindness and respect by using Words for Success.
- raise my hand and wait for staff's help.
- adjust my voice level when asked.
- show patience and self regulation while waiting in line.
- manage my body by keeping my hands, feet and objects to myself.

In the classroom students can/will:

- manage my body by keeping my hands, feet and objects to myself.

- use my words and actions to make others' feel safe at school.
- use the classroom sign-out procedure and have the appropriate pass to leave the room.
- manage my body by keeping my hands, feet and objects to myself
- follow directions and class procedures.
- take ownership of my education by completing all classwork on time.
- give my best effort even when tasks are challenging.
- use self-control to keep electronics off and in my backpack.
- appreciate and respect others' differences.
- be aware of others' personal space.
- treat others with kindness and respect by using Words for Success.
- support the success of myself and others.
- respond appropriately to staff direction.
- be an active listener and respond appropriately.

At dismissal students can/will:

- walk in line to my dismissal area with a teacher and wait to be dismissed.
- follow hallway expectations when leaving school.
- walk my bike, scooter, or skateboard until I am off school property and wear a fastened helmet.
- manage my body by keeping my hands, feet and objects to myself.
- promptly leave campus.
- use self-control to keep electronics off and in my backpack.
- treat others with kindness and respect by using Words for Success.
- use words and actions that show others I care.
- wait quietly until dismissed.
- be aware of others' personal space.
- follow all staff directions and dismissal procedures.

In the hallway students can/will:

- walk facing forward in a straight, quiet line.
- be cautious of doors' red circles.
- walk directly to my destination.
- manage my body by keeping my hands, feet and objects to myself.
- be responsible by having the appropriate pass.
- use self-control to keep electronics off and in my backpack.
- be aware of others and honor personal space.
- treat others with kindness and respect by using Words for Success.
- dedicate myself to being timely.
- adjust my voice level to support the learning environment of others.

In the library students can/will:

- quietly walk as I enter and exit the library.
- push my chair in when leaving the table.
- use the library sign-out procedure and have the appropriate pass to leave the room.
- manage my body by keeping my hands, feet and objects to myself.
- sit in my designated seat.
- use the shelf marker appropriately when looking for a book.
- use self-control to keep electronics off and in my backpack.
- be patient and wait my turn.
- help others, when needed.
- treat others with kindness and respect by using Words for Success.
- be prepared with my student information.
- take pride in our library by taking care of its books and returning them on time.
- be considerate of others and use quiet, inside voices.
- be supportive of others' book choices.

At morning walk students can/will:

- walk the perimeter of the blacktop in one direction.
- walk facing forward.
- consume snacks and beverages in the cafeteria.
- walk to my line when the bell rings.
- manage my body by keeping my hands, feet and objects to myself.
- keep my backpack on my back.
- use self-control to keep electronics off and in my backpack.
- be patient and allow others to pass.
- be aware of others' personal space.
- use actions that show others I care.
- treat others with kindness and respect by using Words for Success.
- be considerate of others and use school appropriate language.
- follow all staff directions.

In the office students can/will:

- have an office pass.
- stay in designated areas.
- have permission from staff to go to the office.
- value my learning time by walking straight to the office and back.
- use self-control to keep electronics off and in my backpack.
- treat others with kindness and respect by using Words for Success.
- patiently wait for office staff to acknowledge me.
- be considerate of others and use quiet, inside voices.

On the playground students can/will:

- play appropriately in designated areas only.
- eat my own snack to keep others safe at covered tables.
- “freeze” when the bell rings then walk to my line when the whistle is blown.
- follow the rules of all games.
- only play where staff is supervising.
- use thoughtful strategies to help others solve problems.
- manage my body by keeping my hands, feet and objects to myself.
- use the restroom and get a drink of water during recess.
- leave no trace: (trash, playground equipment, jacket, etc.)
- value my learning time by lining up quickly.
- use self-control to keep electronics off and in my backpack.
- include ALL in ALL games.
- be aware of others and honor personal space.
- be considerate of other activities and classes.
- treat others with kindness and respect by using Words for Success.
- consider how my choices impact others.
- use playground equipment correctly.
- encourage myself and others to wait for a turn.
- humbly accept winning and losing.
- carry equipment and put away after the whistle is blown.
- authentically apologize and accept forgiveness.

(K) Hate Crime Reporting Procedures and Policies

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.

(J) Procedures to Prepare for Active Shooters

[redacted]

[redacted]

Procedures for Preventing Acts of Bullying and Cyber-bullying
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. All employees complete an annual training through Public School Works. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences.

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

Identify the signs of bullying or harassing behavior.

Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted in person to site personnel or through the Anonymous Reporting link on each school's website.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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.

Response Procedures for Dangerous, Violent, 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.

[redacted]

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.

Instructional Continuity Plan
Instructional Continuity Plan

Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.

In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:

Emergency Contact Information:
* Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
* Maintain emergency contact numbers for key personnel and local authorities.
Communication Plan:
* Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis.
* Use of multiple communication channels (phone, email, text, social media, ClassDojo).

* CJUSD will establish a designated spokesperson to provide accurate and timely information.

Remote Learning Plan:

* A detailed plan for transitioning to remote learning, including:
    - Online learning platforms and tools.
    - Student and teacher access to technology.
    - Curriculum and instructional materials.
    - Technical support for students and staff.
    - Assessment and grading procedures.
    - Special education and English Language Learner (ELL) accommodations.

Crisis Management Plan:

* The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.
* Crisis response team roles and responsibilities.
* Communication protocols for emergency situations.
* Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:

* Identification of essential standards and learning objectives.
* Flexible instructional strategies to accommodate different learning environments.
* Access to digital curriculum resources and textbooks.
* Professional development for teachers on remote and blended learning.

Student Support Services:

* Mental health support services for students and staff.
* Special education services and accommodations.
* Food and nutrition services for students in need.
* Transportation and childcare support.

Technology and Infrastructure:

* Reliable internet access for students and staff.
* Adequate technology devices and software.
* Technical support services.
* Data security and privacy protocols.

Regular Review and Updates:

* Periodic review and update of the plan to ensure its effectiveness.
* Conduct regular drills and simulations to test the plan.
* Seek input from staff, students, and parents to improve the plan.

Safety Plan Review, Evaluation and Amendment Procedures

Introduction

A robust school safety plan is a critical component of a safe and secure learning environment. To ensure its effectiveness, regular review, evaluation, and amendment are essential. This document outlines the procedures for reviewing, evaluating, and amending the [School Name] Safety Plan in accordance with California Education Code, specifically sections 32280-32288.

Annual Review and Evaluation

Timing: The Safety Plan will be reviewed and evaluated annually, typically during the summer months.

Review Committee: A designated review committee will be formed, composed of:
School administrators
Teachers
Classified staff
Parents/guardians
Students (where appropriate)
Local law enforcement
Fire department personnel

Review Process:
The committee will thoroughly review the existing plan, focusing on:
Current effectiveness
Compliance with state and federal regulations
Alignment with school district policies and procedures
Relevance to current threats and risks
Adequacy of emergency response procedures
Effectiveness of communication strategies
Training and drills

Evaluation Methods:
Desk Review: A comprehensive review of the plan's written components.
Tabletop Exercises: Simulated scenarios to assess response capabilities.
Drills and Evacuations: Regular practice of emergency procedures.
Feedback and Surveys: Soliciting input from staff, students, and parents.
Amendment Process

Identification of Needs:
The review committee will identify any areas requiring amendment, such as:
Outdated information
Ineffective procedures
New threats or risks
Changes in state or federal regulations
Feedback from drills and exercises

Development of Amendments:
The committee will develop specific amendments to address identified needs, ensuring they are:
Clear and concise
Practical and feasible
Consistent with existing policies and procedures
Aligned with best practices

Approval and Implementation:

The amended plan will be approved by the school principal and/or district superintendent.
The amended plan will be distributed to all staff, students, and parents.
Staff will be trained on any new or revised procedures.
Necessary updates will be made to emergency response plans, crisis management plans, and other relevant documents.

Documentation
All review and evaluation activities will be documented.
Minutes of committee meetings will be maintained.
A record of amendments made to the plan will be kept.
Additional Considerations

Collaboration: The school should collaborate with local law enforcement, fire departments, and other emergency responders to ensure a coordinated and effective response to incidents.

Technology: The use of technology, such as emergency notification systems and digital communication tools, should be incorporated into the plan.

Mental Health Support: The plan should address the mental health needs of students and staff, including crisis intervention and counseling services.

Regular Updates: The plan should be reviewed and updated as needed, even if no formal annual review is conducted.

By following these procedures, Dudley Elementary School can maintain a comprehensive and effective safety plan that prioritizes the safety and well-being of all students and staff.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Sites		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

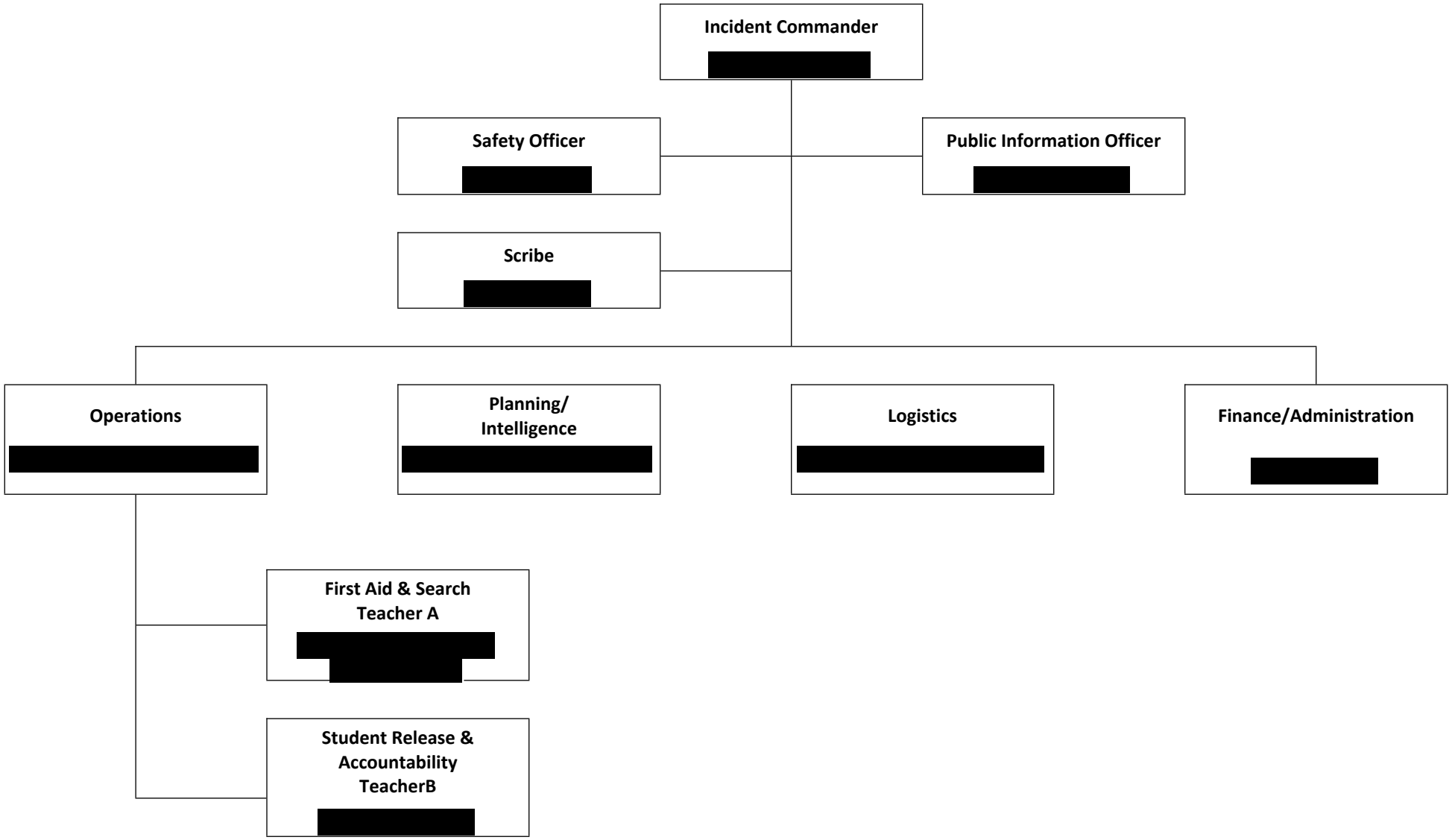
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
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.	January 14, 2025	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	January 14, 2025	SRO, Fire department invited to attend the meeting.
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	January 14, 2025	
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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.	January 14, 2025	
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	January 14, 2025	
Child Abuse Reporting procedures	January 14, 2025	
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	January 14, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	January 14, 2025	
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.	January 14, 2025	
Policies and procedures which lead to suspension and/or expulsion.	January 14, 2025	
Procedures to notify teachers of dangerous pupils.	January 14, 2025	
Policy prohibiting discrimination, harassment, intimidation, and bullying.	January 14, 2025	
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	January 14, 2025	
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	January 14, 2025	
Procedures that create a safe and orderly environment conducive to learning at the school.	January 14, 2025	
Access to the school campus (visitors).	January 14, 2025	
The rules and procedures on school discipline.	January 14, 2025	
Crisis Response Plan.	January 14, 2025	
Hate crime reporting procedures and policies	January 14, 2025	
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.	January 14, 2025	
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.	January 14, 2025	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	January 14, 2025	
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.	January 14, 2025	
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.	January 14, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

Arthur S. Dudley Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash

If inside a building:

- Seek cover under a desk, table, or heavy furniture which can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from crash area.
- Proceed to a safe area.
- Follow directions of emergency personnel.

Animal Disturbance

If an announcement is made that there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by campus monitor or other staff as designated by administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus

[redacted]

Behavior Escalation Plan

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 Assistant 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.

- [redacted]

- [redacted]

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.

Biological or Chemical Release

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.

Bomb Threat/ Threat Of violence

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:
1. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
2. Ask the caller three questions, in this order:
i. 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.)
ii. 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.)
iii. 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.)
3. 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:
1. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
2. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
3. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
4. 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.

Bus Disaster
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 916-338-6418. 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.

Campus Resources (AED, etc)
First Aid Kits: Available in all classrooms, office.

Emergency Kits: Available in all classrooms and office.

Fire Extinguishers: Located in all rooms on campus.

AED: Located in nurse's office and kitchen.

Campus Visitor Procedures
Parent Classroom Visitation Policy -

We encourage parent visits to the classroom to encourage the connection between home and school. In order to protect classroom instructional minutes, please note the following guidelines:

Visits are to be scheduled with the teacher prior to arrival on campus (24 hours in advance) for up to 20 minutes a visit. Please do not knock upon a classroom door without having checked in and received your pass in order to insure instructional continuity and limit classroom disruptions.

This is a closed campus. All persons, upon arrival, must report to the office to sign in and obtain a visitor's pass. Please make sure your visitor's pass is placed so that it is clearly visible to all staff on campus. Visitors must return to the office and sign out before leaving campus.

To respect the learning environment of all students, no siblings are allowed in the classroom during the visit.

During a visit, if a parent has concerns about any student's behavior, the parent should notify the teacher. Parents are not to intervene with student issues.

Volunteers:
Volunteers require a clear TB test, Megan's Law check, and fingerprinting.

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
8. 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.

Disorderly Conduct
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.

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.

Explosion or Risk Of Explosion
In the event of an explosion, follow evacuation guidelines sent by administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.
- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.
- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:
a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.
b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.
c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:
a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.
b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.
c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:
a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.

b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.
c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds
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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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.

Flooding

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.

Hostage Situation

[redacted]

[redacted]

[redacted]

[redacted]

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.

Loss or Failure Of Utilities

Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.
Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.
Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.
Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.
Coordinate with Local Authorities: Contact local emergency services, such as fire departments and law enforcement, to request assistance if needed.
Mental Health Support: Provide counseling and support services to students and staff affected by the facility loss or failure.

Medical Emergencies/First Aid Procedures

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

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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).

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.

1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.

1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.

4. Give additional care as needed. Watch for shock.
5. 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:

Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:

1. Have the victim lie down.
2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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.

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.

Motor Vehicle Crash

1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:
a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.
b. Potential to be Staging Area: Maintain communication with local authorities to determine viability for school site or grounds to be potential staging area for emergency services.

3. Implement Safety Measures:
a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.
b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.
c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:
a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic

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.

Psychological Trauma
In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines set forth in the District Mental Health Crisis Team Response Plan.

1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:

a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate location of staff
iii. Plan staff meeting
iv. Write or review scripts for:

- Students
- Teachers
- Parents/guardians
- Communications director

v. Prepare possible resources for staff, students, and families
5. Notify staff using sit phone tree or emergency notification policy.
6. Plan a debriefing meeting with site grief response team.

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.

Suspected Contamination of Food or Water

Immediate Response:
1. Identify the Contamination:
a. Determine the source of contamination (food item, water source, etc.).
b. Assess the extent of the contamination (number of people affected, severity of symptoms).
2. Isolate the Contaminated Items:
a. Remove all contaminated food and water from circulation.
b. Quarantine the affected area to prevent further exposure.
3. Notify Authorities:
a. Contact the district office and emergency response teams.
b. Contact local health department officials to report the incident.
4. Provide Medical Attention:
a. Monitor students and staff for symptoms of illness.
b. Provide first aid or medical attention as needed.
c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:
1. Clean-up and Disinfection:
a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.
b. Dispose of contaminated food and water safely.
2. Investigate the Cause:
a. Conduct a thorough investigation to determine the root cause of the contamination.
b. Implement corrective actions to prevent future occurrences.
3. Communicate with the School Community:
a. Inform parents and guardians about the incident and the steps being taken to address it.
b. Provide regular updates on the situation and any actions being taken.
4. Review and Update Emergency Protocols:
a. Evaluate the effectiveness of the existing emergency response plan.
b. Identify areas for improvement and update the plan accordingly.
5. Provide Counseling Services:
a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents

[redacted]

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:

a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.

b. Establish regular meetings or forums for students to voice their thoughts.

c. Encourage student involvement in decision-making processes.

2. Clear Expectations:

a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.

b. Emphasize the importance of peaceful and lawful expression.

3. Educate on Rights and Responsibilities:

a. Provide students with information about their rights and responsibilities under the First Amendment.

b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:

a. Actively monitor for signs of potential demonstrations or walkouts.

b. Assess the situation to determine the level of risk and potential disruption.

2. Immediate Response:

a. If a demonstration or walkout occurs:

b. Prioritize student safety.

c. Maintain order and minimize disruption to the school day.
d. Avoid escalating the situation.
e. Document the incident, including the number of participants and any damages.

Post-Incident Actions:
1. Conduct a debriefing to evaluate the school's response.
2. Consider disciplinary actions for students who violated school rules or laws.
3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

Legal Considerations:
1. First Amendment Rights:
a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.
b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.
2. School District Policies:
a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

Emergency Evacuation Map



Comprehensive School Safety Plan

2024-2025
School Year

School:	Rex Fortune Elementary School
CDS Code:	California
District:	Center Joint Unified School District
Address:	4601 Upland Dr Roseville
Date of Adoption:	2/19/2025
Date of Update:	12/02/2024
Date of Review:	
- with SSC	1/14/2025
- with Staff	12/18/2024
- with Law Enforcement	
- with Fire Authority	

Approved by:

Name	Title	Signature	Date
Jason Farrel	Principal		
Christina Croshal	Vice Principal		
Misti Bolton	Safety Committee		
Tiffany Phoenix	Safety Committee		

Name	Title	Signature	Date
Navdeep Ashat	School Site Council, Chairperson		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

Rex Fortune Elementary School Safety Committee
The Rex Fortune Elementary School Safety Committee will develop the Comprehensive School Safety Plan (CSSP). The Safety Committee consists of the following members:
A. The principal and/or vice principal
B. One certificated staff member
C. One classified staff member

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, Center High School will implement a Comprehensive Safety Plan that includes the following strategies and programs:
A. Child Abuse Reporting Procedures
B. Crisis Intervention and Prevention Programs
C. Emergency Preparedness Plans
D. Facility Security Measures
E. Gang and Drug Prevention Programs
F. Harassment, Intimidation, and Bullying Prevention Programs
G. School Climate and Culture
H. Security Personnel
I. Threat Assessment and Management
J. Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
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.

Mandated reporters need to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
4) A classified employee of any public school.

5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children regularly.
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 the Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.www.ag.ca.
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?
The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above-cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regard 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.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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

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, ground, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting 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 temporarily 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:

Damage to the Facility or other property of the 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.
Reasonable costs associated with custodial and food service personnel would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school-sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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. The form outlines how to identify if a student has previous assertive discipline records. Students who enroll after the school year starts are notified by the secretary of any students with Assertive Discipline in AERIES.

(E) Sexual Harassment Policies (EC 212.6 [b])
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 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 nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

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

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. 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.
2. Appropriate shoes must be worn at all times. Shoes worn to school should cover the toes, 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.
3. Hats, caps, hoods, and other head coverings shall not be worn indoors.
4. 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 circumstances 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 co-curricular 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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety of all individuals entering and exiting the school premises.
Key Components:
Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points.
* Limited access points to control traffic flow.
* Visible signage to guide visitors and staff.

Visitor Management:
* A strict visitor policy, including mandatory check-in and identification.
* Visitor badges are issued upon entry.
* Escort procedures for visitors, especially those unfamiliar with the campus.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school.
* Regular supervision of students during arrival and dismissal.

Student Supervision:
* Student drop-off and pick-up points include: the front of the school, the back gate along Monarch Grove, and the north gate/parking lot.
* Designated areas for waiting students include: the MPR before school, and dedicated pick-up points after school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Climate Goals

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

Opportunity for Improvement:
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase responding favorably to School Belonging rate by 5% for each student group.	Integrate multicultural literature, through library displays and read alouds, history, and current events into the curriculum across all grade levels. Organize cultural heritage celebrations and student-led presentations throughout the year. Passport around the world day. Multicultural Bulletin Boards dedicated to celebrate student achievements and cultural backgrounds related to monthly cultural heritage themes. Displays may feature student artwork, poems, or essays related to their identity.	Books and supplies	Admin	Panorama Spring Survey
Reduce the number of students who are considered Moderately to Extremely Chronically Absent to 5% or less.	Track and monitor attendance rates. Establishing target groups in Everyday Pro to include students who are considered Chronically Absent. Informational attendance messaging through ClassDojo, Weekly Flyer newsletters, and social media	Everyday Pro, Aeries	Vice Principal	End of year attendance rates.

Component:
Physical Environment Goals

Element:
The Physical Environment

Opportunity for Improvement:
School Insurance Authority Inspection

Objectives	Action Steps	Resources	Lead Person	Evaluation
Revisit and refine emergency procedures as enrollment increases including evacuation routes and reporting.	Staff training on drill procedures including evacuation, shelter in place, and lockdown. Review Catapult emergency reporting procedures and establish expectations for 100% accountability for students and adults.	Catapult EMS	Principal, Vice Principal	Staff meeting agendas, Active monitoring of accountability in Catapult during drills.
Update Safety Data Sheets	Create binder with updated Safety Data Sheets (SDS) for all chemicals on campus.	Safety Data Sheets	Lead Custodian	Review binder, periodic check in to inquire about any new chemicals

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Rex Fortune Elementary School Student Conduct Code

Conduct Code Procedures
LEARNING SPACES
Foster Positivity
* be kind to others
* cooperate with others
* be open to others' ideas
* listen when others are speaking
* eyes on the speaker

Lead Responsibly
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* participate and do your best
* Complete your work
* enter the room quietly
* push in your chair
* use materials appropriately
* keep your body to yourself

Yearn for Growth
* follow directions
* raise your hand
* use appropriate tone and language

WALKWAYS
Foster Positivity

* remain in line and keep your space
* respect the space of others
* be mindful of learning in nearby classrooms

Lead Responsibly
* 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

Yearn for Growth
* walk to and from your destination

CAFETERIA
Foster Positivity
* use kind words
* use good manners
* say please and thank you
* wait your turn
* Voice level 2

Lead Responsibly
* remain in your seat
* leave no trace
* walk in line
* report any spills

Yearn for Growth
* focus on eating
* raise your hand for help

RESTROOMS
Foster Positivity
* wait your turn
* respect the privacy of others
* keep hands and feet to yourself
Lead Responsibly
* flush the toilet
* wash and dry your hands
* leave no trace
* keep water in the sink
Comprehensive School Safety Plan 27 of 64 12/5/24
* keep your body to yourself
Yearn for Growth
* take care of business
* promptly return back to class

PLAYGROUND
Foster Positivity
* follow adult guidance
* treat people how you want to be treated
* take turns
* allow everyone to play

Lead Responsibly
* use equipment properly

* return all equipment
* report unsafe situations to an adult on the playground
* freeze when the bell rings
Yearn for Growth
* line up when prompted by adult

(K) Hate Crime Reporting Procedures and Policies

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.

(J) Procedures to Prepare for Active Shooters

[redacted]

[redacted]

Procedures for Preventing Acts of Bullying and Cyber-bullying
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. All employees complete an annual training through Public School Works. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences.

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

Identify the signs of bullying or harassing behavior.

Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted in person to site personnel or through the Anonymous Reporting link on each school's website.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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 an opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR.

Response Procedures for Dangerous, Violent, 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.

[redacted]

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.

Instructional Continuity Plan

Instructional Continuity Plan

Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.
In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:

Emergency Contact Information:
* Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
* Maintain emergency contact numbers for key personnel and local authorities.

Communication Plan:

* Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis.
* Use of multiple communication channels (phone, email, text, social media, ClassDojo).
* CJUSD will establish a designated spokesperson to provide accurate and timely information.

Remote Learning Plan:

* A detailed plan for transitioning to remote learning, including:
    - Online learning platforms and tools.
    - Student and teacher access to technology.
    - Curriculum and instructional materials.
    - Technical support for students and staff.
    - Assessment and grading procedures.
    - Special education and English Language Learner (ELL) accommodations.

Crisis Management Plan:

* The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.
* Crisis response team roles and responsibilities.
* Communication protocols for emergency situations.
* Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:

* Identification of essential standards and learning objectives.
* Flexible instructional strategies to accommodate different learning environments.
* Access to digital curriculum resources and textbooks.
* Professional development for teachers on remote and blended learning.

Student Support Services:

* Mental health support services for students and staff.
* Special education services and accommodations.
* Food and nutrition services for students in need.
* Transportation and childcare support.

Technology and Infrastructure:

* Reliable internet access for students and staff.
* Adequate technology devices and software.
* Technical support services.
* Data security and privacy protocols.

Regular Review and Updates:

* Periodic review and update of the plan to ensure its effectiveness.
* Conduct regular drills and simulations to test the plan.
* Seek input from staff, students, and parents to improve the plan.

Safety Plan Review, Evaluation and Amendment Procedures

Introduction

A robust school safety plan is a critical component of a safe and secure learning environment. To ensure its effectiveness, regular review, evaluation, and amendment are essential. This document outlines the procedures for reviewing, evaluating, and amending the Rex Fortune Elementary Safety Plan in accordance with California Education Code, specifically sections 32280-32288.

Annual Review and Evaluation

Timing: The Safety Plan will be reviewed and evaluated annually, typically during the summer months.
Review Committee: A designated review committee will be formed, composed of:
School administrators
Teachers
Classified staff
Parents/guardians
Students (where appropriate)
Local law enforcement
Fire department personnel

Review Process:
The committee will thoroughly review the existing plan, focusing on:
Current effectiveness
Compliance with state and federal regulations
Alignment with school district policies and procedures
Relevance to current threats and risks
Adequacy of emergency response procedures
Effectiveness of communication strategies
Training and drills

Evaluation Methods:
Desk Review: A comprehensive review of the plan's written components.
Tabletop Exercises: Simulated scenarios to assess response capabilities.
Drills and Evacuations: Regular practice of emergency procedures.
Feedback and Surveys: Soliciting input from staff, students, and parents.
Amendment Process

Identification of Needs:
The review committee will identify any areas requiring amendment, such as:
Outdated information
Ineffective procedures
New threats or risks
Changes in state or federal regulations
Feedback from drills and exercises

Development of Amendments:
The committee will develop specific amendments to address identified needs, ensuring they are:
Clear and concise
Practical and feasible
Consistent with existing policies and procedures
Aligned with best practices

Approval and Implementation:
The amended plan will be approved by the school principal and/or district superintendent.

The amended plan will be distributed to all staff, students, and parents.
Staff will be trained on any new or revised procedures.
Necessary updates will be made to emergency response plans, crisis management plans, and other relevant documents.

Documentation
All review and evaluation activities will be documented.
Minutes of committee meetings will be maintained.
A record of amendments made to the plan will be kept.
Additional Considerations

Collaboration: The school should collaborate with local law enforcement, fire departments, and other emergency responders to ensure a coordinated and effective response to incidents.

Technology: The use of technology, such as emergency notification systems and digital communication tools, should be incorporated into the plan.

Mental Health Support: The plan should address the mental health needs of students and staff, including crisis intervention and counseling services.

Regular Updates: The plan should be reviewed and updated as needed, even if no formal annual review is conducted.
By following these procedures, Rex Fortune Elementary School can maintain a comprehensive and effective safety plan that prioritizes the safety and well-being of all students and staff.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Sites		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

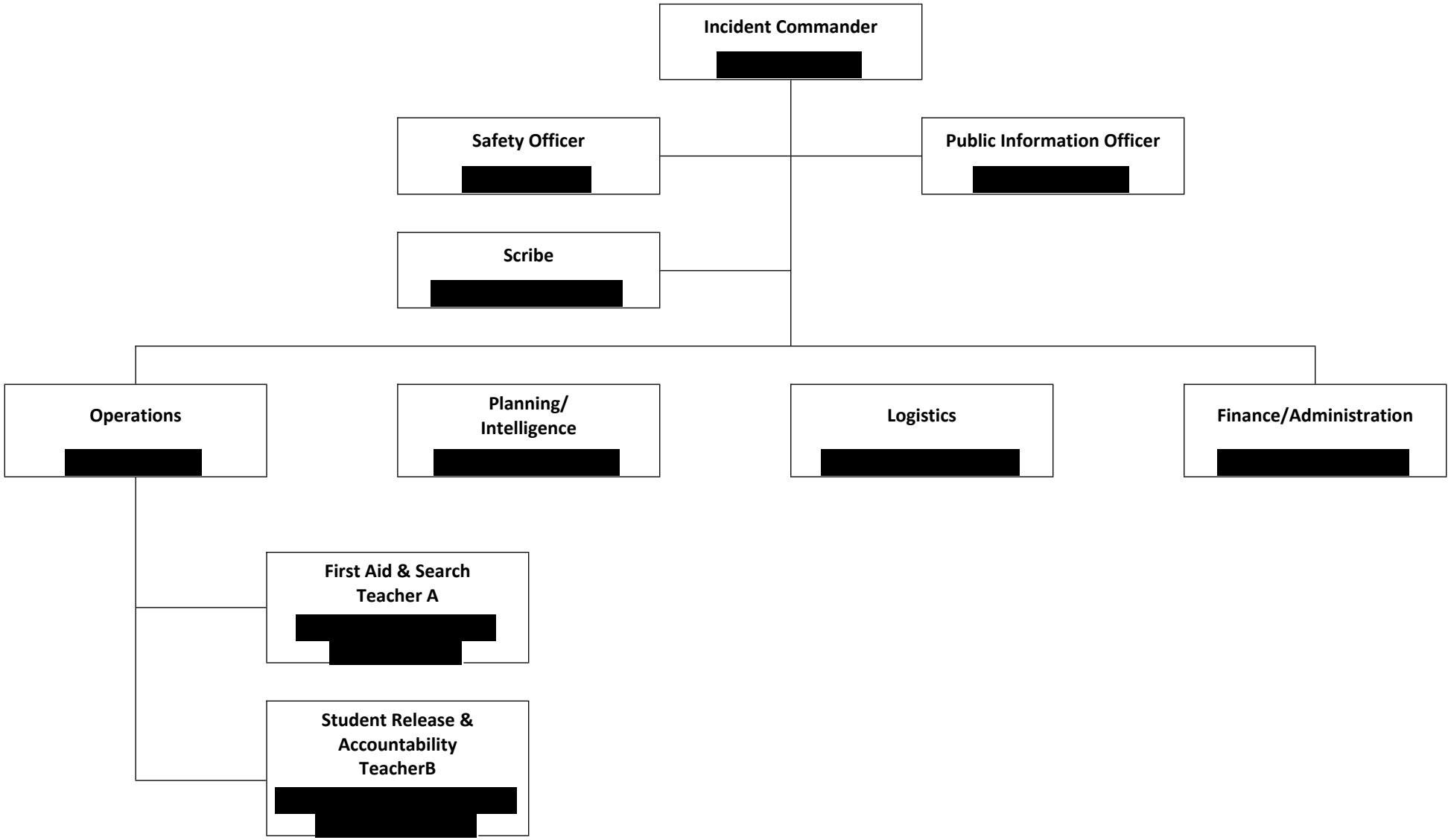
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: the 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.	December 2024	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	January 14, 2025	SRO invited to attend meeting.
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	December 2024	
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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.	December 18, 2024	
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	January 14, 2025	
Child Abuse Reporting procedures	December 18, 2024	
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	December 18, 2024	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; and once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	December 18, 2024	
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.	December 18, 2024	
Policies and procedures which lead to suspension and/or expulsion.	December 18, 2024	
Procedures to notify teachers of dangerous pupils.	December 18, 2024	
Policy prohibiting discrimination, harassment, intimidation, and bullying.	December 18, 2024	
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	December 18, 2024	
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	December 18, 2024	
Procedures that create a safe and orderly environment conducive to learning at the school.	December 18, 2024	
Access to the school campus (visitors).	December 18, 2024	
The rules and procedures on school discipline.	December 18, 2024	
Crisis Response Plan.	December 18, 2024	
Hate crime reporting procedures and policies	December 18, 2024	
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.	December 18, 2024	
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.	December 18, 2024	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	December 18, 2024	
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.	January 14, 2025	
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.	January 14, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

Rex Fortune Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management, Planning and Intelligence, Operations, Logistic and Finance and Administration

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash
If inside a building:

- Seek cover under a desk, table, or heavy furniture that can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from the crash area.
- Proceed to a safe area.
- Follow the directions of emergency personnel.

Animal Disturbance
If an announcement is made that there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by a campus monitor or other staff as designated by the administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus



Behavior Escalation Plan
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 the Principal and Vice Principal are off-site, office staff will contact the 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.

[redacted]
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 the 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 to 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.

Biological or Chemical Release

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.

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, 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.

Bomb Threat/ Threat Of violence

[redacted]

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

[redacted]

Bus Disaster

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 916-338-6418. 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.

Campus Resources (AED, etc)

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.
AED: Located in nurse's office and kitchen

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.

This is a closed campus. All persons, upon arrival, must report to the office to sign in and obtain a visitor's badge. All visitors are required to make an appointment with the teacher before their arrival on campus to protect classroom instructional minutes. Visitors must return to the office and sign out before leaving campus or sign out on their cell phones.

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 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.

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 the site to disseminate information at the site level.
5. Communicate behavioral expectations to staff regarding:
a. Confidentiality issues
b. Providing factual information
c. Available resources
8. Send home written information to parents on the 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, the principal or designee.

Disorderly Conduct
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.

[redacted]

Admin, Designee, or TIC will proceed to the emergency and assess the situation.

The 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, the 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.

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 enter or leave 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.

Explosion or Risk Of Explosion
In the event of an explosion, follow evacuation guidelines sent by the administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.
- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.

- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area

1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:
a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.
b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.
c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:
a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.
b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.
c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:
a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.
c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds

In the event of a natural gas fire, sound the alarm and then turn off the 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 the alarm and then turn off the 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 the 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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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 the 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 on 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 that 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 the 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.

Flooding
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 the school is a designated emergency shelter and time permits, check all supplies and provisions before 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 (the 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.

Hostage Situation

[redacted]



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.

Loss or Failure Of Utilities
Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.
Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.
Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.
Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.
Coordinate with Local Authorities: Contact local emergency services, such as fire departments and law enforcement, to request assistance if needed.
Mental Health Support: Provide counseling and support services to students and staff affected by the facility's loss or failure.

Medical Emergencies/First Aid Procedures
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 themself 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:

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

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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.

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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).

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.
1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.
1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
4. Give additional care as needed. Watch for shock.
5. 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:
Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:
1. Have the victim lie down.
2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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.

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, except 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. Confirm 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 the 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.

Motor Vehicle Crash
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:
a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.
b. Potential to be Staging Area: Maintain communication with local authorities to determine viability of school site or grounds to be the potential staging area for emergency services.

3. Implement Safety Measures:
a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.
b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.
c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:
a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic
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, and 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 the 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.

Psychological Trauma
In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines set forth in the District Mental Health Crisis Team Response Plan.
1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:
a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate location of staff
iii. Plan staff meeting
iv. Write or review scripts for:
- Students
- Teachers
- Parents/guardians
- Communications director

v. Prepare possible resources for staff, students, and families
5. Notify staff using sit phone tree or emergency notification policy
6. Plan a debriefing meeting with site grief response team

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 the school, the following actions 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.

Suspected Contamination of Food or Water

Immediate Response:

1. Identify the Contamination:

a. Determine the source of contamination (food item, water source, etc.).

b. Assess the extent of the contamination (number of people affected, severity of symptoms).

2. Isolate the Contaminated Items:

a. Remove all contaminated food and water from circulation.

b. Quarantine the affected area to prevent further exposure.

3. Notify Authorities:

a. Contact the district office and emergency response teams.

b. Contact local health department officials to report the incident.

4. Provide Medical Attention:

a. Monitor students and staff for symptoms of illness.

b. Provide first aid or medical attention as needed.

c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:

1. Clean-up and Disinfection:

a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.

b. Dispose of contaminated food and water safely.

2. Investigate the Cause:

a. Conduct a thorough investigation to determine the root cause of the contamination.

b. Implement corrective actions to prevent future occurrences.

3. Communicate with the School Community:

a. Inform parents and guardians about the incident and the steps being taken to address it.

b. Provide regular updates on the situation and any actions being taken.

4. Review and Update Emergency Protocols:

a. Evaluate the effectiveness of the existing emergency response plan.

b. Identify areas for improvement and update the plan accordingly.

5. Provide Counseling Services:

a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents

[redacted]

[redacted]

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:

a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.

b. Establish regular meetings or forums for students to voice their thoughts.

c. Encourage student involvement in decision-making processes.

2. Clear Expectations:

a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.

b. Emphasize the importance of peaceful and lawful expression.

3. Educate on Rights and Responsibilities:

a. Provide students with information about their rights and responsibilities under the First Amendment.

b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:

a. Actively monitor for signs of potential demonstrations or walkouts.

b. Assess the situation to determine the level of risk and potential disruption.

2. Immediate Response:

a. If a demonstration or walkout occurs:

b. Prioritize student safety.

c. Maintain order and minimize disruption to the school day.

d. Avoid escalating the situation.

e. Document the incident, including the number of participants and any damages.

Post-Incident Actions:

1. Conduct a debriefing to evaluate the school's response.

2. Consider disciplinary actions for students who violated school rules or laws.

3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

Legal Considerations:

1. First Amendment Rights:

a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.

b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.
2. School District Policies:
a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

Emergency Evacuation Map



Comprehensive School Safety Plan

2024-2025
School Year

School:	North Country Elementary
CDS Code:	34-73973-6032924
District:	Center Joint Unified School District
Address:	3901 Little Rock Drive Antelope, CA 95843
Date of Adoption:	2/19/2025
Date of Update:	1/14/25
Date of Review:	
- with SSC	1/14/25
- with Staff	1/6/25
- with Law Enforcement	
- with Fire Authority	

Approved by:

Name	Title	Signature	Date
Tracey Seivert	Principal		
Allysha King	School Site Council Chairperson		
Kristin Hanson	Safety Committee		
Jeff Starrett	Safety Committee		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

North Country Elementary Safety Committee
The North Country Elementary School Safety Committee shall write and develop the school safety plan as delegated by the School Site Council. The safety committee will consist of the following members
A. The principal or principal's designee.
B. Two certificated staff members.

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, North Country Elementary will implement a Comprehensive Safety Plan that includes the following strategies and programs:
A. Child Abuse Reporting Procedures
B. Crisis Intervention and Prevention Programs
C. Emergency Preparedness Plans
D. Facility Security Measures
E. Gang and Drug Prevention Programs
F. Harassment, Intimidation, and Bullying Prevention Programs
G. School Climate and Culture
H. Security Personnel
I. Threat Assessment and Management
J. Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
4) A classified employee of any public school.

5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
11) A Head Start program teacher.
12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
13) A public assistance worker.
14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
15) A social worker, probation officer, or parole officer.
16) An employee of a school district police or security department.
17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
20) A firefighter, except for volunteer firefighters.
21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500)
of the Business and Professions Code.
22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section
4980.03 of the Business and Professions
Code.
25) An unlicensed marriage, family, and child therapist intern registered under Section
4980.44 of the Business and Professions
Code.
26) A state or county public health employee who treats a minor for venereal disease or any other condition.
27) A coroner.
28) A medical examiner, or any other person who performs autopsies.
29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides,
or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person;it does not include a person who develops film or makes prints for a public agency.
30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502
or 14503 of the Corporations Code.
32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.

33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
36) A custodial officer as defined in Section
831.5 of the Penal Code.
37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
Note: Unless otherwise stated, volunteers are not mandated reporters.

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

What Do You Have To Report?
Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:
a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse does not include a "mutual affray" between minors. It also does not include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornogra- phy; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)
Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)
d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

When Do You Have To Report?
Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain
a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a))
Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.www.ag.ca.
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?
The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated report- er, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters
On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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

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:

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.
Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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. The form out lines how to identify if a student has previous assertive discipline records. Students who enroll after the school year starts are notified by the secretary of any students with assertive discipline.

(E) Sexual Harassment Policies (EC 212.6 [b])
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 Human Resources and Student Services
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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. 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.

2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs (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.
3. Shorts should be at least mid-thigh length. All shorts/pants must be worn with the belt line at the waist.
4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, heelies (Shoes with skates engaged) clogs, backless shoes, and high heels are inappropriate and considered unsafe. Sandals must have heel straps.
5. Hats are to be worn outside only and with the bill facing forward.
6. No makeup is to be worn during school hours.

Reference Education Code Chapter 325 SB 1269
Center Joint Unified School District BP 5132.1

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety of all individuals entering and exiting the school premises.

Key Components:
Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points.
* Limited access points to control traffic flow.
* Visible signage to guide visitors and staff.

Visitor Management:
* A strict visitor policy, including mandatory check-in and identification.
* Visitor badges issued upon entry.
* Escort procedures for visitors, especially those unfamiliar with the campus.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school.
* Regular supervision of students during arrival and dismissal.

Student Supervision:
* Student drop off and pick up points include: the front of the school, the back gate along Monarch Grove, and the north gate/parking lot.
* Designated areas for waiting students include: the MPR before school, and dedicated pick up points after school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Climate Goals

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

Opportunity for Improvement:
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school engagement average in 3rd-6th grade of students responding favorably from 39% to 45%	Utilize the school counselor to offer virtual SEL lessons and create calm corners kits for classrooms. 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. 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. Provide Access in all classrooms to Social Emotional Curriculum and practices including, but not limited to, community circles, restorative practices, Second Step & Classroom Champions.	Books & Supplies	Administration & 3rd-6th grade Teachers	Panorama Spring Survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school climate average in 3rd-6th grade of students responding favorably from 52% to 58%	Utilize the school counselor to offer virtual SEL lessons and create calm corners kits for classrooms. 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. 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. Provide Access in all classrooms to Social Emotional Curriculum and practices including, but not limited to, community circles, restorative practices, Second Step & Classroom Champions.	Books & Supplies	Administration & 3rd-6th grade Teachers	Panorama Spring Survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school belonging average in 3rd-6th grade of students responding favorably from 48.5% to 55%	Utilize the school counselor to offer virtual SEL lessons and create calm corners kits for classrooms. 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. 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. Provide Access in all classrooms to Social Emotional Curriculum and practices including, but not limited to, community circles, restorative practices, Second Step & Classroom Champions.	Books & Supplies	Administration & 3rd-6th grade Teachers	Panorama Spring Survey
Maintain 10 clubs per trimester with an average attendance rate of 80%.	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.	Club Supplies & Attendance Tracking	Club Coordinator	End of year attendance spreadsheets

Objectives	Action Steps	Resources	Lead Person	Evaluation
100% of classes will go off-campus for at least 1 field trip, and we will have 2 assemblies that come on campus to offer learning experiences this year.	On Campus Field trips/Assemblies will build partnerships with local organizations while promoting a positive school culture and climate. 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 experiences to the world that is around them. Expose students, and staff, to more Visual & Performing Arts through steam, assemblies, guest speakers, and performances.	Prearrange/Schedule with outside vendors	Administration & Teachers	End of Year school review
Increase service learning opportunities school-wide, and have at least 3 opportunities this year across campus.	Create Community Service learning opportunities, while strengthening community partnerships. 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.	Contact outside vendors/opportunities	Community Service Team Coordinator	End of Year school review

Component:
Physical Environment Goals

Element:
The Physical Environment

Opportunity for Improvement:
School Insurance Authority Inspection

Objectives	Action Steps	Resources	Lead Person	Evaluation
Revisit and refine emergency procedures as enrollment increases including evacuation routes and reporting.	Staff training on drill procedures including evacuation, shelter in place, and lockdown. Review Catapult emergency reporting procedures and establish expectations for 100% accountability for students and adults.	Catapult EMS	Administration	Staff meeting agendas, active monitoring of accountability in Catapult during drills.
Update Safety Data Sheets	Create binder with updated Safety Data Sheets (SDS) for all chemicals on campus.	Safety Data Sheets	Lead Custodian	Review binder, periodic check in to inquire about any new chemicals

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

North Country Elementary Student Conduct Code

Conduct Code Procedures
CLASSROOM

- Remove hats & hoods indoors
- Keep your classroom clean
- Be respectful of people and their property
- Cheer for your classmates and celebrate their success
- Accept responsibility for your actions
- Be prepared with charged laptops and all needed supplies
- Track the speaker
- Respect others' things
- Maintain personal space
- Use materials appropriately
- Walk
- Cell phones off and in backpacks when you arrive on campus

CAFETERIA

- Remove hats & hoods indoors

- Pick up & throw away all of your trash
- Use good manners by saying Please & Thank You
- Participate in chants
- Level 1 Voice
- Get everything you need in the line the first time
- Walk on the black line
- Stay seated until dismissed
- Maintain personal space
- Only eat your own food
- Eat food at the tables

PLAYGROUND

- 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
- Use positive and appropriate language
- Be kind to everyone
- Include others in playing and games
- Use restroom and fountains during recess
- Read the rules before playing a game
- Use school equipment appropriately
- Freeze when the bell rings
- Stay in approved areas
- Maintain personal space
- Walk to the line after the whistle
- Eat food at picnic tables

RESTROOM

- 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
- Respect the privacy of others
- Be kind to everyone
- Level 2 Voice
- Use water and supplies appropriately
- Keep food out of the restroom
- Maintain personal space
- Wash hands with soap & water

WALKWAY

- Walk directly to where you are going
- Pick up trash when you see it
- Be courteous to people you meet in the walkway
- Level 1 voice
- Maintain personal space
- Walk on the sidewalk at all times

LIBRARY

- Remove hats & hoods indoors
- Treat books with care
- Report any damage to the librarian as soon as you see it
- Follow directions
- Be a good listener
- Level 1 Voice

- Use materials appropriately
- Maintain personal space
- Push in chairs or stools
- Walk

(K) Hate Crime Reporting Procedures and Policies

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.



[redacted]

Procedures for Preventing Acts of Bullying and Cyber-bullying
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. All employees complete an annual training through Public School Works. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences.

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

Identify the signs of bullying or harassing behavior.

Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted in person to site personnel or through the Anonymous Reporting link on each school's website.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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.

Response Procedures for Dangerous, Violent, 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.

[redacted]

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.

Instructional Continuity Plan

Instructional Continuity Plan

Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.

In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:

Emergency Contact Information:
* Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
* Maintain emergency contact numbers for key personnel and local authorities.
Communication Plan:
* Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis.
* Use of multiple communication channels (phone, email, text, social media, ClassDojo).
* CJUSD will establish a designated spokesperson to provide accurate and timely information.

Remote Learning Plan:
* A detailed plan for transitioning to remote learning, including:
    - Online learning platforms and tools.
    - Student and teacher access to technology.
    - Curriculum and instructional materials.
    - Technical support for students and staff.
    - Assessment and grading procedures.
    - Special education and English Language Learner (ELL) accommodations.

Crisis Management Plan:
* The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.
* Crisis response team roles and responsibilities.
* Communication protocols for emergency situations.
* Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:
* Identification of essential standards and learning objectives.
* Flexible instructional strategies to accommodate different learning environments.
* Access to digital curriculum resources and textbooks.
* Professional development for teachers on remote and blended learning.

Student Support Services:
* Mental health support services for students and staff.
* Special education services and accommodations.
* Food and nutrition services for students in need.
* Transportation and childcare support.

Technology and Infrastructure:
* Reliable internet access for students and staff.
* Adequate technology devices and software.
* Technical support services.
* Data security and privacy protocols.

Regular Review and Updates:
* Periodic review and update of the plan to ensure its effectiveness.
* Conduct regular drills and simulations to test the plan.
* Seek input from staff, students, and parents to improve the plan.

Safety Plan Review, Evaluation and Amendment Procedures

Introduction

A robust school safety plan is a critical component of a safe and secure learning environment. To ensure its effectiveness, regular review, evaluation, and amendment are essential. This document outlines the procedures for reviewing, evaluating, and amending the North Country Elementary Safety Plan in accordance with California Education Code, specifically sections 32280-32288.

Annual Review and Evaluation

Timing: The Safety Plan will be reviewed and evaluated annually, typically during the summer months.
Review Committee: A designated review committee will be formed, composed of:
School administrators
Teachers
Classified staff
Parents/guardians
Students (where appropriate)
Local law enforcement
Fire department personnel

Review Process:
The committee will thoroughly review the existing plan, focusing on:
Current effectiveness
Compliance with state and federal regulations
Alignment with school district policies and procedures
Relevance to current threats and risks
Adequacy of emergency response procedures
Effectiveness of communication strategies
Training and drills

Evaluation Methods:
Desk Review: A comprehensive review of the plan's written components.
Tabletop Exercises: Simulated scenarios to assess response capabilities.
Drills and Evacuations: Regular practice of emergency procedures.
Feedback and Surveys: Soliciting input from staff, students, and parents.
Amendment Process

Identification of Needs:
The review committee will identify any areas requiring amendment, such as:
Outdated information
Ineffective procedures
New threats or risks
Changes in state or federal regulations
Feedback from drills and exercises

Development of Amendments:
The committee will develop specific amendments to address identified needs, ensuring they are:
Clear and concise
Practical and feasible
Consistent with existing policies and procedures
Aligned with best practices

Approval and Implementation:
The amended plan will be approved by the school principal and/or district superintendent.

The amended plan will be distributed to all staff, students, and parents.
Staff will be trained on any new or revised procedures.
Necessary updates will be made to emergency response plans, crisis management plans, and other relevant documents.

Documentation
All review and evaluation activities will be documented.
Minutes of committee meetings will be maintained.
A record of amendments made to the plan will be kept.
Additional Considerations

Collaboration: The school should collaborate with local law enforcement, fire departments, and other emergency responders to ensure a coordinated and effective response to incidents.

Technology: The use of technology, such as emergency notification systems and digital communication tools, should be incorporated into the plan.

Mental Health Support: The plan should address the mental health needs of students and staff, including crisis intervention and counseling services.

Regular Updates: The plan should be reviewed and updated as needed, even if no formal annual review is conducted.
By following these procedures, North Country Elementary can maintain a comprehensive and effective safety plan that prioritizes the safety and well-being of all students and staff.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Sites		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

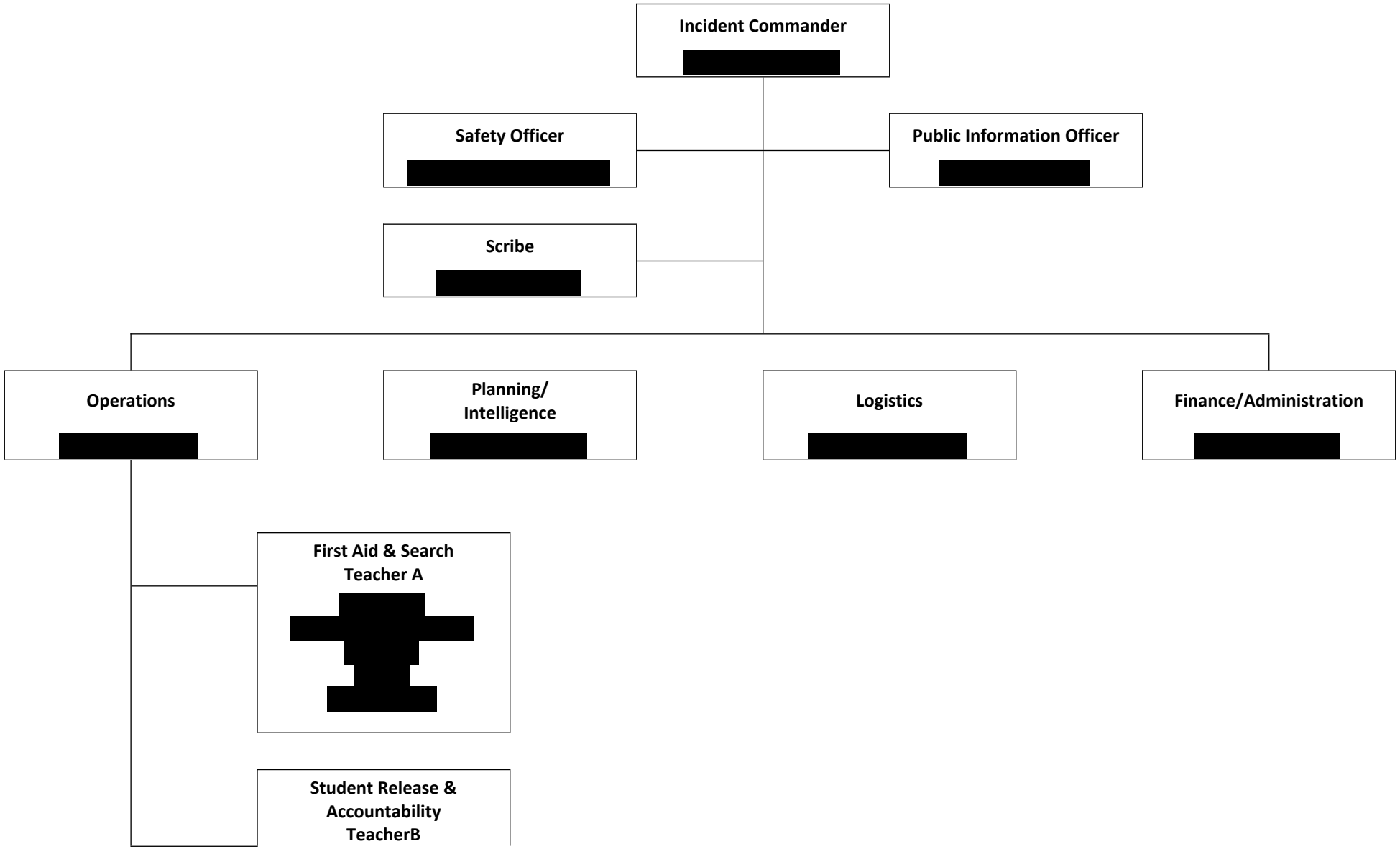
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
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.	December 2024	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	January 14, 2025	
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	December 2024	
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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.	December 2024	
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	January 14, 2025	
Child Abuse Reporting procedures	December 2024	
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	December 2024	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	December 2024	
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.	December 2024	
Policies and procedures which lead to suspension and/or expulsion.	December 2024	
Procedures to notify teachers of dangerous pupils.	December 2024	
Policy prohibiting discrimination, harassment, intimidation, and bullying.	December 2024	
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	December 2024	
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	December 2024	
Procedures that create a safe and orderly environment conducive to learning at the school.	December 2024	
Access to the school campus (visitors).	December 2024	
The rules and procedures on school discipline.	December 2024	
Crisis Response Plan.	December 2024	
Hate crime reporting procedures and policies	December 2024	
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.	December 2024	
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.	December 2024	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	December 2024	
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.	January 14, 2025	
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.	January 14, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

North Country Elementary Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management, Planning and Intelligence, Operations, Logistics and Finance and Administration

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash

If inside a building:

- Seek cover under a desk, table, or heavy furniture which can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from crash area.
- Proceed to a safe area.
- Follow directions of emergency personnel.

Animal Disturbance

If an announcement is made that there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by campus monitor or other staff as designated by administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus



Behavior Escalation Plan

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.

[redacted]
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.

Biological or Chemical Release

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.

Bomb Threat/ Threat Of violence

[redacted]

[redacted]

Bus Disaster

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 916-338-6418. 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.

Campus Resources (AED, etc)

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.
AED: Located in nurse's office

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. Please note the following guidelines:

1. 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.
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. You must have a valid ID to sign in.
4. Visitors must return to the office and sign out before leaving campus.
5. To respect the learning environment of all 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 or participating in field trips please contact the school office.

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
8. 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.

Disorderly Conduct
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
- Alternate Teacher in Charge / Admin Designee: Ruben Ybarra

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.

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.

Explosion or Risk Of Explosion
In the event of an explosion, follow evacuation guidelines sent by administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.
- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.

- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area

1. Monitor the Situation:

a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:

a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.

b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.

c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:

a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.

b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.

c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:

a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.

b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.

c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:

a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.

b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.

c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds

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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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.

Flooding
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.

Hostage Situation

[redacted]



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.

Loss or Failure Of Utilities
Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.
Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.
Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.
Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.
Coordinate with Local Authorities: Contact local emergency services, such as fire departments and law enforcement, to request assistance if needed.
Mental Health Support: Provide counseling and support services to students and staff affected by the facility loss or failure.

Medical Emergencies/First Aid Procedures
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 themself 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:

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

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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).

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.
1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.
1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
4. Give additional care as needed. Watch for shock.
5. 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:
Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:
1. Have the victim lie down.
2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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.

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.

Motor Vehicle Crash
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:
a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.
b. Potential to be Staging Area: Maintain communication with local authorities to determine viability for school site or grounds to be potential staging area for emergency services.

3. Implement Safety Measures:
a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.
b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.
c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:
a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic
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.

Psychological Trauma
In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines set forth in the District Mental Health Crisis Team Response Plan.
1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:
a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate location of staff
iii. Plan staff meeting
iv. Write or review scripts for:
- Students
- Teachers
- Parents/guardians
- Communications director

v. Prepare possible resources for staff, students, and families
5. Notify staff using sit phone tree or emergency notification policy
6. Plan a debriefing meeting with site grief response team

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.

Suspected Contamination of Food or Water

Immediate Response:

1. Identify the Contamination:

a. Determine the source of contamination (food item, water source, etc.).

b. Assess the extent of the contamination (number of people affected, severity of symptoms).

2. Isolate the Contaminated Items:

a. Remove all contaminated food and water from circulation.

b. Quarantine the affected area to prevent further exposure.

3. Notify Authorities:

a. Contact the district office and emergency response teams.

b. Contact local health department officials to report the incident.

4. Provide Medical Attention:

a. Monitor students and staff for symptoms of illness.

b. Provide first aid or medical attention as needed.

c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:

1. Clean-up and Disinfection:

a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.

b. Dispose of contaminated food and water safely.

2. Investigate the Cause:

a. Conduct a thorough investigation to determine the root cause of the contamination.

b. Implement corrective actions to prevent future occurrences.

3. Communicate with the School Community:

a. Inform parents and guardians about the incident and the steps being taken to address it.

b. Provide regular updates on the situation and any actions being taken.

4. Review and Update Emergency Protocols:

a. Evaluate the effectiveness of the existing emergency response plan.

b. Identify areas for improvement and update the plan accordingly.

5. Provide Counseling Services:

a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents

[redacted]

[redacted]

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:

a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.

b. Establish regular meetings or forums for students to voice their thoughts.

c. Encourage student involvement in decision-making processes.

2. Clear Expectations:

a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.

b. Emphasize the importance of peaceful and lawful expression.

3. Educate on Rights and Responsibilities:

a. Provide students with information about their rights and responsibilities under the First Amendment.

b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:

a. Actively monitor for signs of potential demonstrations or walkouts.

b. Assess the situation to determine the level of risk and potential disruption.

2. Immediate Response:

a. If a demonstration or walkout occurs:

b. Prioritize student safety.

c. Maintain order and minimize disruption to the school day.

d. Avoid escalating the situation.

e. Document the incident, including the number of participants and any damages.

Post-Incident Actions:

1. Conduct a debriefing to evaluate the school's response.

2. Consider disciplinary actions for students who violated school rules or laws.

3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

Legal Considerations:

1. First Amendment Rights:

a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.

[redacted]

b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.
2. School District Policies:
a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

Emergency Evacuation Map



Comprehensive School Safety Plan

2024-2025
School Year

School:	Oak Hill Elementary
CDS Code:	34 73973 6107734
District:	Center Joint Unified School District
Address:	3909 North Loop Blvd. Antelope, CA, 95843
Date of Adoption:	2-19-25
Date of Update:	1-17-25
Date of Review:	
- with SSC	1-16-25
- with Staff	1-16-25
- with Law Enforcement	1-16-25
- with Fire Authority	1-16-25

Approved by:

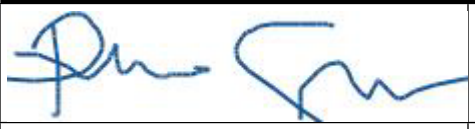
Name	Title	Signature	Date
Parveen Saenz	Principal		
Jill Warriner	Safety Team Member		
Kat Brooks	School Site Council President		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

Oak Hill Elementary Safety Committee
The Center High School Safety Committee shall write and develop the school safety plan as delegated by the School Site Council. The safety committee will consist of the following members
A. The principal or the principal's designee.
B. At least one teacher who is a representative of CUTA.
C. At least one classified staff who is a representative of CSEA.
D. One parent whose child attends the school.

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, Center High School will implement a Comprehensive Safety Plan that includes the following strategies and programs:
A. Child Abuse Reporting Procedures
B. Crisis Intervention and Prevention Programs
C. Emergency Preparedness Plans
D. Facility Security Measures
E. Gang and Drug Prevention Programs
F. Harassment, Intimidation, and Bullying Prevention Programs
G. School Climate and Culture
H. Security Personnel
I. Threat Assessment and Management
J. Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.

4) A classified employee of any public school.
5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
11) A Head Start program teacher.
12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
13) A public assistance worker.
14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
15) A social worker, probation officer, or parole officer.
16) An employee of a school district police or security department.
17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
20) A firefighter, except for volunteer firefighters.
21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500)
of the Business and Professions Code.
22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section
4980.03 of the Business and Professions
Code.
25) An unlicensed marriage, family, and child therapist intern registered under Section
4980.44 of the Business and Professions
Code.
26) A state or county public health employee who treats a minor for venereal disease or any other condition.
27) A coroner.
28) A medical examiner, or any other person who performs autopsies.
29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides,
or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person;it does not include a person who develops film or makes prints for a public agency.
30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502
or 14503 of the Corporations Code.

32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
36) A custodial officer as defined in Section
831.5 of the Penal Code.
37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
Note: Unless otherwise stated, volunteers are not mandated reporters.

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

What Do You Have To Report?
Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:
a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse does not include a "mutual affray" between minors. It also does not include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornogra- phy; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)
Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)
d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

When Do You Have To Report?
Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain
a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a))
Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.www.ag.ca.
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge
or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated report- er, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine
and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters
On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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

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:
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.
Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**

48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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. The form outlines how to identify if a student has previous assertive discipline records.

Students who enroll after the school year starts are notified by the secretary of any students with Assertive Discipline in Aeries.

(E) Sexual Harassment Policies (EC 212.6 [b])
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 Human Resources and Student Services
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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Oak Hill Elementary School
SCHOOL DRESS CODE POLICY

We believe that appropriate dress and grooming contribute to a productive learning environment. We expect students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. We use the School Dress Policy as our guide.

Rationale
In order to promote a positive learning environment and comply with provisions of the safe and violence-free school initiative, Oak Hill Elementary School has established the following School Dress Policy.

Students, grade K – 6 enrolled in the Oak Hill Elementary School, in the Center Unified School District, are to adhere to the following dress code:

1. Shoes are to be worn at all times. Shoes must have a closed toe and some cover on the back of the heel. Crocs must be in sport-mode.

2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or incite violence or the use of drugs or alcohol.

3. Hats, hoodies, beanies or other fashion head coverings are to be worn outside of the school building only. When outside, hat bills should be facing forward.

4. Mid-thigh length shorts, dresses and skirts are acceptable (approximately fingertip length).

5. Halter, tank and midriff tops, low back and/or front sundresses and/or loose armhole shirts are unacceptable. Tank top straps should be at least 1 inch wide.

Parents will be called to provide appropriate clothing if and when the dress code is not adhered to as defined above. Clothing will need to be brought to the school the day of the infraction. We encourage the parent volunteers to adhere to this dress code.

Reference Education Code Chapter 325 SB 1269
Center Joint Unified School District BP 5132.1

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety of all individuals entering and exiting the school premises.
Key Components:

Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points.
* Limited access points to control traffic flow.
* Visible signage to guide visitors and staff.

Visitor Management:
* A strict visitor policy, including mandatory check-in and identification.
* Visitor badges issued upon entry.
* Escort procedures for visitors, especially those unfamiliar with the campus.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school.
* Regular supervision of students during arrival and dismissal.

Student Supervision:
* Student drop off and pick up points include: the front of the school, the back gate along Monarch Grove, and the north gate/parking lot.
* Designated areas for waiting students include: the MPR before school, and dedicated pick up points after school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Climate Goals

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

Opportunity for Improvement:
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve monthly attendance rate by 1% (cumulative)	Attendance Improvement Meetings (AIM) to review analyze trends, patterns and create action plans to address identified needs. Attendance Initiatives/Celebrations Attendance Brag Tags	EveryDay Labs Pro AERIES	Administration	EveryDay Labs Pro 25-26
Reduce suspension rates by 2%	Implementation of Positive Behavioral Supports & Interventions (PBIS) Social Emotional Learning Curriculum - Second Step MTSS Framework to support behavioral needs California Integrated Supports Project (CA-ISP) Modules	SWIS CA-ISP PCOE	Administration	California Dashboard Suspension Data 25-26
Increase student sense of belonging by 3%	Counseling Program, small groups and individual support. Student Clubs Family Nights Field Trips Assemblies	Counselor SCOE Clinician(s) Behaviorists	Administration	Panorama Student Survey 25-26

Component:
Physical Environment Goals

Element:
The Physical Environment

Opportunity for Improvement:
School Insurance Authority Inspection

Objectives	Action Steps	Resources	Lead Person	Evaluation
Revisit and refine emergency procedures including evacuation routes and reporting.	Staff training on drill procedures, including evacuation, shelter-in-place, and lockdown. Review Catapult emergency reporting procedures and establish expectations for 100% acountability for students and adults.	Catapult EMS	Administration	Whole Staff Collaboration Agendas, active monitoring of accountability in Catapult during drills.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Oak Hill Elementary Student Conduct Code

Conduct Code Procedures
OAK HILL OTTER OATH:

- Be Safe
- Be Responsible
- Be Respectful
- Be Ready

CLASSROOM
BE SAFE:

- manage my body by keeping my hands, feet and objects to myself.
- use my coping strategies to manage my feelings

BE RESPONSIBLE:

- follow directions and class routines.
- give my best effort to complete classwork.
- use self-control to keep electronics off and in my backpack.

BE RESPECTFUL:

- be an active listener and allow others the opportunity to learn.
- use words and actions that show others I care.
- appreciate and respect others' differences.

BE READY:

- organize and have my materials ready.
- have a ready to learn mindset.
- ask & accept help when I need it.

PLAYGROUND

BE SAFE:

- manage my body by keeping hands, feet and objects to myself.
- use problem solving skills to help solve problems.
- use playground equipment correctly.

BE RESPONSIBLE:

- carry and put away equipment after the bell.
- stop when the bell rings and walk to class lines.
- use self-control to keep personal items in my backpack.

BE RESPECTFUL:

- encourage everyone to wait for a turn.
- humbly accept winning and losing.
- sincerely apologize and forgive.
- be kind and inclusive.

BE READY:

- be on time to my line.
- use the restroom and get a drink of water during recess.

CAFETERIA

BE SAFE:

- manage my body by keeping hands, feet, food, and objects to myself.
- stay seated and raise my hand for help.
- use walking feet.

BE RESPONSIBLE:

- eat my food before I talk and play
- clean up after myself and others by placing trash in the trash cans.

BE RESPECTFUL:

- show kindness and be considerate of others.
- show patience by facing forward in line.

BE READY:

- make my food choice before I get to the front of the line
- adjust my voice level when asked.

ASSEMBLY/OTTER DAY

BE SAFE:

- manage my body by keeping hands, feet, and objects to myself.
- show concern for others by sitting flat.
- wait for dismissal instructions.

BE RESPONSIBLE:

- stay with my class.
- track the speaker with my eyes.
- listen with my whole body.

BE RESPECTFUL:

- treat others with kindness and respect.
- show appreciation for all presenters.

BE READY:

- walk facing forward in straight, quiet lines.
- be at voice level 0 at the end of the countdown.

BATHROOM

BE SAFE:

- 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.

BE RESPONSIBLE:

- go, flush, wash, leave.
- use only what I need.
- use my assigned bathroom.

BE RESPECTFUL:

- allow others to have privacy.
- treat facilities with respect.

BE READY:

- use the bathroom at recess.
- return promptly to my destination.

OUTSIDE AREAS/HALLWAY

BE SAFE:

- 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.

BE RESPONSIBLE:

- be aware of what is going on around me.
- use self-control to keep electronics off and in my backpack.

BE RESPECTFUL:

- keep my campus clean.
- adjust my voice level to support the learning environment of others.

BE READY:

- walk directly to my destination.
- walk quietly and facing forward

DISMISSAL

BE SAFE:

- stay with a teacher and walk in line until I am dismissed.
- manage my body by keeping hands, feet, and objects to myself.

BE RESPONSIBLE:

- go directly to your pick up spot
- wait to use electronics until I am off campus.

BE RESPECTFUL:

- follow all staff directions and dismissal. procedures.
- use words and actions that show others I care.

BE READY:

- gather all of my belongings before leaving class.
- reflect on my day - wins and things to improve on.

(K) Hate Crime Reporting Procedures and Policies

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.

(J) Procedures to Prepare for Active Shooters

[redacted]

[redacted]

Procedures for Preventing Acts of Bullying and Cyber-bullying
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

[redacted]

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. All employees complete an annual training through Public School Works. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences.

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

Identify the signs of bullying or harassing behavior.

Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted in person to site personnel or through the Anonymous Reporting link on each school's website.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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.

Response Procedures for Dangerous, Violent, 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.

- [redacted]

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.

Instructional Continuity Plan
Instructional Continuity Plan

Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.

In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:

Emergency Contact Information:
* Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
* Maintain emergency contact numbers for key personnel and local authorities.
Communication Plan:
* Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis.
* Use of multiple communication channels (phone, email, text, social media, ClassDojo).
* CJUSD will establish a designated spokesperson to provide accurate and timely information.

Remote Learning Plan:
* A detailed plan for transitioning to remote learning, including:
    - Online learning platforms and tools.
    - Student and teacher access to technology.
    - Curriculum and instructional materials.
    - Technical support for students and staff.
    - Assessment and grading procedures.
    - Special education and English Language Learner (ELL) accommodations.

Crisis Management Plan:
* The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.
* Crisis response team roles and responsibilities.
* Communication protocols for emergency situations.
* Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:
* Identification of essential standards and learning objectives.
* Flexible instructional strategies to accommodate different learning environments.
* Access to digital curriculum resources and textbooks.
* Professional development for teachers on remote and blended learning.

Student Support Services:
* Mental health support services for students and staff.
* Special education services and accommodations.
* Food and nutrition services for students in need.
* Transportation and childcare support.

Technology and Infrastructure:
* Reliable internet access for students and staff.
* Adequate technology devices and software.
* Technical support services.
* Data security and privacy protocols.

Regular Review and Updates:
* Periodic review and update of the plan to ensure its effectiveness.
* Conduct regular drills and simulations to test the plan.
* Seek input from staff, students, and parents to improve the plan.

Safety Plan Review, Evaluation and Amendment Procedures

Introduction

A robust school safety plan is a critical component of a safe and secure learning environment. To ensure its effectiveness, regular review, evaluation, and amendment are essential. This document outlines the procedures for reviewing, evaluating, and amending the Oak Hill Elementary School Safety Plan in accordance with California Education Code, specifically sections 32280-32288.

Annual Review and Evaluation

Timing: The Safety Plan will be reviewed and evaluated annually, typically during the summer months.
Review Committee: A designated review committee will be formed, composed of:
School administrators
Teachers
Classified staff
Parents/guardians
Students (where appropriate)
Local law enforcement
Fire department personnel

Review Process:
The committee will thoroughly review the existing plan, focusing on:
Current effectiveness
Compliance with state and federal regulations
Alignment with school district policies and procedures
Relevance to current threats and risks
Adequacy of emergency response procedures
Effectiveness of communication strategies
Training and drills

Evaluation Methods:
Desk Review: A comprehensive review of the plan's written components.
Tabletop Exercises: Simulated scenarios to assess response capabilities.
Drills and Evacuations: Regular practice of emergency procedures.
Feedback and Surveys: Soliciting input from staff, students, and parents.
Amendment Process

Identification of Needs:
The review committee will identify any areas requiring amendment, such as:
Outdated information
Ineffective procedures
New threats or risks
Changes in state or federal regulations
Feedback from drills and exercises

Development of Amendments:
The committee will develop specific amendments to address identified needs, ensuring they are:
Clear and concise
Practical and feasible
Consistent with existing policies and procedures
Aligned with best practices

Approval and Implementation:
The amended plan will be approved by the school principal and/or district superintendent.

The amended plan will be distributed to all staff, students, and parents.
Staff will be trained on any new or revised procedures.
Necessary updates will be made to emergency response plans, crisis management plans, and other relevant documents.

Documentation
All review and evaluation activities will be documented.
Minutes of committee meetings will be maintained.
A record of amendments made to the plan will be kept.
Additional Considerations

Collaboration: The school should collaborate with local law enforcement, fire departments, and other emergency responders to ensure a coordinated and effective response to incidents.

Technology: The use of technology, such as emergency notification systems and digital communication tools, should be incorporated into the plan.

Mental Health Support: The plan should address the mental health needs of students and staff, including crisis intervention and counseling services.

Regular Updates: The plan should be reviewed and updated as needed, even if no formal annual review is conducted.
By following these procedures, Oak Hill Elementary School can maintain a comprehensive and effective safety plan that prioritizes the safety and well-being of all students and staff.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Sites		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

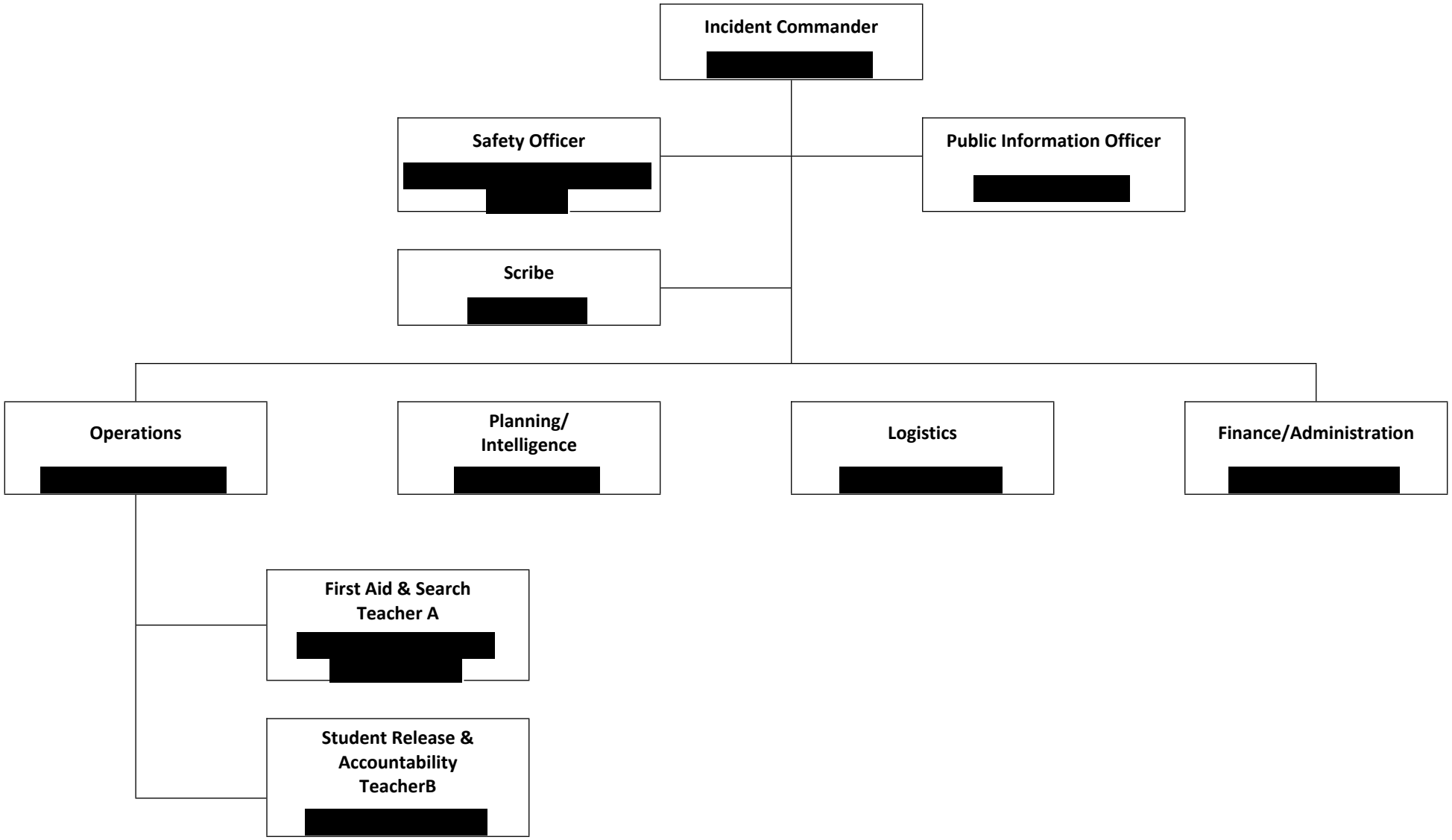
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
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.	January 15, 2025	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	January 15, 2025	School Resource Officer (SRO), Fire Department invited to attend the meeting.
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	January 15, 2025	
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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	January 15, 2025	
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	January 15, 2025	
Child Abuse Reporting procedures	January 15, 2025	
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	January 15, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	January 15, 2025	
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.	January 15, 2025	
Policies and procedures which lead to suspension and/or expulsion.	January 15, 2025	
Procedures to notify teachers of dangerous pupils.	January 15, 2025	
Policy prohibiting discrimination, harassment, intimidation, and bullying.	January 15, 2025	
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	January 15, 2025	
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	January 15, 2025	
Procedures that create a safe and orderly environment conducive to learning at the school.	January 15, 2025	
Access to the school campus (visitors).	January 15, 2025	
The rules and procedures on school discipline.	January 15, 2025	
Crisis Response Plan.	January 15, 2025	
Hate crime reporting procedures and policies	January 15, 2025	
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.	January 15, 2025	
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.	January 15, 2025	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	January 15, 2025	
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.	January 15, 2025	
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.	January 15, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

Oak Hill Elementary Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management, Planning and Intelligence, Operations, Logistics and Finance and Administration

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash

If inside a building:

- Seek cover under a desk, table, or heavy furniture which can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from crash area.
- Proceed to a safe area.
- Follow directions of emergency personnel.

Animal Disturbance

If an announcement is made that there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by campus monitor or other staff as designated by administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus



Behavior Escalation Plan

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.

[redacted]

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.

Biological or Chemical Release

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.

Bomb Threat/ Threat Of violence

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a

[redacted]



Bus Disaster

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 916-338-6418. 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.

Campus Resources (AED, etc)

FIRST AIDE KITS: Available in all classrooms, office
EMERGENCY KITS: Available in all classrooms, office
FIRE EXTINGUISHERS: Available in all rooms on campus
AED: Located in nurse's office and kitchen

Campus Visitor Procedures

PARENT CLASSSROOM VISITATION POLICY

We encourage parent visits to the classroom to encourage the connection between home and school. In order to protect classroom instructional minutes, please note the following guidelines:

Visits are to be scheduled with the teacher prior to their arrival on campus (24 hours in advance) for up to 20 minutes a visit.

This is a closed campus. All persons, upon arrival, must report to the office to sign and obtain a "visitor's" pass. Please make sure your visitors pass is placed so that it is clearly visible to all staff on campus.

Please do not knock upon a classroom door without having checked in and received your badge, in order to insure instructional continuity and limit classroom disruptions.

Visitors must return to the office and sign out before leaving campus.

To respect the learning environment of all students, no siblings are allowed in the classroom during the visit.

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
8. 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.

Disorderly Conduct
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.

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.

Explosion or Risk Of Explosion

In the event of an explosion, follow evacuation guidelines sent by administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.

- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.
- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area

1. Monitor the Situation:

a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:

a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.

b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.

c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:

a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.

b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.

c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:

a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.

b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.

c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:

a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.

b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.

c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds

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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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.

Flooding
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.

Hostage Situation

[redacted]

[redacted]

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.

Loss or Failure Of Utilities

Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.
Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.
Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.
Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.
Coordinate with Local Authorities: Contact local emergency services, such as fire departments and law enforcement, to request assistance if needed.
Mental Health Support: Provide counseling and support services to students and staff affected by the facility loss or failure.

Medical Emergencies/First Aid Procedures

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

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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).

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.

1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.

1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
4. Give additional care as needed. Watch for shock.
5. 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:
Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:
1. Have the victim lie down.
2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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.

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.

Motor Vehicle Crash

1. Monitor the Situation:

a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:

a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.

b. Potential to be Staging Area: Maintain communication with local authorities to determine viability for school site or grounds to be potential staging area for emergency services.

3. Implement Safety Measures:

a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.

b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.

c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:

a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.

b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.

c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:

a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic

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.

Psychological Trauma
In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines set forth in the District Mental Health Crisis Team Response Plan.
1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:
a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate location of staff
iii. Plan staff meeting
iv. Write or review scripts for:
    - Students
    - Teachers
    - Parents/guardians
    - Communications director

v. Prepare possible resources for staff, students, and families
5. Notify staff using sit phone tree or emergency notification policy
6. Plan a debriefing meeting with site grief response team

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.

Suspected Contamination of Food or Water

Immediate Response:
1. Identify the Contamination:
a. Determine the source of contamination (food item, water source, etc.).
b. Assess the extent of the contamination (number of people affected, severity of symptoms).

2. Isolate the Contaminated Items:
a. Remove all contaminated food and water from circulation.
b. Quarantine the affected area to prevent further exposure.

3. Notify Authorities:
a. Contact the district office and emergency response teams.
b. Contact local health department officials to report the incident.

4. Provide Medical Attention:
a. Monitor students and staff for symptoms of illness.
b. Provide first aid or medical attention as needed.
c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:
1. Clean-up and Disinfection:
a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.
b. Dispose of contaminated food and water safely.

2. Investigate the Cause:
a. Conduct a thorough investigation to determine the root cause of the contamination.
b. Implement corrective actions to prevent future occurrences.

3. Communicate with the School Community:
a. Inform parents and guardians about the incident and the steps being taken to address it.
b. Provide regular updates on the situation and any actions being taken.

4. Review and Update Emergency Protocols:
a. Evaluate the effectiveness of the existing emergency response plan.
b. Identify areas for improvement and update the plan accordingly.

5. Provide Counseling Services:
a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents

[redacted]

[redacted]

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:

a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.

b. Establish regular meetings or forums for students to voice their thoughts.

c. Encourage student involvement in decision-making processes.

2. Clear Expectations:

a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.

b. Emphasize the importance of peaceful and lawful expression.

3. Educate on Rights and Responsibilities:

a. Provide students with information about their rights and responsibilities under the First Amendment.

b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:

a. Actively monitor for signs of potential demonstrations or walkouts.

b. Assess the situation to determine the level of risk and potential disruption.

2. Immediate Response:

a. If a demonstration or walkout occurs:

b. Prioritize student safety.

c. Maintain order and minimize disruption to the school day.

d. Avoid escalating the situation.

e. Document the incident, including the number of participants and any damages.

Post-Incident Actions:

1. Conduct a debriefing to evaluate the school's response.

2. Consider disciplinary actions for students who violated school rules or laws.

3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

[redacted]

Legal Considerations:
1. First Amendment Rights:
a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.
b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.
2. School District Policies:
a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

[redacted] Evacuation Map

Emergency Evacuation Map



Comprehensive School Safety Plan

2024-2025
School Year

School:	Cyril Spinelli Elementary School
CDS Code:	34-73973-6032924
District:	Center Joint Unified School District
Address:	3401 Scotland Drive Antelope, CA 95843
Date of Adoption:	February 19,
Date of Update:	February 19, 2025
Date of Review:	
- with SSC	January 30, 2025
- with Staff	January 13, 2025
- with Law Enforcement	
- with Fire Authority	

Approved by:

Name	Title	Signature	Date
Erica Olmstead	Principal		
Patricia Hare	Academic Coordinator		
Lori Edwards	Secretary		
Faith Allmond	Site Council Parent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

Cyril Spinelli Elementary School Safety Committee
The Cyril Spinelli Elementary School Safety Committee shall write and develop the school safety plan as delegated by the School Site Council. The safety committee will consist of the following members:
A. The principal or the principal's designee.
B. At least one teacher who is a representative of CUTA.
C. At least one classified staff who is a representative of CSEA.
D. One parent whose child attends the school.

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, Center High School will implement a Comprehensive Safety Plan that includes the following strategies and programs:
A. Child Abuse Reporting Procedures
B. Crisis Intervention and Prevention Programs
C. Emergency Preparedness Plans
D. Facility Security Measures
E. Gang and Drug Prevention Programs
F. Harassment, Intimidation, and Bullying Prevention Programs
G. School Climate and Culture
H. Security Personnel
I. Threat Assessment and Management
J. Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.

4) A classified employee of any public school.
5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
11) A Head Start program teacher.
12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
13) A public assistance worker.
14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
15) A social worker, probation officer, or parole officer.
16) An employee of a school district police or security department.
17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
20) A firefighter, except for volunteer firefighters.
21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500)
of the Business and Professions Code.
22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section
4980.03 of the Business and Professions
Code.
25) An unlicensed marriage, family, and child therapist intern registered under Section
4980.44 of the Business and Professions
Code.
26) A state or county public health employee who treats a minor for venereal disease or any other condition.
27) A coroner.
28) A medical examiner, or any other person who performs autopsies.
29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides,
or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person;it does not include a person who develops film or makes prints for a public agency.
30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502
or 14503 of the Corporations Code.

32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
36) A custodial officer as defined in Section
831.5 of the Penal Code.
37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
Note: Unless otherwise stated, volunteers are not mandated reporters.

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

What Do You Have To Report?
Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:
a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse does not include a "mutual affray" between minors. It also does not include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornogra- phy; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)
Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)
d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

When Do You Have To Report?
Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain
a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a))
Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.www.ag.ca.
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge
or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated report- er, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine
and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters
On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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.

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:
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.
Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**

48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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. The form out lines how to identify if a student has previous Assertive Discipline records. Students who enroll after the school year starts are notified by the secretary of any students with Assertive Discipline.

(E) Sexual Harassment Policies (EC 212.6 [b])
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 Human Resources and Student Services
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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
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.

Spinelli School Dress Code Policy:

All students shall abide by the following:

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, or those that are sexually suggestive are not acceptable. Symbols that are degrading or gang related 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. 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.

Shorts and skirts are permitted as long as they are at least mid-thigh length, 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.

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. Crocs must be worn in sport mode. Heelys, flip-flops, sandals, slides, slippers, and high heels are considered unsafe, and must not be worn to school.
Hats are to be worn outside only and with the bill facing toward the front. All hats/hoods must be removed while indoors.

Sagging pants are not permitted. Loose pants should be secured with belts.

Writing on oneself or others is not permitted.

Students who repeatedly violate the dress code will be required to have a meeting with the Principal and their parent/guardian.

Reference Education Code Chapter 325 SB 1269
Center Joint Unified School District BP 5132.1

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety of all individuals entering and exiting the school premises.

Key Components:
Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points.
* Limited access points to control traffic flow.
* Visible signage to guide visitors and staff.

Visitor Management:
* A strict visitor policy, including mandatory check-in and identification.
* Visitor badges issued upon entry.
* Escort procedures for visitors, especially those unfamiliar with the campus.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school.
* Regular supervision of students during arrival and dismissal.

Student Supervision:
* Student drop off and pick up points include: the front of the school and the side gate along Delaney Drive.
* Designated areas for waiting students include: the MPR before school and dedicated pick up points after school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Climate Goals

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

Opportunity for Improvement:
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase in all groups responding favorably to school climate surveys.	The certificated staff are part of one of three Culture Team focused on: Teaching strategies using Universal Design for Learning (UDL) Student incentives/engagement Family engagement Each team meets monthly to determine the best course of action to address climate and culture concerns on site all based on the presented data. Possible activities suggested by the Culture teams could include: Assemblies focused on character building, positive thinking, growth mindset, and/or anti-bullying Panorama lessons aligned to area of need Family engagement nights to build school connectedness Adjusting/adding to student incentives related to PBIS Community building activities Family Nights will be conducted once per month, including the Title 1 Family Night to increase our home-school connection.	Books and supplies	Administration and leadership team	Panorama survey results

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the number of chronically absent students.	The office assistant makes daily calls to parents to inquire about students who are absent that day. The Tier 2 PBIS team reviews attendance data as part of its regular meetings. The team uses this data to identify patterns or barriers for students who are chronically absent. Once barriers are identified, we will work with the district's Student and Family Support Services (SFSS)to remove these barriers. Weekly announcements congratulate all classes with a 95% or better attendance rate. Classroom teachers hang a "Perfect Attendance" sign on their door when their class is all present. Each day, when attendance is 95% or better school-wide, an announcement is made over the intercom and students are invited to celebrate with an attendance" to music.	EveryDay Labs, Aeries	Administration and leadership team, Office Assistant	EveryDay Labs data

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce suspension rates in identified groups.	Site leadership and school staff will employ alternate forms of correction to reduce the number of suspensions. Strategies will be introduced to staff members by the PBIS team as well as the Leadership team. Enact PBIS Tier 2 check in/check out with students who have 5 or more referrals so that students feel more connected at school. Site leadership will meet with Hispanic or SED students who are displaying behaviors that may lead to suspension to coach/mentor students through appropriate behavioral expectations.	SWIS system	Administration	Suspension and behavior data

Component:
Physical Environment Goals

Element:
The Physical Environment

Opportunity for Improvement:
Review of emergency drill data.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure students and staff are familiar with emergency procedures.	Practice drills monthly.	Catapult EMS to review conduct and review drill data.	Administration	Catapult EMS Drill Data
Update Safety Data Sheets	Review chemicals on campus. Check fire extinguishers.	Data Sheets/Reporting to District Office	Lead Custodian	Compliance with reporting.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Cyril Spinelli Elementary School Student Conduct Code
If the behavior matrix guidelines are violated, 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:
What happened and what were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What about this has been the hardest for you?
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 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.

Conduct Code Procedures

Spinelli's SCHOOL Behavior Matrix
Be safe, Be kind, Be a learner - Be a tiger! Grr

Be Safe
Be Kind
Be A Learner

All Settings
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
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.
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)
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.
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
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

Hallways
Walk patiently to your destination
Walk on the blacktop
Walk in the hallways
Use quiet voices
Be polite
Know where you are going
Strive to keep the environment clean.

Cafeteria
Walk at all times
Carry your tray with both hands
Stay seated
Eat your own food
Show concern for other students
Use inside voices
Use your manners
Raise your hand if you need something
Welcome your classmates to sit next to you
Try new foods
Engage positively in conversations
Practice healthy eating habits
Show patience while waiting

Bus
Sit facing forward in the seat
Use hand sanitizer when entering
Use inside voices
Be respectful to your peers and the bus driver
Gather all belongings when you get off the bus

Bathrooms
Wash your hands
Throw all trash away
Keep the floors and walls clean and dry
Report problems to an adult
Go, flush, wash, leave
Clean up after yourself
Give others privacy
Go back to class quickly

Recess/Playground/ Outside areas
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.
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.
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):

- 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

(K) Hate Crime Reporting Procedures and Policies

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.

(J) Procedures to Prepare for Active Shooters

[redacted]

[redacted]

Procedures for Preventing Acts of Bullying and Cyber-bullying
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the
consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

[redacted]

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:
Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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.

Response Procedures for Dangerous, Violent, 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.

[redacted]

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.

Instructional Continuity Plan

Instructional Continuity Plan
Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.
In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:
Emergency Contact Information:
* Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
* Maintain emergency contact numbers for key personnel and local authorities.
Communication Plan:
* Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis.
* Use of multiple communication channels (phone, email, text, social media, ClassDojo).
* CJUSD will establish a designated spokesperson to provide accurate and timely information.
Remote Learning Plan:
* A detailed plan for transitioning to remote learning, including:

- Online learning platforms and tools.

- Student and teacher access to technology.
- Curriculum and instructional materials.
- Technical support for students and staff.
- Assessment and grading procedures.
- Special education and English Language Learner (ELL) accommodations.

Crisis Management Plan:
* The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.
* Crisis response team roles and responsibilities.
* Communication protocols for emergency situations.
* Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:
* Identification of essential standards and learning objectives.
* Flexible instructional strategies to accommodate different learning environments.
* Access to digital curriculum resources and textbooks.
* Professional development for teachers on remote and blended learning.

Student Support Services:
* Mental health support services for students and staff.
* Special education services and accommodations.
* Food and nutrition services for students in need.
* Transportation and childcare support.

Technology and Infrastructure:
* Reliable internet access for students and staff.
* Adequate technology devices and software.
* Technical support services.
* Data security and privacy protocols.

Regular Review and Updates:
* Periodic review and update of the plan to ensure its effectiveness.
* Conduct regular drills and simulations to test the plan.
* Seek input from staff, students, and parents to improve the plan.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Sites		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

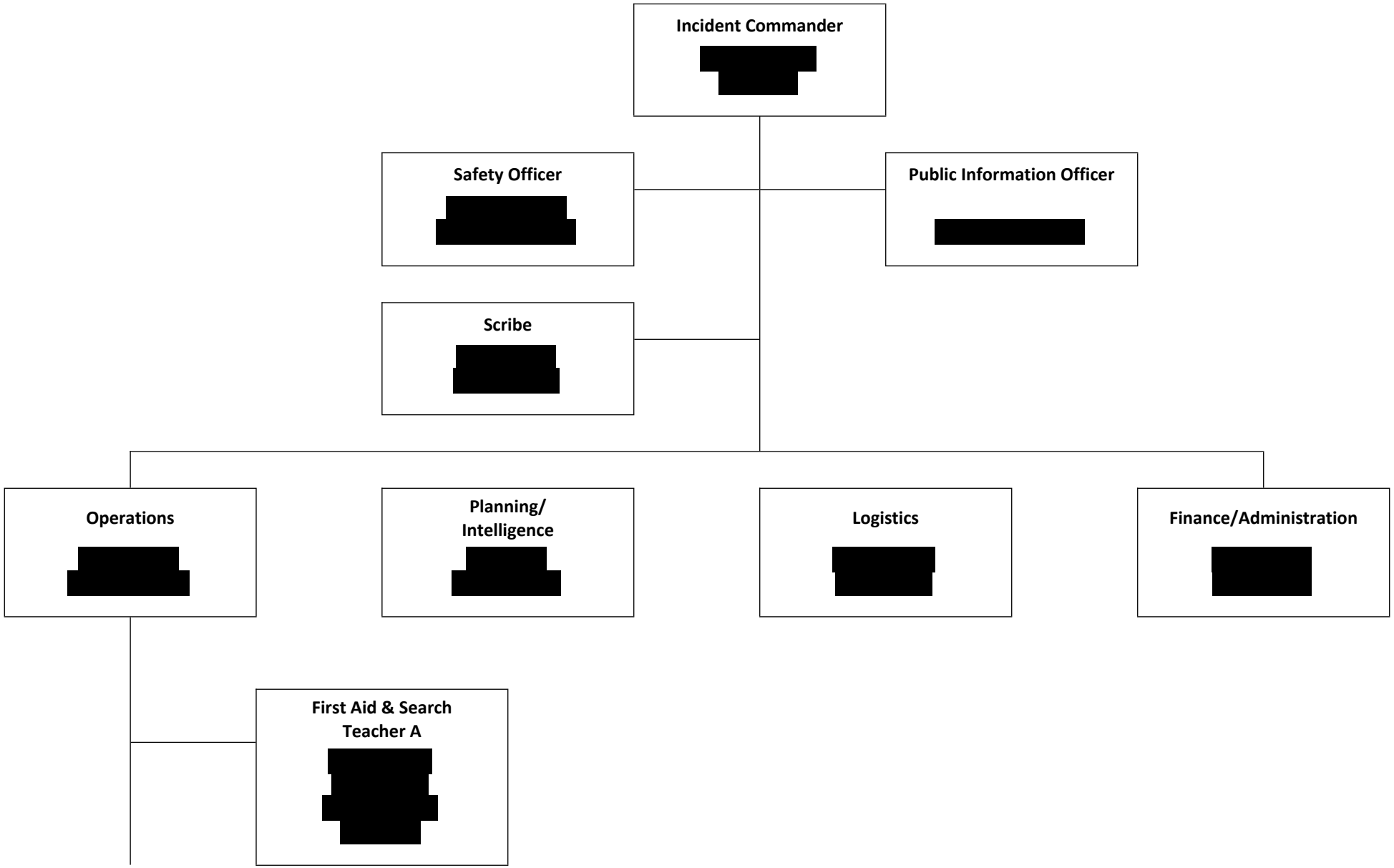
Safety Plan Review, Evaluation and Amendment Procedures

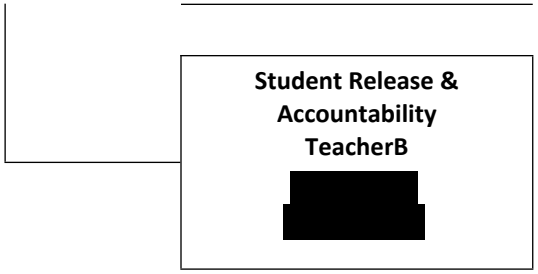
Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	January 30, 2025	Copy located in the main office
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	January 30, 2025	SRO, Fire Department invited to attend the meeting
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	January 30, 2025	
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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.	January 30, 2025	
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	January 30, 2025	
Child Abuse Reporting procedures	January 30, 2025	
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	January 30, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	January 30, 2025	
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.	January 30, 2025	
Policies and procedures which lead to suspension and/or expulsion.	January 30, 2025	
Procedures to notify teachers of dangerous pupils.	January 30, 2025	
Policy prohibiting discrimination, harassment, intimidation, and bullying.	January 30, 2025	
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	January 30, 2025	
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	January 30, 2025	
Procedures that create a safe and orderly environment conducive to learning at the school.	January 30, 2025	
Access to the school campus (visitors).	January 30, 2025	
The rules and procedures on school discipline.	January 30, 2025	
Crisis Response Plan.	January 30, 2025	
Hate crime reporting procedures and policies	January 30, 2025	
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.	January 30, 2025	
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.	January 30, 2025	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	January 30, 2025	
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.	January 30, 2025	
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.	January 30, 2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

Cyril Spinelli Elementary School Incident Command System




Student Release &
Accountability
TeacherB
[redacted]

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management, Planning and Intelligence, Operations, Logistics and Finance and Administration

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash

If inside a building:

- Seek cover under a desk, table, or heavy furniture which can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from crash area.
- Proceed to a safe area.
- Follow directions of emergency personnel.

Animal Disturbance

If an announcement is made that there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by campus monitor or other staff as designated by administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus



Behavior Escalation Plan

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.

[redacted]
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.

Biological or Chemical Release
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.

[redacted]



Bus Disaster

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 916-338-6418. 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.

Campus Resources (AED, etc)

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.

Campus Visitor Procedures

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:

We encourage you to become a part of our distinguished group of parents who do a variety of things around the campus.
All visitors are required to make an appointment with the teacher prior to their arrival on campus to protect classroom instructional minutes.
This is a closed campus. All persons, upon arrival must report to the office to sign in and obtain a visitor's badge. Please have a state issued ID with you for sign in.
Visitors must return to the office and sign out before leaving campus.
To respect the learning environment of all 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.

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
8. 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.

Disorderly Conduct
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: Trish Hare
- Alternate Teacher in Charge / Admin Designee: Larisa Snyder or Carla Rucker

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.

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.

Explosion or Risk Of Explosion
In the event of an explosion, follow evacuation guidelines sent by administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.
- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.
- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area

1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:
a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.
b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.
c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:
a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.
b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.
c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:
a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.
c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds

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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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.

Flooding
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.

Hostage Situation

[redacted]



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.

Loss or Failure Of Utilities

Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.

Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.

Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.

Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.

Coordinate with Local Authorities: Contact local emergency services, such as fire departments and law enforcement, to request assistance if needed.

Mental Health Support: Provide counseling and support services to students and staff affected by the facility loss or failure.

Medical Emergencies/First Aid Procedures

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 themself 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:
1. Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.

2. Grasp your wrist with your other hand.
3. Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
4. Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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).

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.

1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.

1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
4. Give additional care as needed. Watch for shock.
5. 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:
Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:
1. Have the victim lie down.
2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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.

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.

Motor Vehicle Crash
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:
a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.
b. Potential to be Staging Area: Maintain communication with local authorities to determine viability for school site or grounds to be potential staging area for emergency services.

3. Implement Safety Measures:
a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.
b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.
c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:
a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic
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.

Psychological Trauma
In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines set forth in the District Mental Health Crisis Team Response Plan.
1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:
a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate location of staff
iii. Plan staff meeting
iv. Write or review scripts for:
- Students
- Teachers
- Parents/guardians
- Communications director

v. Prepare possible resources for staff, students, and families
5. Notify staff using sit phone tree or emergency notification policy
6. Plan a debriefing meeting with site grief response team

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.

Suspected Contamination of Food or Water

Immediate Response:

1. Identify the Contamination:

a. Determine the source of contamination (food item, water source, etc.).

b. Assess the extent of the contamination (number of people affected, severity of symptoms).

2. Isolate the Contaminated Items:

a. Remove all contaminated food and water from circulation.

b. Quarantine the affected area to prevent further exposure.

3. Notify Authorities:

a. Contact the district office and emergency response teams.

b. Contact local health department officials to report the incident.

4. Provide Medical Attention:

a. Monitor students and staff for symptoms of illness.

b. Provide first aid or medical attention as needed.

c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:

1. Clean-up and Disinfection:

a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.

b. Dispose of contaminated food and water safely.

2. Investigate the Cause:

a. Conduct a thorough investigation to determine the root cause of the contamination.

b. Implement corrective actions to prevent future occurrences.

3. Communicate with the School Community:

a. Inform parents and guardians about the incident and the steps being taken to address it.

b. Provide regular updates on the situation and any actions being taken.

4. Review and Update Emergency Protocols:

a. Evaluate the effectiveness of the existing emergency response plan.

b. Identify areas for improvement and update the plan accordingly.

5. Provide Counseling Services:

a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents

[redacted]

[redacted]

emergencies.

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:

a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.

b. Establish regular meetings or forums for students to voice their thoughts.

c. Encourage student involvement in decision-making processes.

2. Clear Expectations:

a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.

b. Emphasize the importance of peaceful and lawful expression.

3. Educate on Rights and Responsibilities:

a. Provide students with information about their rights and responsibilities under the First Amendment.

b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:

a. Actively monitor for signs of potential demonstrations or walkouts.

b. Assess the situation to determine the level of risk and potential disruption.

2. Immediate Response:

a. If a demonstration or walkout occurs:

b. Prioritize student safety.

c. Maintain order and minimize disruption to the school day.

d. Avoid escalating the situation.

e. Document the incident, including the number of participants and any damages.

Post-Incident Actions:

1. Conduct a debriefing to evaluate the school's response.

2. Consider disciplinary actions for students who violated school rules or laws.

3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

Legal Considerations:

1. First Amendment Rights:

a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.

b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.
2. School District Policies:
a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

Emergency Evacuation Map



Comprehensive School Safety Plan

2024-2025
School Year

School:	Wilson C. Riles Middle School
CDS Code:	34739730108621
District:	Center Joint Unified School District
Address:	4747 PFE Road Roseville, CA 95747
Date of Adoption:	02/19/2025
Date of Update:	12/30/24
Date of Review:	
- with SSC	1/30/2025
- with Staff	8/6/2024
- with Law Enforcement	1/22/2025
- with Fire Authority	

Approved by:

Name	Title	Signature	Date
Catherine Felt/SSC member	Teacher		
Sam Donaghy/SSC memeber	Parent		
Parker Jennings/ SSC member	Student		
Officer J. Brito	Law enforcement		

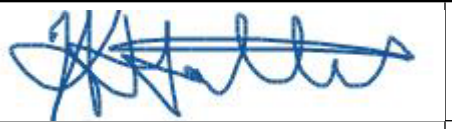
Name	Title	Signature	Date
Nickea Stalter	Assistant Principal		
Brett Homesley	Principal		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

Wilson C. Riles Middle School Safety Committee
The Wilson C Riles School Safety Committee shall write and develop the school safety plan as delegated by the School Site Council. The safety committee will consist of the following members
A. The principal or the principal's designee. Nickea Stalter
B. At least one teacher who is a representative of CUTA. Peter Brown
C. At least one classified staff who is a representative of CSEA. Michelle Koscheka
D. One parent whose child attends the school. Kylie Moore-Purdy

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, Center High School will implement a Comprehensive Safety Plan that includes the following strategies and programs:
A. Child Abuse Reporting Procedures
B. Crisis Intervention and Prevention Programs
C. Emergency Preparedness Plans
D. Facility Security Measures
E. Gang and Drug Prevention Programs
F. Harassment, Intimidation, and Bullying Prevention Programs
G. School Climate and Culture
H. Security Personnel
I. Threat Assessment and Management
J. Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also, visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.

4) A classified employee of any public school.
5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
11) A Head Start program teacher.
12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
13) A public assistance worker.
14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
15) A social worker, probation officer, or parole officer.
16) An employee of a school district police or security department.
17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
20) A firefighter, except for volunteer firefighters.
21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500)
of the Business and Professions Code.
22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24) A marriage, family, and child therapist trainee, as defined in subdivision (c) of Section
4980.03 of the Business and Professions
Code.
25) An unlicensed marriage, family, and child therapist intern registered under Section
4980.44 of the Business and Professions
Code.
26) A state or county public health employee who treats a minor for venereal disease or any other condition.
27) A coroner.
28) A medical examiner, or any other person who performs autopsies.
29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides,
or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person;it does not include a person who develops film or makes prints for a public agency.
30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502
or 14503 of the Corporations Code.
32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.

33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
36) A custodial officer as defined in Section
831.5 of the Penal Code.
37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
Note: Unless otherwise stated, volunteers are not mandated reporters.

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

What Do You Have To Report?
Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:
a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse does not include a "mutual affray" between minors. It also does not include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in 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 the Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.www.ag.ca.
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?
The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above-cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters
On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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.

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:

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.
Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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:_____

(E) Sexual Harassment Policies (EC 212.6 [b])
District programs and activities shall be free from discrimination, including harassment, concerning a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

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

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

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

The Board hereby designates the following position as Coordinator for nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:
Director of Human Resources and Student Services
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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
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 that 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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety and security of all individuals entering and exiting the school premises.

Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points are at the Blacktop by the bus drop off and pick up and along the gate facing PFE road beside the parking lot and drop off lanes. Students may also enter and exit through the gates on Pearl Gate Way before and after school, although these gates are not accessible during the day.
* All visitors must report to the WCR front office at 4747 PFE Road.

Visitors to campus

* 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.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school assuring regular supervision of students during arrival and dismissal. Students are also supervised during meals and around campus by both teachers and campus monitors

Student Supervision:
* Student drop-off and pick-up points include: the front of the school and the back gate along Pearl Gate Way
* Designated areas for waiting students include: the front gate in front of the school or the sidewalk at Pearl Gate Way

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Panorama Survey Data

Element:
Utilize the PBIS Action Plan

Opportunity for Improvement:
Increase Positive School Climate

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase School Climate from 30% on the Panorama Survey	Utilize PBIS Action Plan	Spring Panorama Data	Tier One PBIS Team	60% Goal on the Panorama Survey

Component:
Reduce suspension and expulsion data

Element:
Based on California Dashboard results

Opportunity for Improvement:
Decrease from 3367 referrals and 125 suspension/expulsion incidents

Objectives	Action Steps	Resources	Lead Person	Evaluation
decrease referrals and suspension/expulsion	PBIS	CA state dashboard	Homesley/ Stalter	Goal: no more than 1200 referrals and no more than 100 suspensions
	Tier one and 2 interventions			
	IYT support and intervention			
	Trauma Informed teaching			
	Small group couseling and social support			

Component:
Staff safety and support

Element:
Panorama Data improvement

Opportunity for Improvement:
Increase positive school climate for teachers/ staff

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase positive perception of school safety and climate for teachers and staff from 38%	better support and addressing of safety and teacher needs	Restorative practices	Homesley/ Stalter	Panorama data goal to raise to 60% favorable sense of safety and support
	addressing student behavior	Behavior matrix protocol		
		Staffing support		

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Wilson C. Riles Middle School Student Conduct Code

Conduct Code Procedures
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 in 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 not receive any ODRs in the weeks before student activities to be eligible for participation (length of time dependent on the event). 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.

General/ Schoolwide expected behavior
* Walk at all times
* Keep your hands, feet, and objects to yourself
* 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
* 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
* T.H.I.N.K.
* Be accepting of others and their differences

Classroom expected behavior
* Enter and exit room with permission
* Use all materials as intended
* Be aware of your surroundings and conscious of others
* 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
* Value and allow time for the input of others
* Allow others to learn
* Respond to the teacher's attention signal
* Wait to be recognized
* Offer encouragement and support to others
* Try to understand others' perspectives
* Be willing to apologize and accept apologies
* Use chairs and desks appropriately
* Inform staff of vandalized, broken, or altered equipment
* Use technology as directed
* Finish food and drink outside of the computer lab
* Use your technology equipment appropriately
* Put equipment back where you found it
* Be gentle with technology equipment
* Leave the computer lab clean for the next class
* Use headphones to stay focused
* Offer help to peers in need

* T.H.I.N.K.

Lunch Area expected behavior
* Walk to the lunch area
* Go directly to a seat or the back of the lunchline
* Remain seated until dismissed by an adult
* Have your I.D. number ready for the cashier
* Check out and return the equipment with a noon-duty aide
* Throw your trash in the trash can
* Encourage peers to keep their area clean
* Take only what is yours
* Thank cafeteria staff members
* Pick up trash even if it is not yours
* Welcome all peers to sit at your table

Passing Area expected behavior
* Walk at all times
* Keep your hands, feet, and objects to yourself
* Stay to the right side of hallways
* Go directly to your next class
* Turn off personal electronic devices and store them in your bag
* Throw away trash
* Walk on paved area
* Use appropriate voice volume
* Greet staff members as you walk around campus
* Use positive language

Pick-up Zone (To and From School):
* 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
* Actively look for your ride
* Communicate with your ride if you are going to be late
* Predetermine a pick-up location
* Use school appropriate language while in front of the school
* Speak respectfully to all staff and community members
* Follow the directions of all staff members
* Keep gates clean
* Greet the person who is picking you up from school

Back of School (To and From School)
* Walk your wheels on campus
* Have wheels? Wear a helmet!
* Be aware of your surroundings
* Follow the rules of the road
* 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
* Use school appropriate language in neighborhoods
* Walk on sidewalks and use crosswalks
* Keep moving toward your destination
* Be courteous of the property of others
* 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 expected behavior

* Enter and exit in an orderly fashion, when directed
* Remain seated unless otherwise directed
* Listen to the presenter
* Look at staff members for directions
* Keep eyes on the speaker
* Sit attentivelyRespond appropriately
* Clean up after yourself
* Applaud at appropriate times
* Encourage all participants

Husky Help expected behaviors
* Use all resources as intended and return if needed
* When you leave Husky Help, exit campus
* Have a clear purpose and work on schoolwork
* Bring all materials you need with you
* Leave your space clean and put all trash in the trash can
* Be where you belong
* Raise your hand when you need help
* Return any materials back to where they belong
* Wait patiently and quietly for teacher's help
* Help others when possible. Thank the staff

After School Activity expected behavior
* Keep hands, feet, and objects to yourself
* Remain in the area the activity is happening
* Walk at all times (except when participating in sports)
* 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
* Wear clothing that is dress code appropriate
* Allow everyone to focus on the activity without distractions
* Use school appropriate language
* 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) expected behaviors
* Remain in your seat, facing forward
* Leave campus immediately after released from after school detention
* Use the restroom and get water before arriving
* Arrive on time
* Bring detention slip
* Be productive and work silently on assignments
* Recognize and respond to the detention supervisor
* Reflect on why you received detention
* Create a plan to avoid future detentions
* Create a plan to repair damage caused by your behavior

Restroom expected behaviors
* Walk at all times
* Use restrooms for their intended purposes
* Turn the water off after washing your hands
* Flush toilet after use
* Throw trash in the trash cans

* Leave personal items in backpack/ classroom
* Honor the privacy of others
* Properly treat bathroom property
* Use indoor voices
* Wait for peers outside. If there is an accident or problem, seek help from an adult

Main Office expected behaviors
* Keep hallways clear and walk on the right
* Stay in designated areas or seats
* Promptly sign-in and sign-out
* 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
* Use indoor voices
* Be mindful of others' right to privacy
* Communicate clearly, calmly, and honestly
* Use Words for Success
* Thank the office staff for helping you
* Be helpful to office

Library expected behaviors
* Keep your hands, feet, and objects to yourself
* Walk at all times
* Have your books, ID card, and agenda for each visit. Treat books and displays appropriately and carefully
* Keep the library free of litter
* Respond appropriately to everyone
* Use library appropriate volume
* Put books back where they belong
* Use the Words for Success
* Wait your turn

Bus rider expected behaviors
* 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
* 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
* 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
* 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 Lab expected behaviors
* Actively participate by following the lab safety contract guidelines
* Report spills and broken materials to the teacher immediately
* Wear eyewear, when directed
* 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
* 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
* Let all group members participate. Politely ask group members and classmates for help

Locker Room expected behaviors

* 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
* Only use your assigned locker
* Always securely lock up your valuables
* Change only in appropriate locations
* Place trash in trash receptacles
* Speak respectfully to everyone and use words for success
* Help others when help is needed
* Follow the directions of all staff members
* Encourage others appropriately
* Respond appropriately to everyone
* Respect the space and property of others

Staircase expected behaviors
* Refrain from throwing any items from stairs or balcony
* Keep hands and feet to yourself on the stairs
* 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
* Use appropriate language and volume of voice.
* Recognize and respond to all adult directions
* Walk at all times
* If there is an issue on the stairs seek out an adult

(K) Hate Crime Reporting Procedures and Policies

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 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 following 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 students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

[redacted]



[redacted]

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. All employees complete an annual training through Public School Works. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences.

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

Identify the signs of bullying or harassing behavior.

Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted in person to site personnel or through the Anonymous Reporting link on each school's website.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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 an opioid overdose can lead to cardiac arrest. If the person stops breathing or begins gasping for air, begin to administer CPR.

Response Procedures for Dangerous, Violent, 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.

[redacted]

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.

Instructional Continuity Plan
Instructional Continuity Plan
Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.
In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:

Emergency Contact Information:
Aeries SIS serves as a centralized location for contact information for all staff, students, and parents to communicate and maintain emergency contact numbers for key personnel and local authorities.

Communication Plan:
Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis although we will also employ multiple communication channels (phone, email, text, social media, ClassDojo).
CJUSD will establish a designated spokesperson to provide accurate and timely information.

Remote Learning Plan:

If students need to move to distance learning, there will be a clear plan for transitioning to distance learning:
Families will be allowed to request digital devices through a Google form. This will be sent out through all communication with families. Once families in the district have disseminated devices and technology access to those in need, protocol will be as follows: Students will be able to access all work through Google classroom. This is where instruction and assignments will be given out and collected. Digital instructional materials will still utilize district-approved curriculum and follow district pacing guides to support the continuity of student learning. If there are additional materials for classes, they should be made available at the same time as the technology pick up.
Teachers will clearly note grading, assessment, and technology policies and support tools once we have transitioned platforms. Special education and ELL support will be communicated through Catapult, email, and phone call to families specifically to ensure that students are receiving their educational benefits.

Crisis Management Plan:
The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies. In the case of an instructional continuity plan, our team will still meet to discuss our roles in supporting our students and families.
As our learning platform changes so will our policies. Please refer to our district and local contact list for assistance.
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
Child Protective Services (CPS): (916) 875-5437
Wilson C. Riles Middle School: (916) 787-8100
Superintendent's Office: (916) 338-6409

Curriculum and Instruction Continuity:
Teachers will work with the district to receive professional development and support for blended and remote learning situations. There will also be a district wide focus on essential goals and objectives for students, as well as support for digital materials, texts, and support resources for teachers and families
Student Support Services:
We will work closely with the District, County Offices, and state government to ensure that special education services and accommodations are followed. We also will create capacity for growing mental health, food and nutrition, and transportation services for our community among other needs as we can support them.

Technology and Infrastructure:
We ask patience as we will most likely create the shift to digital learning quickly. It is our goal to ensure reliable internet access and technology devices and software for students and staff. It is also our goal to ensure data security and privacy protocols while ensuring a safely delivered quality education.

Regular Review and Updates:
We will ensure a periodic review and update of the plan to ensure its effectiveness. Our staff utilizes many of the digital resources such as Google Classroom and digital texts as practice for the possibility of lockdown. We continuously seek input from staff, students, and parents to improve the plan.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Sites	(916) 787-8100	Wilson C Riles

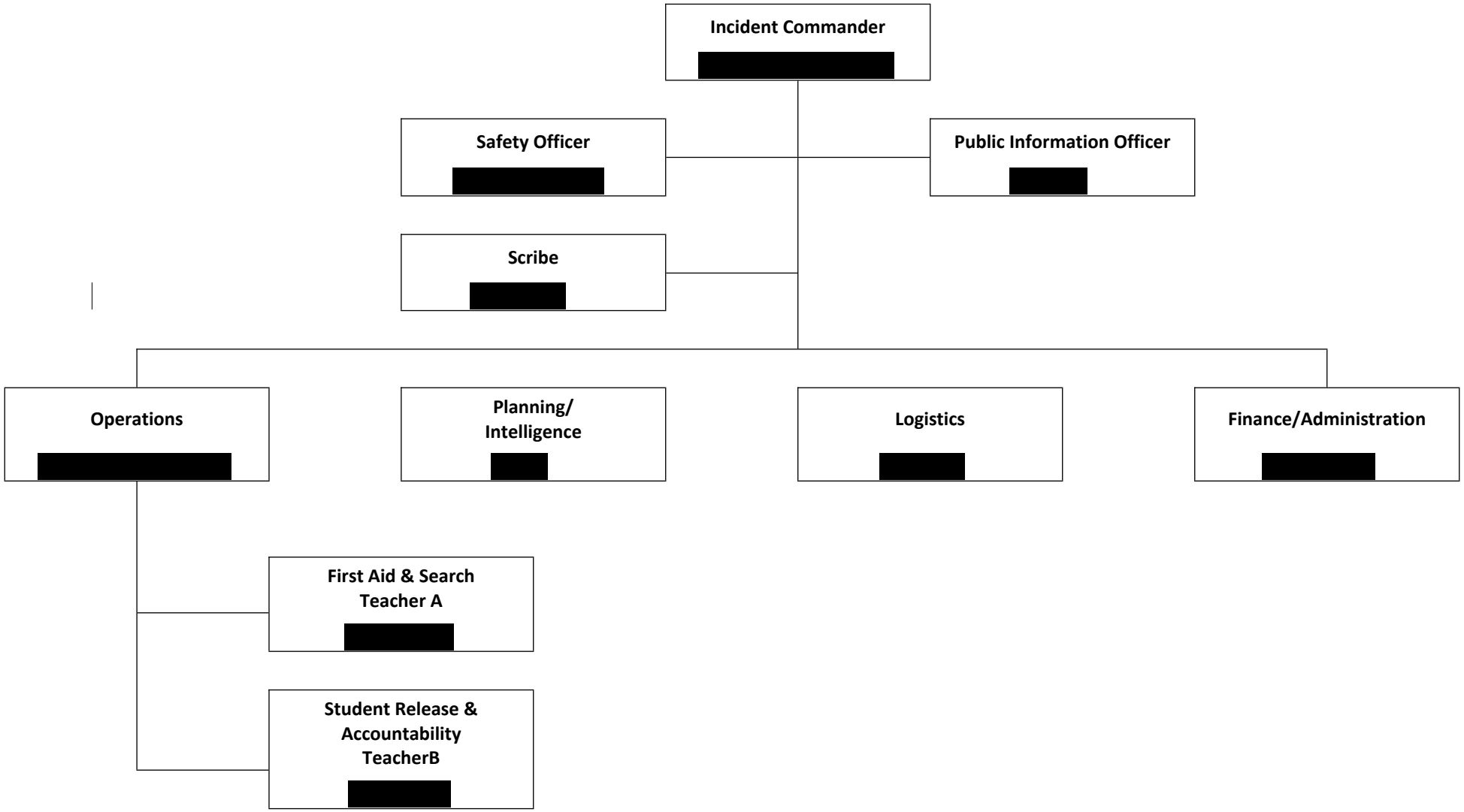
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
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.	8/5/2024	School Safety Planning Committee met at Back to School Inservice to review
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	1/30/2025	SSC approval meeting
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	1/30/2025	SSC approval meeting
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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	1/30/2025	SSC approval meeting
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	1/30/2025	SSC approval meeting
Child Abuse Reporting procedures	1/30/2025	SSC approval meeting
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	1/30/2025	SSC approval meeting

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	1/30/2025	SSC approval meeting
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.	1/30/2025	SSC approval meeting
Policies and procedures which lead to suspension and/or expulsion.	1/30/2025	SSC approval meeting
Procedures to notify teachers of dangerous pupils.	1/30/2025	SSC approval meeting
Policy prohibiting discrimination, harassment, intimidation, and bullying.	1/30/2025	SSC approval meeting
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	1/30/2025	SSC approval meeting
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	1/30/2025	SSC approval meeting
Procedures that create a safe and orderly environment conducive to learning at the school.	1/30/2025	SSC approval meeting
Access to the school campus (visitors).	1/30/2025	SSC approval meeting
The rules and procedures on school discipline.	1/30/2025	SSC approval meeting
Crisis Response Plan.	1/30/2025	SSC approval meeting
Hate crime reporting procedures and policies	1/30/2025	SSC approval meeting
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.	1/30/2025	SSC approval meeting
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.	1/30/2025	SSC approval meeting
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	1/30/2025	SSC approval meeting
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.	1/30/2025	SSC approval meeting
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.	1/30/2025	SSC approval meeting

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

Wilson C. Riles Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management, Planning and Intelligence, Operations, Logistics and Finance and Administration

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash
If inside a building:

- Seek cover under a desk, table, or heavy furniture that can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow the directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from the crash area.
- Proceed to a safe area.
- Follow the directions of emergency personnel.

Animal Disturbance
If an announcement is made there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by campus monitor or other staff as designated by administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus



Behavior Escalation Plan
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 the Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC is not available.) An office staff member will supervise TIC's students until the TIC returns.

- [redacted]

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 the 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 needs to 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.

Biological or Chemical Release

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.

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.

Bomb Threat/ Threat Of violence

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:
1. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
2. Ask the caller three questions, in this order:
i. 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 on your questions,
the chances are great that it is a prank call, but it must be investigated.)
ii. 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.)
iii. 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.)
3. 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:
1. Notify teachers to evacuate their rooms and wait for law enforcement to arrive. Assist the officers as needed.
2. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
3. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
4. 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.

Bus Disaster

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 916-338-6418. 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 rosters 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, and 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.

Campus Resources (AED, etc)

First Aid Stations/ AED stations/ NarCan

A first aid station is always maintained in the nurse's office and teachers have access to small first aid kits in thier rooms. 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, teacher workroom across the hall from the Library, and the gymnasium are the locations of the (3) site AED or Automated External Defibrillator machines.
The nurses office is the location of the site NarCan supply.

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.

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 the site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
a. Confidentiality issues
b. Providing factual information
c. Available resources
8. Send home written information to parents on the 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.

Disorderly Conduct
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.

[redacted]

Admin, Designee, or TIC will proceed to the emergency and assess the situation.
The 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, the 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.

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 enter or leave 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.

Explosion or Risk Of Explosion
In the event of an explosion, follow evacuation guidelines sent by administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.
- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.
- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area

1. Monitor the Situation:

a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:

a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.

b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.

c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:

a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.

b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.

c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:

a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.

b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.

c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:

a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.

b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.

c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds

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 the 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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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 the 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 on 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 that 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 the 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.

Flooding
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.

Hostage Situation

[redacted]



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.

Loss or Failure Of Utilities
Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.
Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.
Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.
Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.
Coordinate with Local Authorities: Contact local emergency services, such as fire departments or law enforcement, to request assistance if needed.
Mental Health Support: Provide counseling and support services to students and staff affected by the facility loss or failure.

Medical Emergencies/First Aid Procedures
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 themself 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:

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

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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).

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.
1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.
1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
4. Give additional care as needed. Watch for shock.
5. 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:
Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:
1. Have the victim lie down.
2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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.

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, except 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. Confirm 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 the 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, or 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.

Motor Vehicle Crash
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.

b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:
a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.
b. Potential to be Staging Area: Maintain communication with local authorities to determine the viability for the school site or grounds to be the potential staging area for emergency services.

3. Implement Safety Measures:
a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.
b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.
c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:
a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic
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, and 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 the 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.

Psychological Trauma
In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines outlined in the District Mental Health Crisis Team Response Plan.
1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:
a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate the location of staff
iii. Plan staff meeting
iv. Write or review scripts for:
- Students
- Teachers
- Parents/guardians
- Communications director

v. Prepare possible resources for staff, students, and families
5. Notify staff using site phone tree or emergency notification policy
6. Plan a debriefing meeting with the site grief response team

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 the 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.

Suspected Contamination of Food or Water

Immediate Response:

1. Identify the Contamination:

a. Determine the source of contamination (food item, water source, etc.).

b. Assess the extent of the contamination (number of people affected, severity of symptoms).

2. Isolate the Contaminated Items:

a. Remove all contaminated food and water from circulation.

b. Quarantine the affected area to prevent further exposure.

3. Notify Authorities:

a. Contact the district office and emergency response teams.

b. Contact local health department officials to report the incident.

4. Provide Medical Attention:

a. Monitor students and staff for symptoms of illness.

b. Provide first aid or medical attention as needed.

c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:

1. Clean-up and Disinfection:

a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.

b. Dispose of contaminated food and water safely.

2. Investigate the Cause:

a. Conduct a thorough investigation to determine the root cause of the contamination.

b. Implement corrective actions to prevent future occurrences.

3. Communicate with the School Community:

a. Inform parents and guardians about the incident and the steps being taken to address it.

b. Provide regular updates on the situation and any actions being taken.

4. Review and Update Emergency Protocols:

a. Evaluate the effectiveness of the existing emergency response plan.

b. Identify areas for improvement and update the plan accordingly.

5. Provide Counseling Services:

a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents

[redacted]

3. Evacuation (if necessary):

[redacted]

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:
a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.
b. Establish regular meetings or forums for students to voice their thoughts.
c. Encourage student involvement in decision-making processes.
2. Clear Expectations:
a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.
b. Emphasize the importance of peaceful and lawful expression.
3. Educate on Rights and Responsibilities:
a. Provide students with information about their rights and responsibilities under the First Amendment.
b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:
a. Actively monitor for signs of potential demonstrations or walkouts.
b. Assess the situation to determine the level of risk and potential disruption.
2. Immediate Response:
a. If a demonstration or walkout occurs:
b. Prioritize student safety.
c. Maintain order and minimize disruption to the school day.
d. Avoid escalating the situation.
e. Document the incident, including the number of participants and any damages.

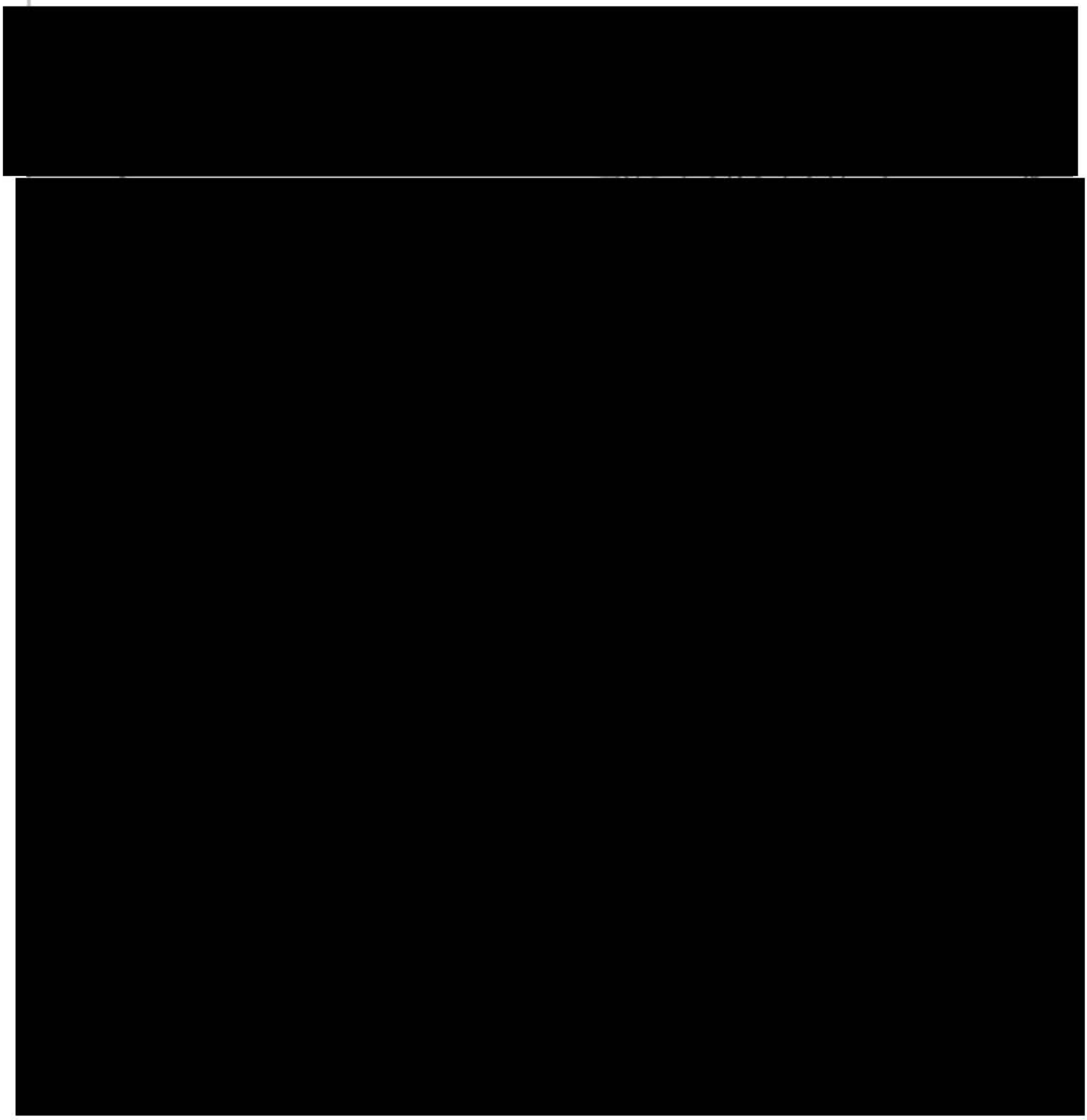
Post-Incident Actions:

1. Conduct a debriefing to evaluate the school's response.
2. Consider disciplinary actions for students who violated school rules or laws.
3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

Legal Considerations:

1. First Amendment Rights:
a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.
b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.
2. School District Policies:
a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

Emergency Evacuation Map



Comprehensive School Safety Plan

2024-2025
School Year

School:	McClellan High School
CDS Code:	34 73973 3430451
District:	Center Joint Unified School District
Address:	8725 Watt Avenue Antelope California 95843
Date of Adoption:	2/19/2025
Date of Update:	1/14/2025
Date of Review:	
- with SSC	1/14/2025
- with Staff	1/14/2025
- with Law Enforcement	1/14/2025
- with Fire Authority	1/14/2025

Approved by:

Name	Title	Signature	Date
David L. French	Principal		
William Graves	Teacher		
Cara Larson	Academic Coordinator		
Nancy Turnquist	Campus Monitor		
Aryianna Hodges	Student		
Jordyn Gonzales	Student		
Leann Cook	Parent		
Shayne Everett	Parent		
ALL SIGNATURES ON FILE IN SCHOOL OFFICE			

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

McClellan High School Safety Committee
The Center High School Safety Committee shall write and develop the school safety plan as delegated by the School Site Council. The safety committee will consist of the following members:
A. The principal or the principal's designee.
B. At least one teacher who is a representative of CUTA.
C. At least one classified staff who is a representative of CSEA.
D. One parent whose child attends the school.

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, McClellan High School will implement a Comprehensive Safety Plan that includes the following strategies and programs:
A. Child Abuse Reporting Procedures
B. Crisis Intervention and Prevention Programs
C. Emergency Preparedness Plans
D. Facility Security Measures
E. Gang and Drug Prevention Programs
F. Harassment, Intimidation, and Bullying Prevention Programs
G. School Climate and Culture
H. Security Personnel
I. Threat Assessment and Management
J. Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.

4) A classified employee of any public school.
5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
11) A Head Start program teacher.
12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
13) A public assistance worker.
14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
15) A social worker, probation officer, or parole officer.
16) An employee of a school district police or security department.
17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
20) A firefighter, except for volunteer firefighters.
21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500)
of the Business and Professions Code.
22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section
4980.03 of the Business and Professions
Code.
25) An unlicensed marriage, family, and child therapist intern registered under Section
4980.44 of the Business and Professions
Code.
26) A state or county public health employee who treats a minor for venereal disease or any other condition.
27) A coroner.
28) A medical examiner, or any other person who performs autopsies.
29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides,
or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person;it does not include a person who develops film or makes prints for a public agency.
30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502
or 14503 of the Corporations Code.

32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
36) A custodial officer as defined in Section
831.5 of the Penal Code.
37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
Note: Unless otherwise stated, volunteers are not mandated reporters.

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

What Do You Have To Report?
Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:
a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse does not include a "mutual affray" between minors. It also does not include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornogra- phy; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)
Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)
d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

When Do You Have To Report?
Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain
a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a))
Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.www.ag.ca.
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge
or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated report- er, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine
and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters
On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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

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:
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.
Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**

48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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:_____

(E) Sexual Harassment Policies (EC 212.6 [b])
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 Human Resources and Student Services
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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety of all individuals entering and exiting the school premises.

Key Components:
Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points. A sign directs visitors to check in at the office.
* Limited access points to control traffic flow. During school hours, the main office is the only open entry point.
* Visible signage to guide visitors and staff.
Visitor Management:

* A strict visitor policy, including mandatory check-in and identification.
* Visitors check in on the iPad by the office door, following directions for scanning ID and taking photos for visitor badges.
* Visitors check out via text message or by stopping in the office on their way out.
* Visitor badges issued upon entry.
* Escort procedures for visitors, especially those unfamiliar with the campus.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school.
* Regular supervision of students during arrival and dismissal.

Student Supervision:
* Student drop off and pick up points include: the main parking lot in front of the school and the lower parking lots.
* Designated areas for waiting students include: the dedicated pick up points after school and the main office.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Climate Goals

Element:
A plan for creating a school environment that supports district and site goals.

Opportunity for Improvement:
Establish a positive school climate that promotes a sense of belonging for all students, staff and families.
Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
	• Provide recognition for students to maintain good grades • 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. • As needs and occasions arise, Attendance Secretary and School Secretary will contact families. • 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 all students will engage in training and implementation of Restorative			
Our graduation rate for the 2024-2025 school year will be 80%.		LCFF Supplemental Funding, CSI Grant, Title One Funding, Equity Multiplier Grant	Administration	Graduation rate at the end of 2024-2025 school year

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will reduce site suspension rate to 7% with no student groups in the red zone on the California School Dashboard for the 2024-2025 school year.	• We will provide awards for students who avoid suspension and maintain good attendance. • Teachers and administration will discuss student concerns on a regular basis. • 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. • We will continue our implementation of PBIS, including training for staff. • We will continue our sports program, giving all students the opportunity to compete against other continuation schools.	LCFF Supplemental Funding, CSI Grant, Title One Funding, Equity Multiplier Grant	Administration	Suspension rate and California School Dashboard

Objectives	Action Steps	Resources	Lead Person	Evaluation
Student responses on the spring 2025 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. • Teachers and administration will discuss student concerns on a regular basis. • 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. • We will continue our implementation of PBIS, including training for staff. • We will continue our sports program, giving all students the opportunity to compete against other continuation schools.	LCFF Supplemental Funding, CSI Grant, Title One Funding, Equity Multiplier Grant	Administration	Spring 2025 Panorama survey

Component:
School Physical Environment Goals

Element:
The physical school site, including grounds and buildings

Opportunity for Improvement:
Maintain a safe physical environment to support student success academically and socially.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a safe physical environment for students, staff, and visitors	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. Custodian will conduct a monthly inspection per the SIA inspection sheet. The school secretary will submit work orders to the district maintenance department to address these issues. Dangerous or hazardous conditions will be dealt with immediately.	Staff, district maintenance department	Administrator	Monthly SIA inspection sheet.
Staff will understand safety policies and procedures.	All staff will complete required online trainings at the start of each school year or at the start of their employment.	Online training system	Administrator	Completion logs of online training system.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

McClellan High School Student Conduct Code

Conduct Code Procedures

Classroom:

Respect

- Be on time
- Have Chromebook ready for class
- Be polite to teachers and students
- Follow the school handbook

Integrity

- Complete assignments to the best of your ability
- Appropriately use resources to complete your work

Safety

- 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

Excellence

- Check Aeries and Google Classroom regularly
- Touch base with teachers regularly
- Support classroom learning after your work is finished

Lunchroom

Respect

- 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

Integrity

- Clean up after yourself
- Only take the food you plan to eat
- Take only what is rightfully yours

Safety

- 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

Excellence

- Demonstrate appropriate manners
- Be aware of your time and expectations

Bathroom

Respect

- Leave the restroom clean
- Be timely to avoid bathroom back ups
- Be respectful of feminine products

Integrity

- Use the bathrooms for appropriate bathroom activities
- Use only as much of the water, soap and towels as you need

Safety

- Clean up messes and ask for help if needed
- Wash hands before leaving
- Respect the limit on the number of people in the restroom

Excellence

- Be quick and efficient with time out of class
- Let teachers or staff know if there are issues

Front Office

Respect

- 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

Integrity

- Speak truthfully and honestly
- If late to school, wait for office staff assistance before going to class

Safety

- Sign in and out
- Listen and follow any directives by the front office staff
- Be sure to report to the office when directed

Excellence

- Unless called up or dealing with an emergency, go to the office before or after school or during lunch

Hallways

Respect

- Be mindful of language and the preschool
- Keep voices at a reasonable level

Integrity

- Stay on the cement
- Avoid leaving bodily fluids on the cement

Safety

- 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

Excellence

- 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

- Respect other people's vehicles and property.

Integrity

- Park in the school lot only if you have a visible and valid parking pass

Safety

- Enter, exit, and drive in the parking lot slowly and carefully.
- Respect the DMV guidelines for licenses

Excellence

- Keep audio volume at a level that is intended for your space only

Weight Room

Respect

- Ensure that the weight room is properly picked up and ready for the next class

Integrity

- Maintain equipment and use according to rules and guidance (follow rules for each machine/weights)

Safety

- Wear closed-toe shoes
- Weight Lift together - Have a partner to spot you

Excellence

- Maintain positivity and effort to focus on personal growth

Blacktop/Field/Courts

Respect

- Be mindful of those around you
- Use appropriate language

Integrity

- Finish games and activities 5 minutes before the bell
- Be ready for class by the end of time on the courts

Safety

- Return equipment to the appropriate class and storage when asked
- Remain in the approved areas
- Have appropriate shoes for the activity

Excellence

- Be a team player and show good sportsmanship
- Encourage teamwork and accept those who want to join

(K) Hate Crime Reporting Procedures and Policies

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.

(J) Procedures to Prepare for Active Shooters

[redacted]

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. All employees complete an annual training through Public School Works. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences.

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

Identify the signs of bullying or harassing behavior.

Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted in person to site personnel or through the Anonymous Reporting link on each school's website.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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 yellow box on the wall 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.

Response Procedures for Dangerous, Violent, or Unlawful Activities

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:

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.

[redacted]

Admin/AD will proceed to the emergency, and, if necessary, an office staff member will supervise AD's students until the AD returns. If safe, Admin/AD will evacuate the class to a nearby room and leave students under supervision of another staff member.

The teacher in the room with the student in crisis will remain in the doorway at a safe distance, maintaining visual contact.

Once Admin/AD arrives, he/she will take charge and attempt to de-escalate the situation.

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.

All adults present will write a witness report and submit those to the Site Administrator.
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.

Instructional Continuity Plan
Instructional Continuity Plan
Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.
In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:

Emergency Contact Information:
* Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
* Maintain emergency contact numbers for key personnel and local authorities.

Communication Plan:
* Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis.
* Use of multiple communication channels (phone, email, text, social media, ClassDojo).
* CJUSD will establish a designated spokesperson to provide accurate and timely information.

Remote Learning Plan:
* A detailed plan for transitioning to remote learning, including:
    - Online learning platforms and tools.
    - Student and teacher access to technology.
    - Curriculum and instructional materials.
    - Technical support for students and staff.
    - Assessment and grading procedures.
    - Special education and English Language Learner (ELL) accommodations.

Crisis Management Plan:
* The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.
* Crisis response team roles and responsibilities.
* Communication protocols for emergency situations.
* Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:
* Identification of essential standards and learning objectives.
* Flexible instructional strategies to accommodate different learning environments.
* Access to digital curriculum resources and textbooks.
* Professional development for teachers on remote and blended learning.

Student Support Services:
* Mental health support services for students and staff.
* Special education services and accommodations.
* Food and nutrition services for students in need.
* Transportation and childcare support.

Technology and Infrastructure:
* Reliable internet access for students and staff.
* Adequate technology devices and software.
* Technical support services.
* Data security and privacy protocols.

Regular Review and Updates:
* Periodic review and update of the plan to ensure its effectiveness.
* Conduct regular drills and simulations to test the plan.
* Seek input from staff, students, and parents to improve the plan.

Safety Plan Review, Evaluation and Amendment Procedures

Introduction

A robust school safety plan is a critical component of a safe and secure learning environment. To ensure its effectiveness, regular review, evaluation, and amendment are essential. This document outlines the procedures for reviewing, evaluating, and amending the McClellan High School Safety Plan in accordance with California Education Code, specifically sections 32280-32288.

Annual Review and Evaluation

Timing: The Safety Plan will be reviewed and evaluated annually, typically during the summer months.
Review Committee: A designated review committee will be formed, composed of:
School administrators
Teachers
Classified staff
Parents/guardians
Students (where appropriate)
Local law enforcement
Fire department personnel

Review Process:
The committee will thoroughly review the existing plan, focusing on:
Current effectiveness
Compliance with state and federal regulations
Alignment with school district policies and procedures
Relevance to current threats and risks
Adequacy of emergency response procedures
Effectiveness of communication strategies
Training and drills

Evaluation Methods:
Desk Review: A comprehensive review of the plan's written components.
Tabletop Exercises: Simulated scenarios to assess response capabilities.
Drills and Evacuations: Regular practice of emergency procedures.
Feedback and Surveys: Soliciting input from staff, students, and parents.
Amendment Process

Identification of Needs:
The review committee will identify any areas requiring amendment, such as:
Outdated information
Ineffective procedures
New threats or risks
Changes in state or federal regulations
Feedback from drills and exercises

Development of Amendments:
The committee will develop specific amendments to address identified needs, ensuring they are:
Clear and concise
Practical and feasible
Consistent with existing policies and procedures
Aligned with best practices

Approval and Implementation:
The amended plan will be approved by the school principal and/or district superintendent.

The amended plan will be distributed to all staff, students, and parents.
Staff will be trained on any new or revised procedures.
Necessary updates will be made to emergency response plans, crisis management plans, and other relevant documents.

Documentation
All review and evaluation activities will be documented.
Minutes of committee meetings will be maintained.
A record of amendments made to the plan will be kept.
Additional Considerations

Collaboration: The school should collaborate with local law enforcement, fire departments, and other emergency responders to ensure a coordinated and effective response to incidents.

Technology: The use of technology, such as emergency notification systems and digital communication tools, should be incorporated into the plan.

Mental Health Support: The plan should address the mental health needs of students and staff, including crisis intervention and counseling services.

Regular Updates: The plan should be reviewed and updated as needed, even if no formal annual review is conducted.
By following these procedures, McClellan High School can maintain a comprehensive and effective safety plan that prioritizes the safety and well-being of all students and staff.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Site	(916) 338-6400	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

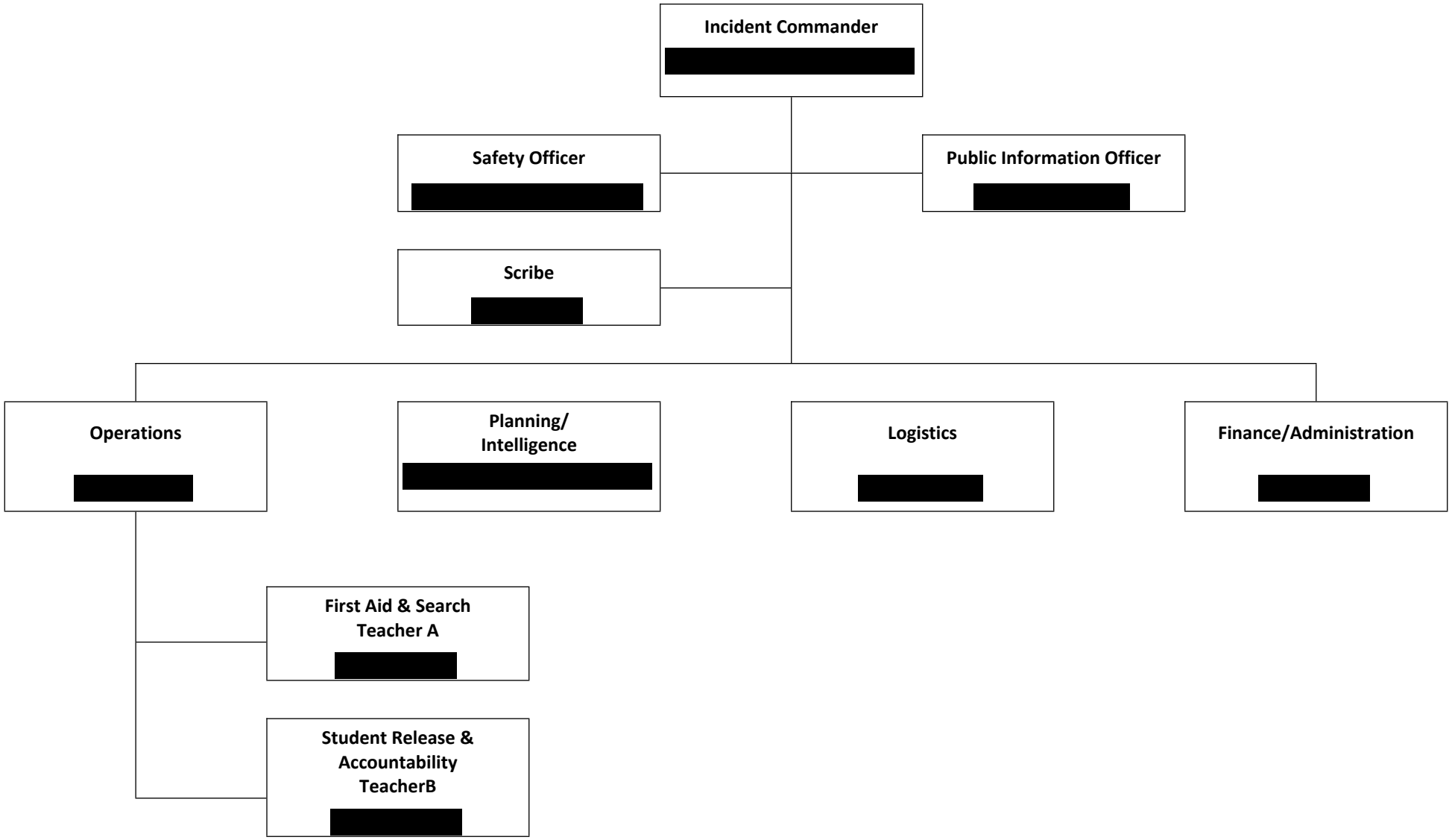
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
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.	January 2025	SSC Agenda, attendance, and signed approval on file in office.
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	January 14, 2025 - 12:00 pm	Twin Rivers SRO invited to review plan.
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	January 14, 2025 - 3:30 pm	SSC Agenda, attendance, and signed approval on file in office.
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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	January 2025	This information is ongoing.
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	January 14, 2025 - 3:30 pm	SSC Agenda, attendance, and signed approval on file in office.
Child Abuse Reporting procedures	January 2025	Included in Safety Plan
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	January 2025	Included in Safety Plan

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	January 2025	Included in Safety Plan
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.	January 2025	Included in Safety Plan
Policies and procedures which lead to suspension and/or expulsion.	January 2025	Included in Safety Plan
Procedures to notify teachers of dangerous pupils.	January 2025	Included in Safety Plan
Policy prohibiting discrimination, harassment, intimidation, and bullying.	January 2025	Included in Safety Plan
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	January 2025	Included in Safety Plan
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	January 2025	Included in Safety Plan
Procedures that create a safe and orderly environment conducive to learning at the school.	January 2025	Included in Safety Plan
Access to the school campus (visitors).	January 2025	Included in Safety Plan
The rules and procedures on school discipline.	January 2025	Included in Safety Plan
Crisis Response Plan.	January 2025	Included in Safety Plan
Hate crime reporting procedures and policies	January 2025	Included in Safety Plan
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.	January 2025	Included in Safety Plan
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.	January 2025	Included in Safety Plan
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	January 14, 2025 - 3:30 pm	SSC Agenda, attendance, and signed approval on file in office.
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.	February 19. 2025 - 6:00 pm	Plan submitted to district on January 16, for board approval on February 19, 2025
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.	January 14, 2025 - 3:30 pm	Public meeting TBA

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

McClellan High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management, Planning and Intelligence, Operations, Logistics and Finance and Administration

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash
If inside a building:

- Seek cover under a desk, table, or heavy furniture which can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from crash area.
- Proceed to a safe area.
- Follow directions of emergency personnel.

Animal Disturbance
If an announcement is made that there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by campus monitor or other staff as designated by administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus



Behavior Escalation Plan
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.

- [redacted]

- [redacted]

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.

Biological or Chemical Release

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.

Bomb Threat/ Threat Of violence

[redacted]



Bus Disaster

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 916-338-6418. 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.

Campus Resources (AED, etc)

There is a first aid kit on the counter in the nurse's office.
There is a yellow box on the wall over the counter in the nurse's office containing Narcan and epipens for adults and children.
The AED is located on the wall by the door in the nurse's office.

Campus Visitor Procedures

A sign directs all visitors to check in at the office.
Visitors check in on the iPad by the office door, following directions for scanning IDs and taking photos for visitor badges.
Visitors check out via text message or by stopping in the office on their way out.
Staff may escort some visitors, especially those unfamiliar with the campus.

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
8. 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.

Disorderly Conduct
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: Kelli Van Putten
- Alternate Teacher in Charge / Admin Designee: Theresa Lunsford

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.

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.

Explosion or Risk Of Explosion
In the event of an explosion, follow evacuation guidelines sent by administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.
- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.
- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:

a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.
b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.
c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:
a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.
b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.
c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:
a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.
c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds
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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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.

Flooding
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.

Hostage Situation

[redacted]

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.

Loss or Failure Of Utilities
Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.
Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.
Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.
Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.
Coordinate with Local Authorities: Contact local emergency services, such as fire departments and law enforcement, to request assistance if needed.
Mental Health Support: Provide counseling and support services to students and staff affected by the facility loss or failure.

Medical Emergencies/First Aid Procedures
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. The first aid kit is located on the counter in the nurse's office. There is also a yellow box, mounted to the wall over the counter, containing Narcan and epipens for adults and children.

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

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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
The AED is located on the wall in the nurse's office.
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).

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.

1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.

1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
4. Give additional care as needed. Watch for shock.
5. 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:
Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:
1. Have the victim lie down.
2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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.

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.

Motor Vehicle Crash
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:
a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.
b. Potential to be Staging Area: Maintain communication with local authorities to determine viability for school site or grounds to be potential staging area for emergency services.

3. Implement Safety Measures:
a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.
b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.
c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:

a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:
a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic
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.

Psychological Trauma

In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines set forth in the District Mental Health Crisis Team Response Plan.

1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:

a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate location of staff
iii. Plan staff meeting
iv. Write or review scripts for:

- Students
- Teachers
- Parents/guardians
- Communications director

v. Prepare possible resources for staff, students, and families

5. Notify staff using sit phone tree or emergency notification policy
6. Plan a debriefing meeting with site grief response team

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.

Suspected Contamination of Food or Water

Immediate Response:
1. Identify the Contamination:
a. Determine the source of contamination (food item, water source, etc.).
b. Assess the extent of the contamination (number of people affected, severity of symptoms).

2. Isolate the Contaminated Items:
a. Remove all contaminated food and water from circulation.
b. Quarantine the affected area to prevent further exposure.

3. Notify Authorities:
a. Contact the district office and emergency response teams.

b. Contact local health department officials to report the incident.

4. Provide Medical Attention:
a. Monitor students and staff for symptoms of illness.
b. Provide first aid or medical attention as needed.
c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:
1. Clean-up and Disinfection:
a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.
b. Dispose of contaminated food and water safely.

2. Investigate the Cause:
a. Conduct a thorough investigation to determine the root cause of the contamination.
b. Implement corrective actions to prevent future occurrences.

3. Communicate with the School Community:
a. Inform parents and guardians about the incident and the steps being taken to address it.
b. Provide regular updates on the situation and any actions being taken.

4. Review and Update Emergency Protocols:
a. Evaluate the effectiveness of the existing emergency response plan.
b. Identify areas for improvement and update the plan accordingly.

5. Provide Counseling Services:
a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents



[redacted]

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:

a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.

b. Establish regular meetings or forums for students to voice their thoughts.

c. Encourage student involvement in decision-making processes.

2. Clear Expectations:

a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.

b. Emphasize the importance of peaceful and lawful expression.

3. Educate on Rights and Responsibilities:

a. Provide students with information about their rights and responsibilities under the First Amendment.

b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:

a. Actively monitor for signs of potential demonstrations or walkouts.

b. Assess the situation to determine the level of risk and potential disruption.

2. Immediate Response:

a. If a demonstration or walkout occurs:

b. Prioritize student safety.

c. Maintain order and minimize disruption to the school day.

d. Avoid escalating the situation.

e. Document the incident, including the number of participants and any damages.

Post-Incident Actions:

1. Conduct a debriefing to evaluate the school's response.

2. Consider disciplinary actions for students who violated school rules or laws.

3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

Legal Considerations:

1. First Amendment Rights:

a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.

b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.

2. School District Policies:

a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

Emergency Evacuation Map

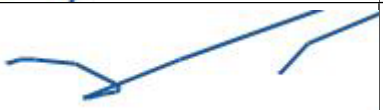


Comprehensive School Safety Plan

2024-2025
School Year

School:	Center High School
CDS Code:	34739733430378
District:	Center Joint Unified School District
Address:	3111 Center Court Lane Antelope, CA 95843
Date of Adoption:	February 19, 2025
Date of Update:	1/12/24
Date of Review:	
- with SSC	1/12/24
- with Staff	1/12/24
- with Law Enforcement	1/12/24
- with Fire Authority	1/12/24

Approved by:

Name	Title	Signature	Date
Jerald Ferguson	Principal		
Doug Hughey	Assistant Principal		
Rob McInnes	Teacher		
Raquel Sinwald	Teacher		

Name	Title	Signature	Date
Bernadette Poor	Classified		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) 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 ofthe 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 include 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the main office..

Safety Plan Vision

Vision: To create a safe, secure, and positive learning environment where all students and staff feel valued, respected, and protected.
Mission: To proactively prevent, prepare for, and respond to potential threats and emergencies while fostering a culture of safety and well-being.
Core Principles:
* Student Well-being: Prioritizing the physical, emotional, and mental health of all students.
* Collaboration: Fostering partnerships between school staff, parents, and community members to create a unified front for safety.
* Preparedness: Implementing comprehensive emergency response plans and conducting regular drills to ensure readiness.
* Prevention: Promoting a positive school climate through conflict resolution, bullying prevention, and mental health support.
* Communication: Establishing clear and effective communication channels to keep everyone informed and involved.

Components of the Comprehensive School Safety Plan (EC 32281)

Center High School Safety Committee
The Center High School Safety Committee shall write and develop the school safety plan as delegated by the School Site Council. The safety committee will consist of the following members
A. The principal or the principal's designee.
B. At least one teacher who is a representative of CUTA.
C. At least one classified staff who is a representative of CSEA.
D. One parent whose child attends the school.

Assessment of School Safety
The Comprehensive Safety Plan will be assessed and reviewed by regular walkthroughs of the campus, check ins with maintenance staff, and meetings of the safety committee. Additionally, the conducting and reviewing regularly conducted safety drills will provide an opportunity to ensure that the safety plan is effective and maintains provisions for the accommodation of all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
To address specific requirements outlined in Ed Code 32281, Center High School will implement a Comprehensive Safety Plan that includes the following strategies and programs:
A. Child Abuse Reporting Procedures
B. Crisis Intervention and Prevention Programs
C. Emergency Preparedness Plans
D. Facility Security Measures
E. Gang and Drug Prevention Programs
F. Harassment, Intimidation, and Bullying Prevention Programs
G. School Climate and Culture
H. Security Personnel
I. Threat Assessment and Management
J. Workplace Violence Prevention Programs

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
California Child Abuse and Neglect Reporting

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.govwww.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

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

Who Are Mandated Reporters?
P.C. 11165.7 defines “mandated reporters” as any of the following:
1) A teacher.
2) An instructional aide.
3) A teacher’s aide or a teacher’s assistant employed by any public or private school.

4) A classified employee of any public school.
5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
6) An administrator of a public or private day camp.
7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
11) A Head Start program teacher.
12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
13) A public assistance worker.
14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
15) A social worker, probation officer, or parole officer.
16) An employee of a school district police or security department.
17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
20) A firefighter, except for volunteer firefighters.
21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500)
of the Business and Professions Code.
22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section
4980.03 of the Business and Professions
Code.
25) An unlicensed marriage, family, and child therapist intern registered under Section
4980.44 of the Business and Professions
Code.
26) A state or county public health employee who treats a minor for venereal disease or any other condition.
27) A coroner.
28) A medical examiner, or any other person who performs autopsies.
29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides,
or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person;it does not include a person who develops film or makes prints for a public agency.
30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502
or 14503 of the Corporations Code.

32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
36) A custodial officer as defined in Section
831.5 of the Penal Code.
37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.
Note: Unless otherwise stated, volunteers are not mandated reporters.

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

What Do You Have To Report?
Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:
a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse does not include a "mutual affray" between minors. It also does not include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in 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.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 report- er, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars ($1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a $1,000 fine or by both a fine
and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars ($5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (Landeros v. Flood (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters
On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters
After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The contents of the Comprehensive Safety School Plan meet the requirements for a Disaster Plan under Education Codes 35295-35297.

Adaptations for 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.

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:
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.
Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
48900(a-2): Use of Force or Violence (S)
48900(b): Weapons (S)
48900(c): Drugs or Alcohol, Possession/Use of (S)
48900(d): Drugs or Alcohol, Sale of (S)
48900(e): Robbery/Extortion (S)
48900(f): School Property Damage (S)
48900(g): Property Theft (S)
48900(h): Tobacco, Possession/Use(S)
48900(i): Language, Obscene/Profanity (S)
48900(j): Drugs, Paraphernalia (S)
49800(k): Disrupted School Activities / Defiance of Authority(S)
48900(l): Stolen Property, Possession of (S)
48900(m): Firearm, Imitation (S)
48900(n): Sexual Assault (S)
48900(o): Harassment, Witness (S)
48900(p): Soma, Selling of (S)
48900(q): Hazing (S)
48900(r): Bullying/Harassment (S)
48900(t): Aids or Abets Physical Injury(S)
48900.2: Sexual Harassment (S)(E)
48900.3: Hate Violence (S)(E)
48900.4: Harassment, threats, intimidation (S)(E)
48900.7(a): Terroristic threats against school officials or property (S)(E)
48900.7(b): Terroristic Threat (S)(E)
48915(a-1): Caused Serious Physical injury (S)(E)
48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
48915(a-3): Possession of any Controlled Substance (S)(E)
48915(a-4): Robbery/Extortion (S)(E)
48915(a-5): Assault or Battery on a School Employee (S)(E)
48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**

48915(c-2): Brandishing a Knife (E)**
48915(c-3): Sales of Controlled Substance (E)**
48915(c-4a): Sexual Assault()**
48915(c-4b): Sexual Battery (E)**
48915(c-5): Possession of an Explosive (E)**

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
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:_____

(E) Sexual Harassment Policies (EC 212.6 [b])
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 Human Resources and Student Services
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.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
DRESS CODE

As an institution focused on education and civic responsibility, Center High School holds high expectations of students and part of those expectations pertains to how students are dressed and groomed for school. Equally, we understand that every student does not have the same resources outside of school. Therefore, we ask for everyone's understanding that it is challenging to have a clearly established definition of "appropriate student attire" that is equitable and reasonably applicable to a very diverse student population. The following guidelines are intended to establish school wide expectations for student attire and grooming:

1. 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, are prohibited.
2. Any clothing or accessory related to or promoting gangs is not acceptable.
3. Clothing must be appropriate to a high school setting, worn as intended, and not be excessively revealing.
4. Pajamas are not appropriate attire for school and blankets are not permitted at school.
5. Head coverings, except for those being worn for religious purposes, should be removed prior to entering a school building depending on the classroom guidelines and/or staff direction. Per teacher's discretion and to protect from over exposure, students may be able to wear head coverings while outside such as in PE or if a class is conducting an activity outside of the classroom.
6. Footwear must be worn at all times; bedroom slippers, "flip-flops," and similar footwear are not appropriate.

Students identified as violating any part of this dress code will be sent to the office for administrative action such as replacement clothing, or other means of correction.

This list is not all-inclusive. The administration reserves the right to use discretion in deciding what is appropriate or acceptable.

The official determination of whether or not a student has violated the above will be decided by an administrator. Students violating any part of this dress code will be issued a warning and will be provided alternative clothing,

sent home with parent/guardian permission to change into appropriate clothing, or have a parent/guardian bring an alternative item, if necessary. A second violation of the same nature may result in the student being issued an administrative consequence.

NOTE: Coaches and teachers in classes such as labs or CTE classes, may impose more stringent requirements than the above consistent with the needs of the particular sport and/or class to ensure student safety.

Reference Education Code Chapter 325 SB 1269
Center Joint Unified School District BP 5132.1

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
The goal of this procedure is to ensure the safety of all individuals entering and exiting the school premises.

Key Components:
Designated Entry and Exit Points:
* Clearly marked and monitored entry and exit points.
* Limited access points to control traffic flow.
* Visible signage to guide visitors and staff.

Visitor Management:
* A strict visitor policy, including mandatory check-in and identification.
* Visitor badges issued upon entry.
* Escort procedures for visitors, especially those unfamiliar with the campus.

Staff Supervision:
* Staff members are assigned to monitor entry and exit points before and after school.
* Regular supervision of students during arrival and dismissal.

Student Supervision:
* Student drop off and pick up points include: the front of the school, the back gate along Monarch Grove, and the north gate/parking lot.
* Designated areas for waiting students include: the MPR before school, and dedicated pick up points after school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Climate Goals

Element:
Action plan for the students and staff reflecting CHS's social environment

Opportunity for Improvement:
Develop a plan that includes increased sense of value and belonging to the Center High School Community.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the Sense of Belonging rate by 10%	Continue to showcase multicultural recognition on CHS campus: Open House Rallies/Assemblies Heritage Celebration Days International Holidays Historical Celebrations Continue the growth of VOICES... a diverse student group that focuses on the school environment: Monthly meetings: 2 Formal presentations a. School Board b. Staff Meeting (May 2025) Start a Student/Staff Voices Committee to CONNECT the dots (teacher to student)	Presentations: Student-led, Admin-led	Administration	Panorama Survery

Component:
Physical Environment Goals

Element:
Physical Environment

Opportunity for Improvement:
School Insurance Authority Inspection

Objectives	Action Steps	Resources	Lead Person	Evaluation
Revisit the emergency procedures as the number of new staff has increased the past year.	Staff training on all drill procedures. Continue to train staff on Catapult procedures	Catapult EMS	Principal	Staff Meetings, Staff Senate, Drills

Component:
School Climate Goals

Element:
Action plan for the students and staff reflecting CHS's social environment

Opportunity for Improvement:
Develop a plan that includes increased sense of value and belonging to the Center High School Community.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the Safety IMAGE (student response from Spring Panorama Survey) by 10%	Track and Monitor suspensions (in house and formal) to continue to impove upon the safety IMAGE on campus. Track and Monitor the tardies on campus (recently started using an app that allows staff to monitor as well as allow ALL students to look at data Continue to communicate with parents: 1. Excessive Absences 2. New Tardy Policy 3. Suspensions inferventions a. Counseling b. Check-in	Aeries, Attendance Committee, Admin, Counseling	Administration	End of year Attendance Data Monthly tardy data (committee)

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Center High School Student Conduct Code

Conduct Code Procedures
PBIS SCHOOL-WIDE STUDENT EXPECTATIONS MATRIX

The following matrix of student expectations outlines the behavioral expectations for all students. This visual will be provided to all teachers and should be displayed in all classes. Classroom expectations should connect to and refer back to these expectations. For more information on expectations, teaching expectations, and reinforcing expectations, please see CHS PBIS Classroom Handbook.

Students are Fierce in the Classroom by:

- Being Present
- Being Resilient
- Self Advocating
- Challenging Themselves

Students are Fierce on the Campus by:

- Being a Leader
- Owning Their Choices
- If They See Something, Say Something

Students are Fierce in the Community by:
- Being Supportive
- Giving Back
- Finding Solutions

Students are Proud in the Classroom by:
- Being Themselves
- Pursuing Their Goals
- Celebrating Successes

Students are Proud on the Campus by:
- Showing School Spirit
- Getting Involved
- Taking Ownership of the Campus

Students are Proud in the Community by:
- Being an Advocate
- Representing CHS
- Posting Responsibly

Students are United in the Classroom by:
- Being Respectful
- Being Flexible
- Welcoming Others
- Working Together

Students are United on Campus by:
- Being Inclusive
- Being Open-Minded
- Being A Positive Influence

Students are United in the Community by:
- Being an Ally
- Getting Connected
- Making a Difference

(K) Hate Crime Reporting Procedures and Policies

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.

(J) Procedures to Prepare for Active Shooters



Procedures for Preventing Acts of Bullying and Cyber-bullying
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

Staff Training -

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. All employees complete an annual training through Public School Works. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences.

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.

Identify the signs of bullying or harassing behavior.

Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction-

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints-

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Complaints may be submitted in person to site personnel or through the Anonymous Reporting link on each school's website.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Opioid Prevention and Life-Saving Response Procedures

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.

Response Procedures for Dangerous, Violent, 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.

[redacted]

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.

Instructional Continuity Plan
Instructional Continuity Plan
Purpose:
To ensure the continuity of instruction in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances.
In the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances the Instructional Continuity Plan will be developed by CJUSD leadership and will address the following key components:
Emergency Contact Information:
* Aeries SIS serves as a centralized location for contact information for all staff, students, and parents.
* Maintain emergency contact numbers for key personnel and local authorities.
Communication Plan:
* Catapult Connect will serve as the platform for communicating with staff, students, and parents during a crisis.
* Use of multiple communication channels (phone, email, text, social media, ClassDojo).
* CJUSD will establish a designated spokesperson to provide accurate and timely information.
Remote Learning Plan:
* A detailed plan for transitioning to remote learning, including:

- Online learning platforms and tools.
- Student and teacher access to technology.
- Curriculum and instructional materials.
- Technical support for students and staff.
- Assessment and grading procedures.

- Special education and English Language Learner (ELL) accommodations.

Crisis Management Plan:
* The Comprehensive School Safety Plan outlines procedures for responding to various crisis situations, such as active shooter events, natural disasters, or health emergencies.
* Crisis response team roles and responsibilities.
* Communication protocols for emergency situations.
* Evacuation procedures and alternate site plans.

Curriculum and Instruction Continuity:
* Identification of essential standards and learning objectives.
* Flexible instructional strategies to accommodate different learning environments.
* Access to digital curriculum resources and textbooks.
* Professional development for teachers on remote and blended learning.

Student Support Services:
* Mental health support services for students and staff.
* Special education services and accommodations.
* Food and nutrition services for students in need.
* Transportation and childcare support.

Technology and Infrastructure:
* Reliable internet access for students and staff.
* Adequate technology devices and software.
* Technical support services.
* Data security and privacy protocols.

Regular Review and Updates:
* Periodic review and update of the plan to ensure its effectiveness.
* Conduct regular drills and simulations to test the plan.
* Seek input from staff, students, and parents to improve the plan.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	Twin Rivers Police Department	(916) 566-2777	
Emergency Services	Poison Control Center, UCD Medical Center	(916) 734-3692	
Public Utilities	Citizens Utilities (Water)	(916) 568-4200	
Public Utilities	SMUD (Electricity)	(916) 456-7683	
Public Utilities	PG&E (Gas)	(916) 743-5000	
City Services	Child Protective Services	(916) 875-5437	
School District	Superintendent's Office	(916) 338-6409	
School District	Maintenance, Operations, Transportation (MOT)	(916) 338-6337	Administrative Secretary: (916) 338-6337, Staff Secretary (916) 338-6417
School District	School Sites		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

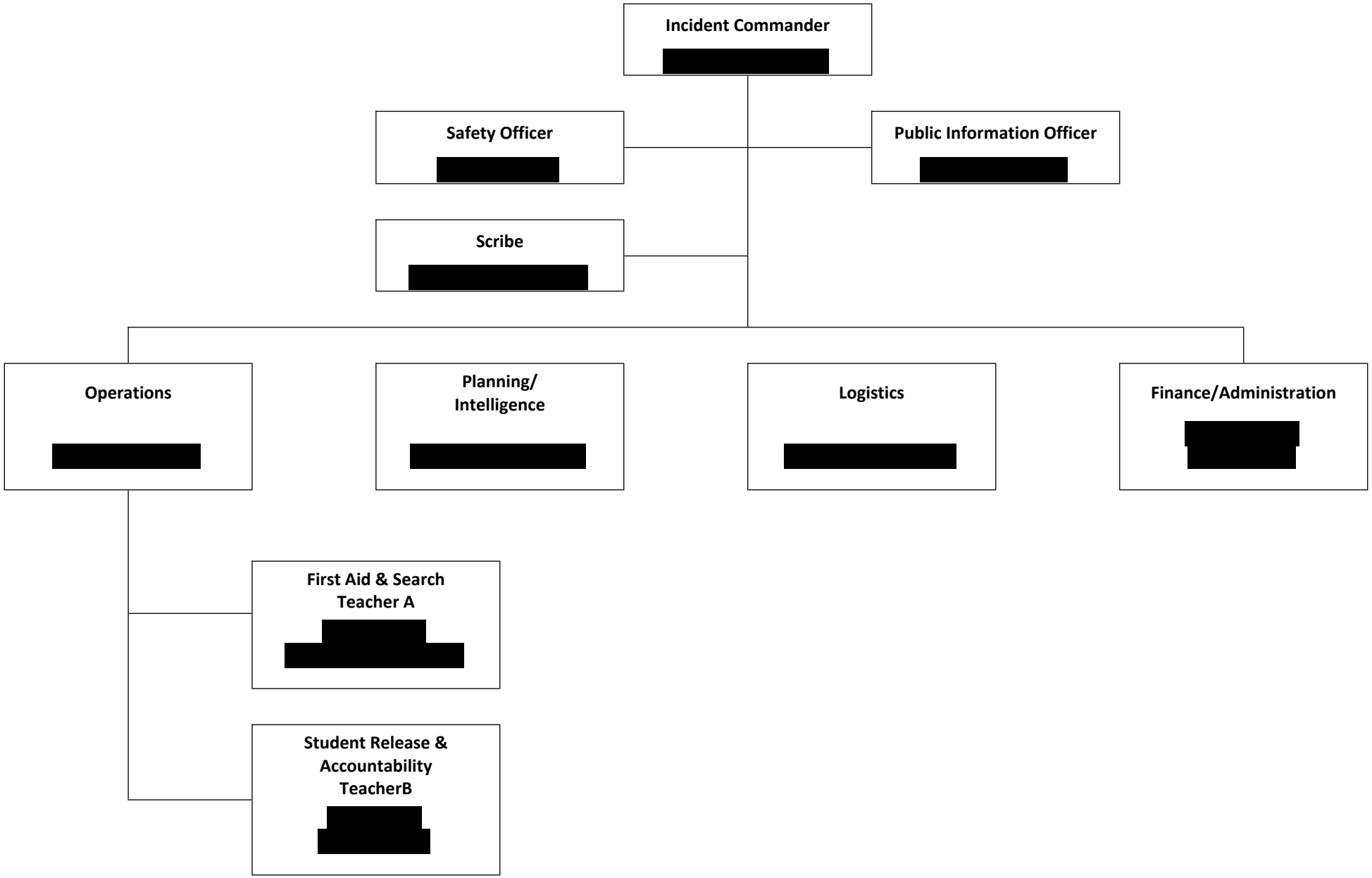
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
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.	1/12/2025	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	1/12/2025	
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. Specific protocol are in place to ensure that the following are monitored and revised as necessary: 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	1/12/2025	
The Comprehensive School Safety Plan includes, but is not limited to: 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: 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.	1/12/2025	
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	1/12/2025	
Child Abuse Reporting procedures	1/12/2025	
Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	1/12/2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	1/12/2025	
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.	1/12/2025	
Policies and procedures which lead to suspension and/or expulsion.	1/12/2025	
Procedures to notify teachers of dangerous pupils.	1/12/2025	
Policy prohibiting discrimination, harassment, intimidation, and bullying.	1/12/2025	
Provisions of any school site dress code, including prohibition of “gang-related” apparel.	1/12/2025	
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	1/12/2025	
Procedures that create a safe and orderly environment conducive to learning at the school.	1/12/2025	
Access to the school campus (visitors).	1/12/2025	
The rules and procedures on school discipline.	1/12/2025	
Crisis Response Plan.	1/12/2025	
Hate crime reporting procedures and policies	1/12/2025	
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.	1/12/2025	
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.	1/12/2025	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	1/12/2025	
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.	1/12/2025	
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.	1/12/2025	

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

Center High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management, Planning, Operations, Logistics, Finance

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
This step involves recognizing the specific nature of the emergency. This could range from natural disasters like earthquakes or fires to human-caused incidents such as active shooter situations or bomb threats. Accurate identification of the emergency type is crucial for selecting the appropriate response actions.

Step Two: Identify the Level of Emergency
Once the type of emergency is determined, the next step is to assess its severity and potential impact. This involves categorizing the emergency into different levels, such as low, medium, or high. The level of emergency will dictate the scale of the response, the resources required, and the urgency of the situation.

Step Three: Determine the Immediate Response Action
Based on the identified type and level of emergency, the safety plan should outline specific immediate response actions. These actions may include:

Evacuation: Moving individuals to a safe location.
Shelter-in-Place: Securing individuals inside a safe room or area.
Lockdown: Securing doors and windows and remaining silent and out of sight.
Emergency Medical Response: Providing first aid and medical assistance.
Law Enforcement Notification: Contacting local law enforcement agencies.
Fire Department Notification: Contacting the local fire department.

Step Four: Communicate the Appropriate Response Action
Effective communication is vital during an emergency. The safety plan should specify how to communicate the appropriate response action to all stakeholders, including:

Staff: Using a variety of communication channels, such as email, text messages, and public address systems.
Students: Using age-appropriate language and clear instructions.
Parents/Guardians: Using automated phone calls, email, and social media.
Emergency Responders: Using established protocols and procedures.

Types of Emergencies & Specific Procedures

Aircraft Crash

If inside a building:

- Seek cover under a desk, table, or heavy furniture which can provide protection from flying glass and/or debris.
- Remain inside the building until it is safe to exit.
- Follow directions of emergency personnel.

If outside a building:

- Seek cover or vacate areas of immediate danger of falling debris.
- Move away from crash area.
- Proceed to a safe area.
- Follow directions of emergency personnel.

Animal Disturbance

If an announcement is made that there is a dangerous animal on campus, staff should follow Code Yellow lockdown procedures.

- Permit students outside to enter.
- Close and lock doors.
- Continue teaching.
- Keep all students in class, including if the bell rings.
- Do not allow students to leave to use the restroom unless escorted by campus monitor or other staff as designated by administration.
- Monitor email and other methods of communication.
- Follow directions from emergency personnel.

Armed Assault on Campus



Behavior Escalation Plan

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.

- Teacher in Charge: Rob McInnes
- Alternate 1: Kathy Summers

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.

Biological or Chemical Release

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.

Bomb Threat/ Threat Of violence

[redacted]

[redacted]

Bus Disaster

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 916-338-6418. 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.

Campus Resources (AED, etc)

AED Steps – Located at Principal & Nurses Office, Gym, Stadium, and Theater

Automated external defibrillators can help save lives during sudden cardiac arrest. However, even after training, remembering the steps to use an AED the right way can be difficult. In order to help keep your skills sharp, we've created a quick step-by-step guide that you can print up and place on your refrigerator, in your car, in your bag or at your desk. This way, you can review the AED steps anytime, at your convenience, and keep them fresh in your memory.

Before Using the AED

These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

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

Turn on the AED and follow the visual and/or audio prompts.
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.
Attach the AED pads, and plug in the connector (if necessary).
Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.
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.

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.

Campus Visitor Procedures

CAMPUS VISITORS

Campus visitors can include any individual coming to Center High School for the purpose of providing services, observing a classroom, presenting to students whether standards based or as a sales representative, to conduct or support fundraising, etc. Campus visitors can be classified as follows:

- Supervised Volunteers are volunteers that visit the campus to help in a classroom, on campus, or on field trips and must not be left alone with students as they are not fingerprinted.
- Unsupervised Volunteers are volunteers that visit the campus to help in a classroom, on campus, or on field trips and may be left alone with students because they have been fingerprinted and cleared by the personnel department.
- Guest Speakers are presenters who come to campus to present to students about various topics and must have administrative approval. Like supervised volunteers, guest speakers must not be left alone with students. Visitors are any individual who comes to campus for reasons such as to observe a class, present to students, operate as a sales representative, help fundraise, etc.
- All campus visitors must be approved prior to coming on campus and any staff member requesting a visitor must submit the approval form available from the school secretary at least one week prior to the planned visit.
- As a general rule, no student visitors are allowed on the CHS campus during school hours. All approved visitors must sign in at the main office and obtain a visitor pass.

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
8. 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.

Disorderly Conduct
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.

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.

Explosion or Risk Of Explosion
In the event of an explosion, follow evacuation guidelines sent by administration.

Immediate actions:

- Evacuate immediately: If it is safe to do so, leave the building or area quickly. Do not use elevators; use stairs instead.
- Follow Instructions: Listen to emergency personnel and follow their directions.
- Account for Others: If possible, ensure everyone in your immediate area is aware of the situation and evacuating.
- Do Not Return: Stay away from the affected area until authorities declare it safe.

Safety Precautions:

- Avoid Damaged Areas: Stay clear of damaged buildings, fallen debris, and areas with visible damage.
- Beware of Hazards: Watch out for downed power lines, gas leaks, and other potential dangers.
- Be Cautious of Aftershocks: If the explosion was caused by an earthquake or other natural disaster, be prepared for potential aftershocks.
- Assist Others: If you can safely help those who are injured, do so, but prioritize your own safety.

Additional Tips:

- Stay Calm: Panic can hinder your ability to think clearly and act safely.
- Communicate: Inform loved ones of your safety and location.
- Stay Informed: Listen to local news or emergency alerts for updates.
- Document Damage: Take photos of any damage to your property for insurance purposes.

Remember: Your safety is paramount. If you're unsure about a situation, err on the side of caution and seek professional help.

Fire in Surrounding Area
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the fire's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local fire departments and emergency services to receive real-time information.

2. Activate Emergency Procedures:
a. Evacuation Plan: If necessary, initiate the school's evacuation plan, ensuring a swift and orderly evacuation to a designated safe location.
b. Shelter-in-Place: If evacuation isn't feasible, implement a shelter-in-place procedure, directing students and staff to secure themselves inside buildings, away from windows and doors.
c. Lockdown: In extreme cases, a lockdown may be necessary, requiring students and staff to stay in secure rooms, away from windows and doors.

3. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and the appropriate response.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

4. Air Quality Considerations:
a. Monitor Air Quality: If the fire produces significant smoke or hazardous air pollutants, monitor air quality levels in the area.
b. Adjust Activities: If air quality is compromised, consider modifying outdoor activities or canceling them altogether.
c. Indoor Air Quality: Ensure proper ventilation in indoor spaces to minimize exposure to smoke and pollutants.

5. Post-Incident Procedures:
a. Assess Damage: Once the immediate danger has passed, assess the school site for any damage or safety hazards.
b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the fire, especially those who have experienced trauma or loss.
c. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

Fire on School Grounds
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:
1. Have automatic extinguishers over deep fryers and grills.
2. Have fire extinguishers for all types of fires in the proper locations.
3. Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
4. 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.

Flooding
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.

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

[redacted]

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.

Loss or Failure Of Utilities
Immediate Response:

Prioritize Safety: Ensure the safety of all individuals on campus. This may involve evacuating the building if necessary.
Activate Emergency Procedures: Implement the school's emergency response plan, which should include procedures for facility failures.
Communicate Effectively: Inform staff, students, and parents about the situation and any necessary actions. Use multiple communication channels, such as phone calls, emails, and social media.
Assess the Damage: Conduct a thorough assessment of the damage to determine the extent of the problem and potential solutions.
Coordinate with Local Authorities: Contact local emergency services, such as fire departments and law enforcement, to request assistance if needed.
Mental Health Support: Provide counseling and support services to students and staff affected by the facility loss or failure.

Medical Emergencies/First Aid Procedures
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 themself 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:
1. Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
2. Grasp your wrist with your other hand.
3. Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
4. Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:
1. Kneel, facing him, astride his hips.
2. 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.
3. 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 themself
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).

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.
1. Place several dressings around the object to keep it from moving.
2. Bandage the dressings in place around the wound.
3. 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.
1. Without proper care, the victim's condition will quickly worsen.
2. Cover the wound with a dressing that does not allow air to pass through it.
3. A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
4. Give additional care as needed. Watch for shock.
5. 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:
Pale, cold, moist skin
Weak and/or rapid pulse
Rapid breathing
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:
1. Have the victim lie down.

2. Control any external bleeding.
3. Help the victim maintain body temperature, cover to avoid chilling.
4. Reassure the victim.
5. Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
6. Do not provide anything to eat or drink.
7. Call 911.
8. 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..

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.

Motor Vehicle Crash
1. Monitor the Situation:
a. Stay Informed: Continuously monitor local news, emergency alerts, and social media for updates on the crash's location, severity, and potential impact on the school.
b. Communicate with Local Authorities: Establish a direct line of communication with local law enforcement and emergency services to receive real-time information.

2. Assess the School's Proximity:
a. Evaluate Risk: Determine the proximity of the crash to the school and any potential hazards, such as road closures, traffic congestion, or hazardous materials.
b. Potential to be Staging Area: Maintain communication with local authorities to determine viability for school site or grounds to be potential staging area for emergency services.

3. Implement Safety Measures:
a. Secure the School Grounds: If necessary, implement measures to secure the school grounds, such as locking doors and windows.
b. Adjust School Activities: Consider adjusting school activities, such as outdoor recess or field trips, if the crash significantly impacts traffic or safety conditions.
c. Monitor Student and Staff Movement: If students or staff are in the vicinity of the crash, monitor their movement and provide guidance on safe routes.

4. Communicate Effectively:
a. Inform Staff and Students: Use the school's emergency notification system to inform all staff and students about the situation and any necessary precautions.
b. Provide Clear Instructions: Give clear and concise instructions to students and staff, addressing any concerns or questions they may have.
c. Update Parents/Guardians: Send out timely updates to parents and guardians, informing them of the situation and any necessary actions they should take.

5. Post-Incident Procedures:
a. Review Emergency Plans: Conduct a thorough review of the school's emergency plans to identify any areas for improvement.

b. Provide Counseling Support: Offer counseling services to students and staff who may be affected by the crash, especially those who have witnessed the event or experienced trauma.

Pandemic

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.

Psychological Trauma
In the event of an event on campus that could cause major psychological trauma, such as a school shooting, natural disaster, death or serious injury, etc., follow guidelines set forth in the District Mental Health Crisis Team Response Plan.

1. Confirm facts and identify those affected.
2. Notify the district office, Director of Special Education, and law enforcement if necessary.
3. Follow the Grief Response Team Flow Chart for notification.
4. Meet as site grief response team:
a. Conduct needs assessment
b. Plan for the day
i. Designate staff roles
ii. Designate location of staff
iii. Plan staff meeting
iv. Write or review scripts for:
    - Students
    - Teachers
    - Parents/guardians
    - Communications director
v. Prepare possible resources for staff, students, and families
5. Notify staff using sit phone tree or emergency notification policy
6. Plan a debriefing meeting with site grief response team

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.

Suspected Contamination of Food or Water
Immediate Response:
1. Identify the Contamination:
a. Determine the source of contamination (food item, water source, etc.).
b. Assess the extent of the contamination (number of people affected, severity of symptoms).

2. Isolate the Contaminated Items:
a. Remove all contaminated food and water from circulation.
b. Quarantine the affected area to prevent further exposure.

3. Notify Authorities:
a. Contact the district office and emergency response teams.
b. Contact local health department officials to report the incident.

4. Provide Medical Attention:
a. Monitor students and staff for symptoms of illness.
b. Provide first aid or medical attention as needed.

c. Arrange transportation for those requiring urgent medical care.

Long-Term Response:
1. Clean-up and Disinfection:
a. Thoroughly clean and disinfect all affected areas, including food preparation areas, dining areas, and water sources.
b. Dispose of contaminated food and water safely.

2. Investigate the Cause:
a. Conduct a thorough investigation to determine the root cause of the contamination.
b. Implement corrective actions to prevent future occurrences.

3. Communicate with the School Community:
a. Inform parents and guardians about the incident and the steps being taken to address it.
b. Provide regular updates on the situation and any actions being taken.

4. Review and Update Emergency Protocols:
a. Evaluate the effectiveness of the existing emergency response plan.
b. Identify areas for improvement and update the plan accordingly.

5. Provide Counseling Services:
a. Offer counseling services to students and staff who may be experiencing emotional distress or trauma as a result of the incident.

Tactical Responses to Criminal Incidents



[redacted]

Unlawful Demonstration or Walkout

Prevention:

1. Open Communication Channels:

a. Foster a culture of open dialogue where students feel comfortable expressing concerns and opinions.

b. Establish regular meetings or forums for students to voice their thoughts.

c. Encourage student involvement in decision-making processes.

2. Clear Expectations:

a. Develop and communicate clear policies regarding student conduct, including rules about demonstrations and protests.

b. Emphasize the importance of peaceful and lawful expression.

3. Educate on Rights and Responsibilities:

a. Provide students with information about their rights and responsibilities under the First Amendment.

b. Explain the potential consequences of unlawful actions.

Response:

1. Monitor and Assess:

a. Actively monitor for signs of potential demonstrations or walkouts.

b. Assess the situation to determine the level of risk and potential disruption.

2. Immediate Response:

a. If a demonstration or walkout occurs:

b. Prioritize student safety.

c. Maintain order and minimize disruption to the school day.

d. Avoid escalating the situation.

e. Document the incident, including the number of participants and any damages.

Post-Incident Actions:

1. Conduct a debriefing to evaluate the school's response.

2. Consider disciplinary actions for students who violated school rules or laws.

3. Use the incident as a teachable moment to discuss peaceful protest and responsible citizenship.

Legal Considerations:

1. First Amendment Rights:

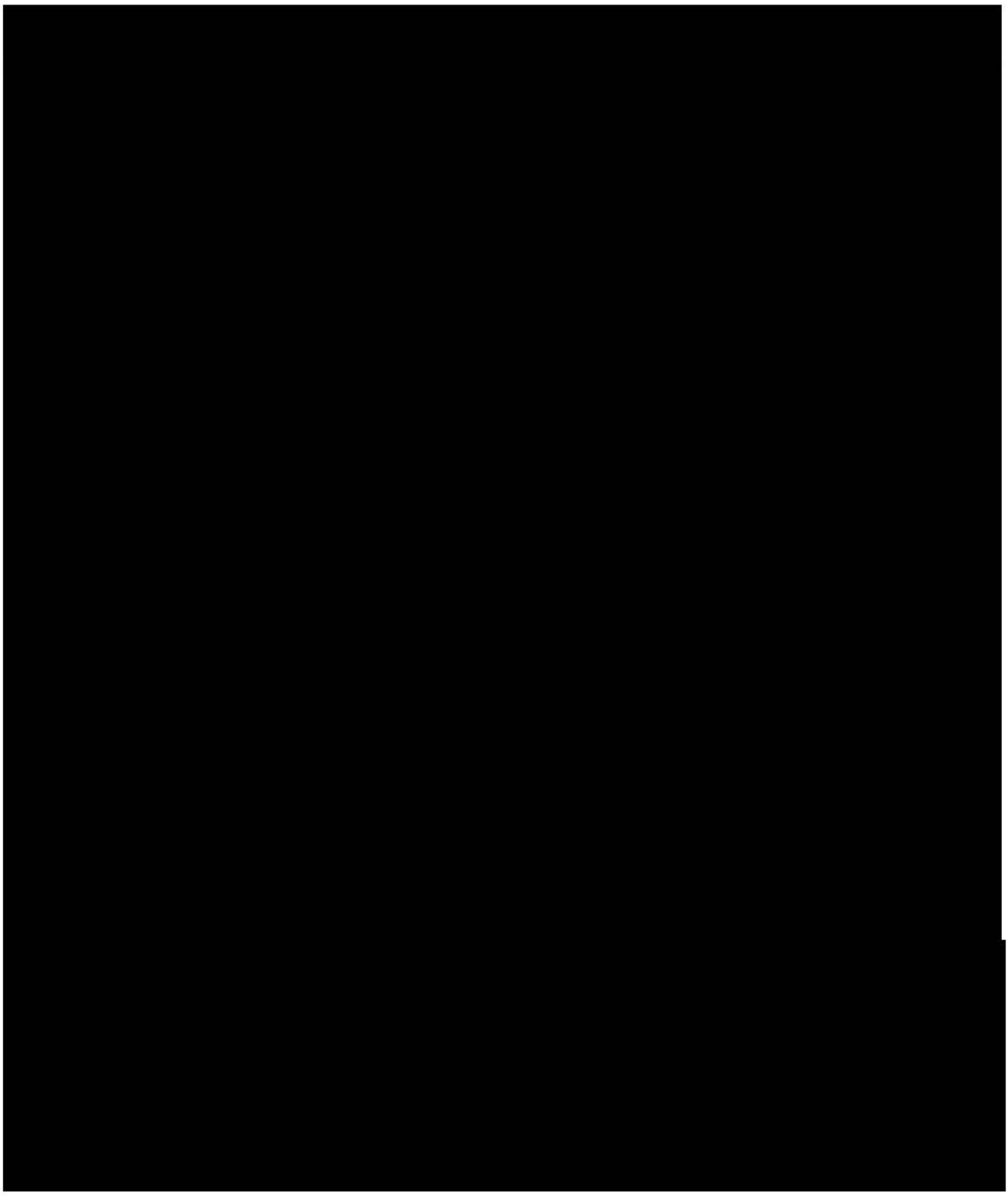
a. Understand the limits of student free speech rights, especially when it disrupts the educational environment.

b. Consult with legal counsel to ensure that any disciplinary actions are lawful and do not infringe on students' constitutional rights.

2. School District Policies:

a. Adhere to the school district's policies and procedures regarding student conduct, demonstrations, and protests.

Emergency Evacuation Map



AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan Initials: MDJ

SUBJECT: Master Contract (#11) between CJUSD and Access Language

☒ **Action Item** ☐ **Information Item** **Attached Pages** 47

Company/Consultant's Name:

Access Language

Background/Services to be Rendered:

Master Contract for Access Language to provide ASL Signing Para Educator and/or ASL Interpretation Services according to student(s) needs as identified and agreed up within student(s) IEP.

Date(s) of Service: 1/15/25 - 6/30/25

Funding Amount: Per ISA - $24,722.50

Funding Source: 01-6500-0-5800-102-5760-1180-019-000

RECOMMENDED BOARD ACTION:

Ratify Master Contract #11

SACRAMENTO COUNTY SELPA

SUPPORTING THE FOLLOWING LEAS:

ARCOHE, CENTER, ELVERTA, GALT ELEMENTARY, GALT HIGH SCHOOL, NATOMAS CHARTER SCHOOL, RIVER DELTA, ROBLA

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

SACRAMENTO COUNTY SELPA

2024-2025

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA Center Joint Unified School District

Contract Year 2024-2025

X Nonpublic School ("NPS")

Nonpublic Agency ("NPA")

Type of Contract:

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

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

Interim Extension of the Master Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA in accordance with Section 4 of this Master Contract. Expiration Date: _____

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

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2024-2025

LEA: Center Joint Unified School District (CJUSD)

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Access Language Connection, Inc

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2024, between Access Language Connection, Inc, hereinafter referred to as the local educational agency ("LEA") and CJUSD (nonpublic, nonsectarian school [NPS] or nonpublic, nonsectarian agency [NPA]), hereinafter referred to as "NPS/A" or "CONTRACTOR," for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

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

2. CERTIFICATION AND LICENSES

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

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Contract.

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

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, State of California, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA and SELPA policies, regulations, and procedures (collectively referred to as "LEA Procedures") unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA Procedures and shall indemnify LEA under the provisions of Section 16 of this Contract for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA Procedures (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

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

4. TERM OF MASTER CONTRACT

The term of this Contract shall be from July 1, 2024, to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2025. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Contract incorporates LEA Procedures herein by this reference. Each ISA is also incorporated herein by this reference. This Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA Procedures from time to time without the consent of CONTRACTOR.

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

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

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

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

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

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

If a Parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of the State of California and federal law unless the Parent and LEA voluntarily agree otherwise, or an Interim Alternative Educational Setting ("IAES") is

deemed lawful and appropriate by LEA or OAH consistent with Title 20 of the United States Codes Sections 1415(k)(1)(G), 1415(k)(2), and 1415(k)(3)(B)(ii)(II). CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

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

Exhibit B includes the ISA form.

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

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

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

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

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

   Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by State laws or regulations. (California Code of Regulations, tit. 5, § 3001(r).)

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

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (b)(2),

iii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iv. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

v. a surrogate parent.

Parent does not include the state or any political subdivision of government or a NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code §56028.)

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

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

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

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

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by State and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Contract. For purposes of this Contract, "records" shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (Parent/doctor notes, telephone logs, and related documents) if CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; transcripts; grade and progress reports; behavioral data; IEP/IFSPs; assessment reports; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification including verification of behavior

training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; business licenses held; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; all budgetary information, including operating budgets; statements of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/State payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the LEA student's records by: (a) the LEA student's Parent; (b) an individual to whom written consent has been executed by the LEA student's Parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to LEA student records. For purposes of this Section, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the LEA student's Parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record and comply with Parent requests for copies of LEA student records, as required by State of California and federal laws and regulations. CONTRACTOR agrees, in the event of NPS/A closure, to forward all LEA student records held by CONTRACTOR within ten (10) business days to LEA. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

This Contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify LEA of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

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

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

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

14. TERMINATION

This Contract or ISA may be terminated for cause. Cause shall include but not be limited to non-maintenance of current NPS/A certification, failure of either LEA or CONTRACTOR to maintain the

standards required under the Contract and/or ISA, or other material breach of this Contract by CONTRACTOR or LEA. For purposes of NPS placement, the cause shall not be the availability of a public class initiated during the period of the Contract unless the Parent agrees to the transfer of the LEA student to the public-school program at an IEP team meeting. To terminate the Contract or ISA, either party shall give no less than twenty (20) days prior written notice to the other party. (California Education Code §56366(a)(4).) If this Contract is terminated with twenty (20) days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract on the date of termination.

Notwithstanding the foregoing, this Contract or ISA may be terminated immediately, without twenty (20) days prior notice and at LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's NPS/A certification. If this Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract within five (5) business days of termination. Notwithstanding the foregoing regarding termination of an ISA, CONTRACTOR is bound by the "stay put" provisions described in Section 6 of this Contract.

15. INSURANCE

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

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

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

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

CONTRACTOR's general liability policy shall be primary and shall not seek contribution from LEA's coverage, and be endorsed using Insurance Services Office form CG 20 10 or CG 20 26 (or equivalent) to provide that LEA and its officers, officials, employees, and agents shall be additional insureds under such policies. The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Commercial Auto Liability Insurance**

CONTRACTOR shall provide auto liability coverage for owned, non-owned, and hired autos using ISO Business Auto Coverage form CA 00 01 (or equivalent) with a limit of no less than two million dollars ($2,000,000) per accident. If no owned automobiles, then only hired and non-owned is required. If CONTRACTOR uses a vehicle to travel to/from school sites, between schools, and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with the State of California auto insurance requirements.

C. **Workers' Compensation and Employers Liability Insurance** CONTRACTOR shall maintain Workers' Compensation Insurance with Statutory Limits and Employers' Liability Insurance with a

limit of no less than $1,000,000 per accident for bodily injury or disease. CONTRACTOR shall submit to LEA, along with the certificate of insurance, a waiver of subrogation endorsement in favor of LEA

D. **Sexual Abuse and Molestation Insurance**

CONTRACTOR shall provide Sexual Abuse and Molestation coverage in the minimum amount of three million dollars ($3,000,000) per occurrence. This insurance shall cover potential claims of sexual abuse or molestation.

Sexual Abuse and Molestation coverage must either be included under a General Liability policy or obtained in a separate policy. Any policy inception date, continuity date, or retroactive date must be before the effective date of this Contract, and CONTRACTOR agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this Contract.

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance**

CONTRACTOR shall maintain professional liability insurance that insures against professional errors and omissions that may be made in performing the Services to be rendered in connection with this Contract, in the minimum amount of two million dollars ($2,000,000) per claim and in the aggregate. Any policy inception date, continuity date, or retroactive date must be before the effective date of this Contract, and CONTRACTOR agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this Contract.

F. For all Insurance Coverage in Part I:

1) Each insurance policy required by the Contract shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced in limits except after thirty (30) days' prior written notice has been given to LEA, except that ten (10) days' prior written notice shall apply in the event of cancellation for nonpayment of premium.

2) All self-insured retentions over $100,000 must be declared and approved by LEA.

3) Evidence of Insurance – Prior to commencement of serving LEA students pursuant to this Contract, CONTRACTOR shall furnish LEA with certificates, additional insured endorsements, and waivers of subrogation evidencing compliance with the insurance requirements above. CONTRACTOR must agree to provide complete, certified copies of all required insurance policies if requested by LEA.

4) Acceptability of Insurers – Insurance shall be placed with insurers admitted in the State of California and with an AM Best rating of A-, VII, or higher.

5) CONTRACTOR shall require and verify that all subcontractors maintain insurance meeting all the requirements stated herein. However, insurance requirements may be determined on a “per subcontractor” basis, considering the particular work to be done by the subcontractor.

6) All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

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

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

A. Commercial General Liability

CONTRACTOR shall maintain commercial general liability insurance with coverage at least as broad as Insurance Services Office (ISO) form CG 00 01, in an amount not less than three million dollars ($3,000,000) per occurrence for bodily injury, personal injury, and property damage, including without limitation, blanket contractual liability. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project/location, or the general aggregate limit shall be twice the required occurrence limit. CONTRACTOR'S general liability policies shall be primary and shall not seek contribution from the LEA'S coverage and be endorsed with a form at least as broad as ISO form 20 10 or CG 20 26 to provide that LEA and its officers, officials, employees, and volunteers shall be additional insureds under such policies.

The policy shall be endorsed to name LEA and LEA's Board of Trustees as named additional insureds and shall provide specifically that any insurance carried by LEA which may be applicable to any claims or loss shall be deemed excess and NPS/RTC's insurance primary despite any conflicting provisions in the NPS/RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of LEA.

Any failure to comply with reporting provisions of the policies by CONTRACTOR shall not affect coverage provided to the LEA.

Coverage shall contain a waiver of subrogation in favor of the LEA.

B. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the NPS/RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers' Liability coverage with limit of no less than one million dollars ($1,000,000) per accident for bodily injury or disease. CONTRACTOR shall submit to LEA, along with Certificate of Insurance, a waiver of subrogation endorsement in favor of the LEA.

C. Business Auto Liability Coverage CONTRACTOR shall provide auto liability coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the NPS/RTC does not operate a student bus service. If the NPS/RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

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

E. Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance CONTRACTOR shall maintain professional liability insurance that insures against professional errors and omissions that may be made in performing the Services to be rendered in connection with this Contract, in the minimum amount of three million dollars ($3,000,000) per claim and six million dollars ($6,000,000) aggregate. Any policy inception date, continuity date, or retroactive date must be before the effective date of this Contract, and CONTRACTOR agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this Contract.

F. Sexual Abuse and Molestation Insurance

CONTRACTOR shall provide Sexual Abuse and Molestation Insurance with limits not less than three million dollars ($3,000,000) per occurrence and six million dollars ($6,000,000) aggregate. This insurance shall cover potential claims of sexual abuse or molestation.

Sexual Abuse and Molestation coverage must either be included under a General Liability policy or obtained in a separate policy. Any policy inception date, continuity date, or retroactive date must be before the effective date of this Contract, and CONTRACTOR agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this Contract.

G. For all Insurance Coverage in Part II:

1) Each insurance policy required by the Contract shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after thirty (30) days prior written notice has been given to LEA, except that ten (10) days prior written notice shall apply in the event of cancellation for nonpayment of premium.

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

3) Evidence of Insurance – Prior to the commencement of serving LEA students pursuant to this Contract, CONTRACTOR shall furnish LEA with certificates, additional insured endorsements, and waivers of subrogation evidencing compliance with the insurance requirements above. CONTRACTOR must agree to provide complete, certified copies of all required insurance policies if requested by LEA.

4) Acceptability of Insurers – Insurance shall be placed with insurers admitted in the State of California and with an AM Best rating of A-, VII, or higher.

5) For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials, and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials, and employees shall be in excess of the CONTRACTOR's insurance and shall not contribute to it.

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

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

16. INDEMNIFICATION AND HOLD HARMLESS

A. When the law establishes a professional standard of care for CONTRACTOR'S Services, to the fullest extent permitted by law, CONTRACTOR shall indemnify, protect, defend, and hold harmless LEA and any and all of its officials, employees and volunteers from and against any and all losses, liabilities, damages, costs, and expenses, including legal counsel's fees and costs but only to the extent the CONTRACTOR is responsible for such damages, liabilities and costs on a comparative basis of fault between the CONTRACTOR and the LEA in the performance of professional services under this Contract.

B. INDEMNITY FOR OTHER THAN PROFESSIONAL LIABILITY

Other than in the performance of professional services and to the full extent permitted by law, CONTRACTOR shall indemnify, defend, and hold harmless LEA and any and all of its employees, officials, and volunteers from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including legal counsel's fees and costs, court costs, defense costs, and expert witness fees), where the same arise out of, are a consequence of, or are in any way attributable to, in whole or in part, the performance of this Contract by CONTRACTOR or by any individual or LEA for which CONTRACTOR is legally liable, including, but not limited to officers, agents, employees, or subcontractors of CONTRACTOR, except when caused by the active negligence or willful misconduct of the LEA.

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Contract in all subcontracts, to the fullest extent possible. Furthermore, when CONTRACTOR is developing subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Contract during the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor shall furnish LEA with original endorsements and certificates of insurance effecting coverage required by Section 15 of this Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by LEA. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by

this Contract. All Certificates of Insurance must reference the LEA contract number, name of the NPS/A submitting the certificate, designation of NPS or NPA, and the location of the NPS/A submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a Parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

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

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

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

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by federal or State law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each LEA student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If an LEA student's services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA, in writing, if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of an LEA student's enrollment under the terms of this Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in an LEA student's IEP and ISA. Such equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

CONTRACTOR may charge an LEA student's Parent(s) for services and/or activities not necessary for the student to receive a FAPE after: (a) written notification to the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning Parent acknowledgment of financial responsibility.

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

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq*.

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

of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Contract.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certifications, and shall be provided as specified in the student's IEP and ISA. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Contract. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a Parent or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the Parent to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Contract. CONTRACTOR shall immediately notify LEA in writing if no Parent, guardian or adult caregiver is present.

CONTRACTORs providing Behavior Intervention Services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. CONTRACTORs providing Behavior Intervention Services must have a trained behaviorist or trained equivalent on staff who is qualified and responsible for the design, planning, and implementation of behavioral interventions as the law requires. (Cal. Code Regs., tit. 5, § 3051.23; Ed. Code § 56366.10(e).) It is understood that Behavior Intervention Services are limited to CDE Certification and do not constitute an instructional program.

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

23. INSTRUCTIONAL MINUTES

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

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

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

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

24. CLASS SIZE

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

In the event a NPS CONTRACTOR is unable to fill a vacant teaching position responsible for direct instruction to LEA students, and the vacancy has a direct impact on the CDE Certification of that school, CONTRACTOR shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. CONTRACTOR and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to an NPA CONTRACTOR.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq*.

25. CALENDARS

When CONTRACTOR is a NPS:

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

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

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

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

When CONTRACTOR is a NPA:

CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise in writing before delivery of any NPA services. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any services provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. In the event of school closures due to emergency, payment will follow the procedures in accordance with Section 62 of this Contract.

26. DATA REPORTING

CONTRACTOR shall agree to provide to LEA all data related to LEA student information and billing information. CONTRACTOR shall provide data related to all sections of this Contract, including student discipline as noted below, when requested by LEA and in the format required by LEA. It is understood that CONTRACTOR shall utilize LEA-approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to in writing by LEA. Additional progress reporting may be required by the LEA. LEA shall provide CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless of if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915. (Ed. Code § 49006.)

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

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the LEA student, and mandated by LEA pursuant to LEA, State of California, and federal guidelines.

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

29. MANDATED ATTENDANCE AT LEA MEETINGS

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

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support ("MTSS") to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Contract.

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

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports ("BERs"). CONTRACTOR shall inform each of its employees about the policy, provide each employee with a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. Training shall include certification by an approved LEA crisis intervention program. Training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. (Ed. Code 56366.10(f).) The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain accurate written records documenting all training completed by all of CONTRACTOR's employees. Evidence of all training shall be submitted to

LEA at least annually at the beginning of the school year, and within five (5) business days of completion of training or any new hire upon LEA request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to a LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency. Consistent with Section 44 of this Contract, LEA may observe and/or audit CONTRACTOR's implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

CONTRACTOR shall complete a BER when an emergency occurs that is defined as serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. The use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. Emergencies ***require*** a BER form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the BER, determine if there is a necessity for a functional behavioral assessment ("FBA"), and to determine an interim plan, or both. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions like the following:

1. Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.
2. An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mist, or substances in proximity to the face of the individual.
3. An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
4. An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
5. Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
6. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
7. An intervention that precludes adequate supervision of the individual.
8. An intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed behavior intervention is ineffective, that may require an IEP team meeting.

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

BEHAVIOR INTERVENTION REPORTING: Twice annually, CONTRACTOR shall certify to LEA that (a) CONTRACTOR has reviewed the BERs for each LEA student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each LEA student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to LEA students or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior; and (d) BERs have been properly completed and timely forwarded to LEA as required by this Contract.

CONTRACTOR's failure to comply with any of the requirements of Section 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Contract by LEA.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with State of California and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, monthly, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless of if it results in a disciplinary action of suspension or expulsion. This includes all

statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

When CONTRACTOR seeks to remove a LEA student from the student's current educational placement for disciplinary reasons, CONTRACTOR shall immediately (within 24 hours) submit a written discipline report to LEA. Written discipline reports shall include, but not be limited to: the student's name, grade, race, ethnicity, and gender; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day after the decision is made to suspend the student for more than ten (10) school days or recommend expulsion of the student. LEA shall notify and invite CONTRACTOR representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

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

If an LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the student's IEP team. Except as otherwise provided in the Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Contract, the Parent, CONTRACTOR, or LEA may request a review of the LEA student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, CONTRACTOR, LEA, and Parent in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to CONTRACTOR, LEA, and Parent. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation regarding the student's progress on goals and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA Procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Contract.

It is understood that CONTRACTOR shall utilize the LEA approved electronic IEP system for all IEP planning and progress reporting at LEA's discretion. LEA may provide training for any CONTRACTOR to ensure access to the approved system. CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a LEA student dis-enrolls from the NPS/A, the CONTRACTOR shall discontinue use of the approved system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Contract, may only be made based on revisions to the student's IEP. In the event that CONTRACTOR believes a LEA student requires a change of placement, CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. A LEA student is entitled to remain in the last agreed upon and implemented placement unless Parent agrees otherwise, or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415(k)(4) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's Parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 U.S.C. sections 1414-1482 and 34 C.F.R. sections 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). LEA shall annually notify CONTRACTOR who LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by LEA any time after the completion of the student's second year of high school, CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

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

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to Parent complaints. These procedures shall include annually notifying and providing Parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8(a), (d) and 106.9(a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately (within 24 hours) notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided monthly, CONTRACTOR shall provide Parents, with a concurrent copy sent to LEA, at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's Parent quarterly.

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

CONTRACTOR shall complete academic or other evaluations of the LEA student at least ten (10) days prior to the student's IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by State and federal laws and regulations and pursuant to LEA Procedures, and/or LEA practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team at least five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation, such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

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

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

CONTRACTOR shall not charge a LEA student's Parent(s) or LEA for the provision of progress reports, report cards, and/or any evaluations conducted in order to obtain present levels of performance, interviews, and/or attendance at any meetings. It is understood that all billable hours are limited to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the student's record and shall be made available to LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in *EC* Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in *EC* Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive and submit such transcripts on LEA-approved forms to the LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA, the names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify Parents in writing of their obligation to notify CONTRACTOR of an LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to Parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA in writing of the LEA student's change of residence as specified in LEA Procedures.

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

39. WITHDRAWAL OF LEA STUDENT FROM NPS/A

CONTRACTOR shall immediately report to LEA via telephone and electronically (within 24 hours) and in writing to LEA within five (5) business days when a LEA student is withdrawn from school and/or services without prior notice. This includes but is not limited to a LEA student's change of residence to a residence outside of LEA boundaries, and LEA student's discharge against professional advice from a NPS and/or residential treatment center ("RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

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

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

CONTRACTOR providing services in a LEA student's home as specified in the IEP shall ensure that at least one Parent of the child, or an adult caregiver with the Parent's written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the Parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. CONTRACTOR shall ensure that the Parent informs the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with CONTRACTOR.

CONTRACTOR shall notify LEA in writing immediately (within 24 hours) of all problems and/or concerns reported to Parents, both verbal and written.

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

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines and LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

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

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and Parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the LEA student's Parent or another adult with educational decision-making rights.

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

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

When CONTRACTOR is a NPS, LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which LEA has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the student through the ISA between LEA and the NPS, a review of progress the student is making toward the goals set forth in the student's IEP, a review of progress the student is making toward the goals set forth in the student's BIP, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a student if LEA does not have any students enrolled at the NPS at the time of placement. (Ed. Code § 56366.1.)

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

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

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching

staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) Superintendent shall conduct an onsite review in year two; and (3) Superintendent shall conduct a follow-up visit in year three.

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

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

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

PERSONNEL

44. CLEARANCE REQUIREMENTS

If CONTRACTOR is a NPA:

When CONTRACTOR is an NPA, all employees, volunteers, and subcontractors of CONTRACTOR who will or are likely to interact with LEA students shall obtain clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information and notwithstanding the express provisions of California Education Code sections 44237, 45125.1, and 56366.1, CONTRACTOR shall require all employees, volunteers, and subcontractors to submit fingerprints through LEA's Live Scan system, regardless of whether CONTRACTOR requires its employees and volunteers to submit fingerprints for background checks in accordance with its own procedures. In addition, CONTRACTOR shall require all employees, volunteers, and subcontractors who will interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee to enroll in LEA's subsequent arrest notification service as required by California Penal Code section 11105.2.

No employees, volunteers, or subcontractors of CONTRACTOR who have been convicted of a violent or serious felony, as those terms are defined in California Education Code Section 44237 subdivision (h) shall interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee, unless despite the employee's, volunteer's, or subcontractor's conviction of a violent or serious felony, they have met the criteria to be eligible for employment pursuant to California Education Code section 44237 subdivisions (i) or (j). CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not interact with LEA students unless and until CDOJ and DBI clearances are ascertained through LEA's Live Scan system.

If CONTRACTOR is a NPS or RTC:

When CONTRACTOR is an NPS or RTC, CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as “CDOJ”) and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR’s employees and volunteers who will have or likely may have any direct contact with LEA students. In addition, if CONTRACTOR is located outside of California, then the CONTRACTOR shall also obtain

clearance from its state's department of justice. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with LEA students until CDOJ, it's state's DOJ, and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. CONTRACTOR shall certify to LEA that CONTRACTOR'S employees, volunteers, and subcontractors have successful background checks and CONTRACTOR enrolled in subsequent arrest notification service for all employees, volunteers, and subcontractors who may come into contact with LEA students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, employee, volunteer, and subcontractor of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

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

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code §56366.1(a)(5)) CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

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

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

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the Sacramento County Superintendent of Schools. CONTRACTOR shall comply with the requirements of Section 44 (Clearance Requirements) and provide LEA with verified dates of Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any LEA student.

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

CONTRACTOR'S failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or and shall be good cause for termination of this Contract by LEA.

CONTRACTOR shall identify to LEA any employee (or CONTRACTOR, if CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the employee and LEA the actual amounts paid to the individual for services rendered under this Contract, with LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation, including but not limited to Education Code section 22461.

47. STAFF ABSENCE

When CONTRACTOR is a NPS and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

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

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

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

For services provided on a public-school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq*., as well as all other LEA Procedures and school campus-specific policies and procedures regarding visitors to/on school campuses. Such LEA Procedures shall be made available to the CONTRACTOR upon request. It is understood that the LEA public school credentialed classroom teacher is responsible for the instructional program, and all NPA service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause for LEA to terminate this Contract.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one Parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the Parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to Parents, in either verbal or written form, shall also be immediately (within 24 hours) reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, State, and local, and laws, regulations, ordinances, policies, and procedures, and LEA Procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*., 49406, and Health and Safety Code section 121545(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide LEA

documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a LEA student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030 *et seq.* and Cal/OSHA's Blood-Borne Pathogens Standards, Title 8 of the California Code of Regulations section 5193, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

See also the Health and Safety Addendum to Master Contract 2023-2024 in Exhibit C.

50. FACILITIES AND FACILITIES MODIFICATIONS

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

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

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a LEA student who is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's Parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's Parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and Parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to and as specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and Education Code 44691. In addition, CONTRACTOR is to read and become familiar with the LEA's Mandated Child Abuse and Neglect Reporting Policies (BP 5141.4 and AR 5141.4.). To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement from CONTRACTOR acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA before execution of this Contract and upon subsequent request from LEA.

In the event there is a suspicion of abuse conducted by anyone (students, staff, CONTRACTOR or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify LEA's Legal Compliance Department ("Legal Compliance") of the report. CONTRACTOR is to cooperate with any investigation conducted by LEA in connection with such report.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and State law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all of its staff members, including volunteers, independent contractors and subcontractors, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 *et seq*. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA by CONTRACTOR before execution of this Contract and in response to subsequent requests by LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

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

CONTRACTOR shall assure that the NPS/A has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each student.

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

If CONTRACTOR is a NPS, CONTRACTOR shall ensure that the NPS's enrollment procedures include verification of required immunizations (including but not limited to the adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade).

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on a LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: type of service provided; month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service and the individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/A administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up sessions consistent with this Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name of each LEA student for whom the service was provided.

In the event services were not provided, each invoice shall include the rationale for why the services were not provided.

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

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

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

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366.5(a); (e) education and/or related services are provided to students

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

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

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

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

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

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

<u>After sixty (60) business days</u>: Pursuant to the provisions of Education Code section 56366(c)(2), the LEA or CONTRACTOR may appeal to the Sacramento County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract to negotiate the contract. Within thirty (30) days of receipt of this appeal, the Sacramento County Superintendent of Schools or a designee, shall mediate the formulation of a contract, which shall be binding on both parties. Alternatively, the parties may agree to retain the services of a mutually agreed upon mediator to negotiate

the contract.. Both parties agree to pay for their own costs and expenses arising out of any such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL (NPS) STAFF ABSENCE

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

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

NONPUBLIC SCHOOL (NPS) STUDENT ABSENCE

If CONTRACTOR is a NPS, no later than the tenth (10^{th}) cumulative day of a LEA student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY (NPA) STAFF ABSENCE

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

NONPUBLIC AGENCY (NPA) STUDENT ABSENCE

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

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency for the reasons set forth in Education Code section 41422 and serves LEA students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether LEA is open or closed.

b. If CONTRACTOR is closed during an emergency for the reasons set forth in Education Code section 41422, if LEA is able to obtain alternative placement for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR's NPS closure. If LEA is unable to obtain an alternative placement for the LEA student, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in regular attendance, until an alternative placement can be found, so long as CONTRACTOR complies with Section 60(d), below.

c. If both LEA and CONTRACTOR are closed during an emergency for the reasons set forth in Education Code section 41422, on days LEA is funded, CONTRACTOR shall receive payment consistent with the LEA student's ISA, until an alternative placement for the LEA student can be found so long as CONTRACTOR complies with Section 60(d), below. If LEA is able to obtain an alternative placement for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S NPS closure.

d. CONTRACTOR shall, in the case of school closures during an emergency for the reasons set forth in Education Code section 41422, implement the LEA student's IEP in accordance with Education Code 56345(a)(9) pertaining to emergency conditions and continue implementing ISAs for enrolled students CONTRACTOR shall ensure its students have reliable internet accessibility as well as the physical technology (i.e. Chromebooks, i-Pad, hot-spots etc.) as required to access and participate.

e. In the event of CONTRACTOR'S closure during an emergency, LEA reserves the right to withhold payment to CONTRACTOR for instruction and services not rendered pursuant to an LEA student's ISA, consistent with Section 59.

When the emergency school closure is lifted, CONTRACTOR shall notify LEA of any lost instructional minutes for any LEA student. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

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

CONTRACTOR shall provide access to LEA to all records including, but not limited to those documents identified in Section 9 of this Contract. CONTRACTOR shall also make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

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

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

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

62. RATE SCHEDULE

The attached Rate Schedule (Exhibit A) limits the number of LEA students that may be enrolled and maximum dollar amount of the Contract. It may also limit the maximum number of LEA students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and noted in California Education Code Section 46200-46208.

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

When CONTRACTOR is a NPS associated with a RTC ("NPS/RTC"), Educationally Related Mental Health Services ("ERMHS") are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per LEA student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature. Any NPS or RTC requesting a change in rate for any services provided during a subsequent contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the LEA's Quality On-Site NPS Review Rubric.

63. DEBARMENT CERTIFICATION

By signing this Contract, CONTRACTOR certifies that:

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

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

The Parties hereto have executed this Contract by and through their duly authorized agents or representatives. This Contract is effective on the 1st day of July, 2024 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

CONTRACTOR	LEA
Access Language Connection, Inc	Center Joint Unified School District
Nonpublic School/Agency	
By: William Sylliaasen-Lee 9/5/24	By: Michael D. Jordan 01/30/2025
Signature Date	Signature Date
William Sylliaasen-Lee, CEO	By: Mike Jordan, Director of C&I and Spec. Edu.
Name and Title of Authorized Representative	Name and Title of Authorized Representative
Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
William Sylliaasen-Lee, CEO	Mike Jordan, Director of C&I and Spec. Edu.
Name and Title	Name and Title
Access Language Connection, Inc	Center Joint Unified School District
Nonpublic School/Agency/Related Service Provider	LEA
3820 California Avenue	3243 Center Court Lane
Address	Address
Carmichael, CA 95608	Antelope CA 95843
City State Zip	City State Zip
209-553-0953	
Phone Fax	Phone Fax
scheduler@accesslanguage.net	
Email* *(*Required)*	Email

Additional LEA Notification
(Required if Completed)

Name and Title
LEA
Address
City State Zip
Phone Fax
Email

EXHIBIT A: 2024-2025 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		

Audiological Services (720)			
Specialized Vision Services (725)			
Orientation and Mobility (730)			
Specialized Orthopedic Services (740)			
Reader Services (745)			
Transcription Services (755)			
Recreation Services, Including Therapeutic (760)			
College Awareness (820)			
Work Experience Education (850)			
Job Coaching (855)			
Mentoring (860)			
Travel Training (870)			
Other Transition Services (890)			
Transportation			
Other (900)			

EXHIBIT B: 2024-2025 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone ( ) _____ ( )
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ **= PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $ _____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

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

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

-CONTRACTOR-	-LEA/SELPA-
_____ (Name of Nonpublic School/Agency)	_____ (Name of LEA/SELPA)
_____ (Signature) (Date)	_____ (Signature) (Date)
_____ (Name and Title)	_____ (Name of Superintendent or Authorized Designee)

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: TRIO Educational Talent Search - American River College Initials: BH

SUBJECT: Request for ETS spring campus tour with Wilson C. Riles Middle School students

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

TRIO Educational Talent Search (ETS) - American River College

Background/Services to be Rendered:

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 Saturday, March 15th we will take 30 Wilson C. Riles TRIO ETS students on a one day trip to visit CSU Sacramento. There will be three chaperones attending the trip. The date is on a Saturday and will not effect the students school attendance. We plan to take an official tour of the campus, attend a planetarium show, and eat lunch in the dining hall on campus.

Date(s) of Service: 3/15/2025

Funding Amount: 0

Funding Source: TRIO ETS will be paying for all expenses.

RECOMMENDED BOARD ACTION:

Approve field trip



Sacramento State Planetarium

ETS
EDUCATIONAL TALENT SEARCH
AMERICAN RIVER COLLEGE



CSU Sacramento

CSU SACRAMENTO SPRING FIELD TRIP

Saturday, March 15, 2025
8:30 AM to 4:15 PM

Join us for a FREE day trip to visit California State University, Sacramento and the Sac State Planetarium!

Pick up and Drop off:

American River College
College Oaks Drive, Sacramento

Contact:

Matthew Johnston
johnstm@arc.losrios.edu
(916) 701-8232
Sunshine Flores
(916) 283-7943
faiads@arc.losrios.edu

Spots are limited! Fill out the interest form ASAP. Deadline to turn in permission slips Friday, February 28th.

bitly

The TRIO Educational Talent Search program is funded by the U.S. Department of Education and designed to motivate and prepare low-income, first-generation college students for success in postsecondary education. All services are provided at no cost to students and their families.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Melissa Oliver, Dudley Elementary Initials: mlo

SUBJECT: Request to approve Conservation Ambassadors assembly at Dudley Elementary

☒ **Action Item** ☐ **Information Item** **Attached Pages** 2

Company/Consultant's Name:

Conservation Ambassadors

Background/Services to be Rendered:

Conservation Ambassadors hosts school wide, interactive, wild life assemblies for students to educate students on conservation as well as wildlife.

Date(s) of Service: April 21, 2025

Funding Amount: $1,100.00

Funding Source: Title 1 Funds

RECOMMENDED BOARD ACTION:

Request to approve Conservation Ambassadors assembly at Dudley Elementary

Agenda Item: XIV-13

Conservation Ambassadors, Inc.
2445 Adobe Road
Paso Robles, CA 93446
+18053910604
info@zootoyou.org

INVOICE 3270

BILL TO
Dudley Elementary
8000 Aztec Way
Antelope, CA 95843

DATE 01/05/2025 **TERMS** Date of Presentation

DUE DATE 04/21/2025

PROGRAM DATE
April 21, 2025

PROGRAM START TIME
9:45am and 10:35am

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
04/21/2025	**School Wildlife Assembly**	School wildlife assembly	1	600.00	600.00
04/21/2025	**School Wildlife Assembly (Each Additional)**	Each additional same day program.	1	500.00	500.00

You may pay by check hand-delivered on the day of program, or mail to: Wild Things, PO Box 191, Weimar, CA 95736. Please include the invoice number on the check. Or you may pay online. Thank you for your support!

TOTAL DUE **$1,100.00**

Gabe Kerschner, Director
(530) 878-2618
programs@wildthingsoutreach.org

P.O. Box 191
Weimar, CA 95736
www.wildthingsoutreach.org

W-9: https://tinyurl.com/cons-amb-w9

AGENDA ITEM

BOARD OF TRUSTEES
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Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Parveen Saenz, Principal Initials: PS

SUBJECT: BMX Freestylers Dream Team

☒ **Action Item** ☐ **Information Item** **Attached Pages** 2

Company/Consultant's Name:

Background/Services to be Rendered:

We are thrilled to announce that the BMX Reestylers Dream Team will be visiting our campus with their incredible BMX stunt show! They will be performing two exciting assemblies for our students prior to our upcoming statewide testing. Students will witness breathtaking jumps, spins, and tricks as the BMX talented riders demonstrate the power of dedication, practice, and perseverance. We believe this experience will motivate, inspire and reinforce the importance of trying their best.

Date(s) of Service: April 21, 2025

Funding Amount: $2144

Funding Source: Title 1 Funds

RECOMMENDED BOARD ACTION:

Request the Board approval request to use Title 1 funding for two BMX assemblies.

Invoice #0001482I

Important Documents

- Click for W9 TAX Form

Send Payments to:

Upload Check

BMX Freestylers
8585 Via Mallorca #9
La Jolla, CA 92037
Customer rep: Dennis
Confirmation date: 9/6/2024
Contract date: 9/6/2024
PH: (657) 345-4603
dennis@bmxfreestylers.com
https://bmxfreestylers.com

Account Details

Bill to: Oak Hill Elementary
3909 North Loop Boulevard
Antelope, CA 95843-4539
Phone: (916) 338-6460, (916) 718-5934

Email: llopez@centerusd.org
Username: lchilders4
Password: noah2004

2 School assemblies
Assembly date: 4/21/2025 at 9:30 AM, 10:10 AM

Other Show Locations:
Oak Hill Elementary
3909 North Loop Boulevard
Antelope, CA 95843-4539

Phone: (916) 338-6460
SHOW FEE: $2,097.00

Required Documents

9/6/2024
COI Certificate Of Insurance, Quantity 1
Required Fee: $47.00
Total: $47.00

TOTAL BALANCE **$2,144.00**

AGENDA ITEM

BOARD OF TRUSTEES
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Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Parveen Saenz, Principal Initials: PS

SUBJECT: Golfland Sunplash

☒ **Action Item** ☐ **Information Item** **Attached Pages** 2

Company/Consultant's Name:

Golfland Sunplash

Background/Services to be Rendered:

We are excited to provide our 6th grade students an opportunity to earn a PBIS (Positive Behavioral Interventions & Supports) field trip to Roseville Golfland Sunsplash.

Throughout the school year, we will be focusing on positive behavior and creating a supportive learning environment through our PBIS program. As a reward for demonstrating positive behavior, responsible choices, and achieving our school-wide goals, 6th-grade students will have the chance to earn a field trip to Roseville Golfland Sunsplash!

Date(s) of Service: May 28, 2025

Funding Amount: $4631.00

Funding Source: General Funds

RECOMMENDED BOARD ACTION:

Request the Board to approve our request to take Oak Hill 6th grade studetns to Roseville Golfland Sunsplash for a PBIS incentive.

Roseville Golfland Schoolsplash Reservation
Oak Hill Elementary School Splash 2025
Event Status: Booked
Quote Conf.#: 009620
Sales Order #: 005915

Roseville Golfland, Ltd.
1893 Taylor Rd.
Roseville, CA 95661-3008
(916) 784-1273

Location: Roseville
Event Date: May 28, 2025
Event Time: 10AM-4PM
Food Service Time: 12PM-2PM

Sales Representative: Caitlin Bennett

Oak Hill Elementary
Liz Pineo
3909 Northloop Blvd.
Antelope, CA 95843
916-333-6460
epineo@centerusd.org

Wristband Delivery: Mail out
Wristband Pickup Date:
Wristband Mail Out Date:

Product Details	Qty	List Price	Amount	Discount	Tax	Total
ROS25 School Splash Admission School Splash Admission during Event Time for Students & Chaperones	99	$ 33.00	$ 3,267.00	$ 0.00	$ 0.00	$ 3,267.00
ROS25 Complimentary School Splash Admission One FREE School Splash Admission for every 25 Students	5	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 0.00
ROS25 School Splash Pizza Meal School Splash Add-On: 2 Slices of Cheese or Pepperoni Pizza with a Soda Can. Served Pick-Up/Buffet Style alongside Snackbar during Food Service Time	124	$ 11.00	$ 1,364.00	$ 0.00	$ 0.00	$ 1,364.00

Sub Total	**$ 4,631.00**
Deposit	$ 0.00
Grand Total	**$ 4,631.00**

Special Terms & Conditions
>Falling below required number of participants will result in change of group rate.
>If Non-Catered "Outing" - Non-Refundable 25% Deposit is due 48hrs prior to event date and full payment due on or before event date.
>If Catered Event, Non-Refundable 25% Deposit required 10 days prior to event date to reserve date and pricing, minimum attendance guarantee and payment is required 10 days prior to event.

Special Notes:
MAIL OUT

emailed 9/13

GOLFLAND SUNSPLASH ROSEVILLE

SCHOOL DAYS

2025 Reservation Request Form

School Name: Oak Hill Elementary **Contact:** Liz Pinero

Mailing Address: 3909 Northloop Blvd **City:** Antelope **Zip:** 95843

Phone: 916.338.6460 **ext:** _____ **Email:** epinero@centerusd.org

Date Selection

Please select a date for your visit. If your chosen date is not available, we will call you to make changes

CLOSED TO THE PUBLIC

- ❑ Monday, May 19th, 10am-4pm
- ❑ Tuesday, May 20th, 10am-4pm
- ❑ Wednesday, May 21st, 10am-4pm
- ❑ Thursday, May 22nd, 10am-4pm
- ❑ Friday, May 23rd, 10am-4pm
- ❑ Tuesday, May 27th, 10am-4pm
- ☒ Wednesday, May 28th, 10am-4pm
- ❑ Thursday, May 29th, 10am-4pm
- ❑ Friday, May 30th, 10am-4pm
- ❑ Monday, June 2nd, 10am-4pm
- ❑ Tuesday, June 3rd, 10am-4pm
- ❑ OTHER* _____

** Public Mix In Weekdays 6/4-6/6 & 6/9-6/13 11am-5pm*

Estimated # of Students: 120 **x $33**

Estimated # of Chaperones: 4 **x $33**

We will factor in one free chaperone for every 25 students

Food & Addons

All students must choose the same meal. Price Includes Tax.

- ❑ **Golfland Addon +$15/pp** — *Includes 1 round of mini golf, race cars, bumper cars & laser tag. Height restrictions apply.*
- ❑ **No Meal**
- ☒ **Pizza Meal +$11/pp** — *2 slices of pizza with drink*
- ❑ **Hamburger Meal +$13/pp** — *Hamburger and a drink*

Include meals for chaperones? ❑ *YES* ❑ *NO*

Wristbands and Payments

$456.00

Payment Type
- ❑ School Check
- ❑ Credit Card
- ☒ Purchase Order

Wristband Pickup
- ☒ Please mail wristbands
- ❑ Pickup at Group Window in Advance (5/12-5/16)
  Requested Pickup Date: _____

Your payment is required at time of wristband pickup or mailing.

Ask About Our Private Cabana Rentals!

Once completed, please email this form to cbennett@golfland.com
You will receive your official reservation via email within 48 hours. Questions? Call 916.784.1273 X2

AGENDA ITEM

BOARD OF TRUSTEES
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Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Michael Jordan — Initials: MDJ
Director of Curriculum, Instruction, and Special Education

SUBJECT: List of books to be discarded from the Spinelli Elementary School library.

☒ **Action Item** ☐ **Information Item** **Attached Pages** 16

Company/Consultant's Name:
Spinelli Elementary School

Background/Services to be Rendered:
Spinelli Elementary School has requested that the books on the attached list be discarded because they are worn out, damaged, or have out-of-date content.

Date(s) of Service: N/A

Funding Amount: N/A

Funding Source: N/A

RECOMMENDED BOARD ACTION:
The Center Joint Unified School Board approve the request to discard the books.

Library Weeding Log

Spinelli Elementary School

Removed From: 8/7/2024 Removed To: 12/18/2024

12/16/2024 - Copies Removed: 8

11 birthdays (Removed: 1)

Author: Mass, Wendy, 1967- | ISBN: 978-0-545-05239-9 (trade : alk. paper) | Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 204273	$7.00	2/2/2009	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	9/30/2021	Discard

Was Available -- Weeded -- Total Circulations: 41

13 gifts (Removed: 1)

Author: Mass, Wendy, 1967- | ISBN: 978-0-545-31003-1 (trade : alk. paper) | Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 204799	$8.00	10/28/2011	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	2/8/2023	Discard

Was Available -- Weeded -- Total Circulations: 23

Anastasia : the last Grand Duchess, Russia, 1914 (Removed: 1)

Author: Meyer, Carolyn, 1935- | ISBN: 978-0-545-53578-6 (pbk.) | Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 205302	$8.00	4/11/2014	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Book Fair Profit	2/26/2019	Discard

Was Available -- Weeded -- Total Circulations: 8

Finally (Removed: 1)

Author: Mass, Wendy, 1967- | ISBN: 978-0-545-05242-9 (trade : hardcover) | Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 204438	$7.00	3/23/2010	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	1/25/2023	Discard

Was Available -- Weeded -- Total Circulations: 72

Kensuke's Kingdom (Removed: 1)

Author: Morpurgo, Michael | ISBN: 0-439-59181-3 | Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 203146	$6.00	3/19/2004	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			Discard

Was Available -- Weeded -- Total Circulations: 0

The Jungle Book (Removed: 1)

Author: Mason, Jane B. and Stephens, Sarah Hines - retold | ISBN: 0-439-57424-2 | Published: 2003

12/16/2024 - Copies Removed: 8

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 203144	$5.00	3/19/2004	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/8/2007	Discard

Was Available -- Weeded -- Total Circulations: 7

Twice Upon A Time: Rapunzel, The One with All the Hair (Removed: 1)

Author: Mass, Wendy ISBN: 0-439-79656-3 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 203869	$7.00	5/3/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	11/4/2019	Discard

Was Available -- Weeded -- Total Circulations: 47

Twice Upon A Time: Sleeping Beauty, The One Who Took the Really Long Nap (Removed: 1)

Author: Mass, Wendy ISBN: 0-439-79657-1 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 203868	$7.00	5/3/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	1/20/2016	Discard

Was Available -- Weeded -- Total Circulations: 34

12/13/2024 - Copies Removed: 7

Anne of Green Gables (Removed: 1)

Author: Montgomery, L. M.; adapted by Felder, Deborah G. ISBN: 0-679-85467-3 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PB-M	T 202774	$5.00	12/15/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/20/2015	Discard

Was Available -- Weeded -- Total Circulations: 7

Chinese Cinderella and the Secret Dragon Society (Removed: 1)

Author: Mah, Adeline Yen, 1937- ISBN: 0-06-056734-1 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 205032	$7.00	12/18/2012	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit		Discard

Was Available -- Weeded -- Total Circulations: 0

The new kid at school (Removed: 1)

Author: McMullan, Kate. ISBN: 1-59961-126-0 (lib. bdg.) Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 203988	$6.00	5/10/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	9/20/2011	Discard

Was Available -- Weeded -- Total Circulations: 5

12/13/2024 - Copies Removed: 7

Red Midnight (Removed: 1)

Author: Mikaelsen, Ben ISBN: 0-380-80561-8 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 203324	$7.00	5/26/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	1/18/2007	Discard

Was Available -- Weeded -- Total Circulations: 1

Revenge of the Dragon Lady Dragon Slayers' Academy (Removed: 1)

Author: McMullan, Kate ISBN: 0-448-43109-2 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 203880	$6.00	5/4/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	2/11/2011	Discard

Was Available -- Weeded -- Total Circulations: 4

Sarah, Plain and Tall (Removed: 1)

Author: MacLachlan, Patricia ISBN: 0-06-440205-3 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 201506	$6.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/1/2011	Discard

Was Available -- Weeded -- Total Circulations: 15

The Spray-Paint Mystery (Removed: 1)

Author: Medearis, Angela Shelf 1946- ISBN: 0-590-48474-5 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB M	T 201928	$5.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		8/26/2004	Discard

Was Available -- Weeded -- Total Circulations: 11

12/5/2024 - Copies Removed: 56

20,000 Leagues Under the Sea (Removed: 1)

Author: Verne, Jules ISBN: 0-394-85333-4 Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 202840	$5.00	1/6/2004	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		11/3/2022	Discard

Was Available -- Weeded -- Total Circulations: 3

All-of-a-kind family. (Removed: 1)

Author: Taylor, Sydney, 1904- ISBN: 0-440-40059-7 Published: 1965

Call Number	Barcode	Price	Acquired	Removed By
PB TAY	T 201784	$4.99	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/17/2005	Discard

12/5/2024 - Copies Removed: 56

Was Available -- Weeded -- Total Circulations: 7

Angel on the square (Removed: 1)

Author: Whelan, Gloria. ISBN: 0-06-029030-7 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 203291	$8.00	5/25/2005	lpantoja
Sublocation	**Reason**	**Funding Source**	**Last Circ.**	**Disposal Method**
	Infrequent Circulation		10/3/2007	Discard

Was Available -- Weeded -- Total Circulations: 2

Attack of the Tagger Shredderman (Removed: 1)

Author: Van Draanen, Wendelin ISBN: 0-375-82352-2 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 204030	$6.50	5/14/2007	lpantoja
Sublocation	**Reason**	**Funding Source**	**Last Circ.**	**Disposal Method**
	Infrequent Circulation	Title 1, A.R.	4/27/2018	Discard

Was Available -- Weeded -- Total Circulations: 31

The Battle for the Castle a novel for old & young (Removed: 1)

Author: Wintrop, Elizabeth ISBN: 0-440-40942-X (per : lg. print) Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 204055	$7.00	5/15/2007	lpantoja
Sublocation	**Reason**	**Funding Source**	**Last Circ.**	**Disposal Method**
	Infrequent Circulation	Title 1, A.R.	9/12/2011	Discard

Was Available -- Weeded -- Total Circulations: 10

The Cay (Removed: 1)

Author: Taylor, Theodore ISBN: 0-380-00142-X Published: 1969

Call Number	Barcode	Price	Acquired	Removed By
PB-T	T 202249	$5.50	7/26/2002	lpantoja
Sublocation	**Reason**	**Funding Source**	**Last Circ.**	**Disposal Method**
	Infrequent Circulation		4/21/2015	Discard

Was Available -- Weeded -- Total Circulations: 3

Dear Levi Letters from the Overland Trail (Removed: 1)

Author: Woodruff, Elvira ISBN: 0-439-05605-5 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 203664	$6.00	4/3/2006	lpantoja
Sublocation	**Reason**	**Funding Source**	**Last Circ.**	**Disposal Method**
	Infrequent Circulation	Donation-Book Fair Profit	5/8/2006	Discard

Was Available -- Weeded -- Total Circulations: 1

The devil's arithmetic (Removed: 1)

Author: Yolen, Jane. ISBN: 0-670-81027-4 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 203306	$5.00	5/25/2005	lpantoja
Sublocation	**Reason**	**Funding Source**	**Last Circ.**	**Disposal Method**
	Infrequent Circulation	Title 1, A.R.	11/20/2019	Discard

12/5/2024 - Copies Removed: 56

Was Available -- Weeded -- Total Circulations: 18

Do The Funky Pickle (Removed: 1)

Author: Spinelli, Jerry ISBN: 0-590-45448-X Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB S	T 203640	$6.00	3/31/2006	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	11/15/2007	Discard

Was Available -- Weeded -- Total Circulations: 5

The Dragon's Boy (Removed: 1)

Author: Yolen, Jane ISBN: 0-06-443756-6 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 201574	$6.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/13/2016	Discard

Was Available -- Weeded -- Total Circulations: 43

Enemy spy (Removed: 1)

Author: Van Draanen, Wendelin. ISBN: 0-375-82354-9 (trade) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 204040	$6.50	5/14/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	10/17/2023	Discard

Was Available -- Weeded -- Total Circulations: 37

Flight to freedom (Removed: 1)

Author: Veciana-Suarez, Ana. ISBN: 0-439-38199-1 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 205026	$6.00	12/18/2012	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	8/20/2019	Discard

Was Available -- Weeded -- Total Circulations: 2

Fourth grade rats (Removed: 1)

Author: Spinelli, Jerry. ISBN: 0-590-44244-9 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
PB S	T 205244	$6.00	12/12/2013	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	2/18/2014	Discard

Was Available -- Weeded -- Total Circulations: 1

Goodbye, Vietnam (Removed: 1)

Author: Whelan, Gloria ISBN: 0-679-82376-X Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 201797	$5.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/4/2005	Discard

Was Available -- Weeded -- Total Circulations: 8

12/5/2024 - Copies Removed: 56

Guy time (Removed: 1)

Author: Weeks, Sarah. ISBN: 0-06-440783-7 (pbk.) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 203354	$7.00	5/26/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	12/7/2022	Discard

Was Available -- Weeded -- Total Circulations: 27

Healer of the water monster (Removed: 1)

Author: Young, Brian. ISBN: 978-0-06-299040-2 Published: 2021

Call Number	Barcode	Price	Acquired	Removed By
PB YOU	T 52422	$12.00	1/25/2023	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation	9/3/2024	Discard

Was Available -- Weeded -- Total Circulations: 1

HOW COULD YOU, DANNY?! (Removed: 1)

Author: WARREN, ROBERT L. ISBN: 0-9658526-0-1 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 200007	$5.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
SPINELLI	Infrequent Circulation		5/8/2008	Discard

Was Available -- Weeded -- Total Circulations: 4

It's Terrific to Be Ten (Removed: 1)

Author: a novel by Christopher Paul Curtis. ISBN: 0-439-21628-1 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB CUR	T 201804	$6.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/12/2024	Discard

Was Available -- Weeded -- Total Circulations: 42

Journey home (Removed: 1)

Author: Uchida, Yoshiko. ISBN: 0-689-50126-9 Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
PB U	T 203372	$6.00	8/12/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	2/10/2015	Discard

Was Available -- Weeded -- Total Circulations: 5

The JUNKYARD DOG (Removed: 1)

Author: TAMAR, ERICA

Call Number	Barcode	Price	Acquired	Removed By
PB FIC	T 200715	$4.99	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/24/2019	Discard

Was Available -- Weeded -- Total Circulations: 29

12/5/2024 - Copies Removed: 56

Maroo of the Winter Caves (Removed: 1)

Author: Turnbull, Ann ISBN: 0-395-54795-4 Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
PB T	T 203405	$8.00	5/27/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	10/30/2018	Discard

Was Available -- Weeded -- Total Circulations: 3

Merlin (Removed: 1)

Author: Yolen, Jane ISBN: 0-590-37119-3 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 201575	$5.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/13/2016	Discard

Was Available -- Weeded -- Total Circulations: 14

Millicent Min, girl genius (Removed: 1)

Author: Yee, Lisa. ISBN: 0-439-42519-0 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 203490	$6.00	6/2/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	11/17/2017	Discard

Was Available -- Weeded -- Total Circulations: 9

Mind If I Read Your Mind? Ghost Buddy (Removed: 1)

Author: Winkler, Henry and Oliver, Lin ISBN: 978-0-545-29883-4 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 205000	$4.99	10/16/2012	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	10/3/2019	Discard

Was Available -- Weeded -- Total Circulations: 15

My Dog's a Scaredy-Cat Hank Zipzer (Removed: 1)

Author: Winkler, Henry and Oliver, Lin ISBN: 0-448-43878-X Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 203782	$6.00	11/29/2006	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	11/17/2015	Discard

Was Available -- Weeded -- Total Circulations: 3

My Guy (Removed: 1)

Author: Weeks, Sarah ISBN: 0-06-440781-0 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 203390	$7.00	5/26/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	1/18/2023	Discard

Was Available -- Weeded -- Total Circulations: 18

12/5/2024 - Copies Removed: 56

No more dead dogs (Removed: 1)

Author: Korman, Gordon. ISBN: 978-0-7868-1601-9 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB K	T 202680	$7.00	5/30/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage		11/13/2024	Discard

Was Available -- Weeded -- Total Circulations: 36

Picklemania (Removed: 1)

Author: Spinelli, Jerry ISBN: 0-590-45447-1 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PB S	T 203638	$6.00	3/31/2006	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	8/26/2014	Discard

Was Available -- Weeded -- Total Circulations: 6

The real boy (Removed: 1)

Author: Ursu, Anne. ISBN: 978-0-06-201507-5 Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
PB U	T 205718	$7.00	3/3/2016	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Book Fair Profit	11/19/2021	Discard

Was Available -- Weeded -- Total Circulations: 6

Regular Guy (Removed: 1)

Author: Weeks, Sarah ISBN: 0-06-440782-9 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 202495	$6.00	5/23/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/19/2019	Discard

Was Available -- Weeded -- Total Circulations: 59

Report to the Principal's Office (Removed: 1)

Author: Spinelli, Jerry ISBN: 0-590-46277-6 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
PB S	T 203637	$6.00	3/31/2006	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	2/13/2020	Discard

Was Available -- Weeded -- Total Circulations: 4

Sammy Keyes and the Art of Deception (Removed: 1)

Author: Van Draanen, Wendelin ISBN: 0-440-41992-1 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 203878	$7.00	5/4/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	2/18/2020	Discard

Was Available -- Weeded -- Total Circulations: 43

12/5/2024 - Copies Removed: 56

Sammy Keyes and the Curse of Moustache Mary (Removed: 1)

Author: VanDraanen, Wendelin ISBN: 0-440-41643-4 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 202497	$6.00	5/23/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/17/2023	Discard

Was Available -- Weeded -- Total Circulations: 17

Sammy Keyes and the Hollywood mummy (Removed: 1)

Author: Van Draanen, Wendelin. ISBN: 0-440-41866-6 (pbk.) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 203879	$7.00	5/4/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	5/8/2019	Discard

Was Available -- Weeded -- Total Circulations: 75

Sammy Keyes and the Hotel Thief (Removed: 1)

Author: VanDraanen, Wendelin ISBN: 0-679-89264-8 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 202105	$6.00	6/20/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/2/2022	Discard

Was Available -- Weeded -- Total Circulations: 22

Sammy Keyes and the psycho Kitty Queen (Removed: 1)

Author: Van Draanen, Wendelin. ISBN: 0-375-82349-2 (trade) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 204038	$7.00	5/14/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	3/29/2016	Discard

Was Available -- Weeded -- Total Circulations: 15

Sammy Keyes and the Runaway Elf (Removed: 1)

Author: VanDraanen, Wendelin ISBN: 0-375-80255-X Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 202498	$6.00	5/23/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		12/17/2019	Discard

Was Available -- Weeded -- Total Circulations: 16

Sammy Keyes and the Search for Snake Eyes (Removed: 1)

Author: Van Draanen, Wendelin ISBN: 0-440-41900-X Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 202496	$6.00	5/23/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		11/17/2010	Discard

Was Available -- Weeded -- Total Circulations: 28

12/5/2024 - Copies Removed: 56

Sammy Keyes and the Sisters of Mercy (Removed: 1)

Author: VanDraanen, Wendelin ISBN: 0-375-80183-9 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB-V	T 202107	$4.99	6/20/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/29/2016	Discard

Was Available -- Weeded -- Total Circulations: 34

Sammy Keyes and the Skeleton Man (Removed: 1)

Author: VanDraanen, Wendelin ISBN: 0-375-80054-9 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
PB-V	T 202108	$4.99	6/20/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/8/2016	Discard

Was Available -- Weeded -- Total Circulations: 23

Secret Identity Shredderman (Removed: 1)

Author: Van Draanen, Wendlin ISBN: 0-375-82351-4 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB V	T 204029	$6.50	5/14/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	2/9/2018	Discard

Was Available -- Weeded -- Total Circulations: 37

Stanford Wong Flunks Big-Time (Removed: 1)

Author: Yee, Lisa ISBN: 978-0-439-62248-6 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 203906	$7.00	5/7/2007	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	11/16/2017	Discard

Was Available -- Weeded -- Total Circulations: 12

Surviving the Applewhites (Removed: 1)

Author: Tolan, Stephanie S. ISBN: 0-06-623602-9 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB T	T 202985	$5.00	3/12/2004	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/1/2016	Discard

Was Available -- Weeded -- Total Circulations: 33

The Haunted Clock Tower Mystery The Boxcar Children (Removed: 1)

Author: Warner, Gertrude Chandler ISBN: 0-8075-5485-5 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 202800	$5.00	12/16/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/12/2023	Discard

Was Available -- Weeded -- Total Circulations: 8

12/5/2024 - Copies Removed: 56

The Indian School (Removed: 1)

Author: Whelan, Gloria ISBN: 0-06-027077-2 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 203364	$5.25	5/26/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	10/21/2016	Discard

Was Available -- Weeded -- Total Circulations: 3

The Mystery at Skeleton Point The Boxcar Children (Removed: 1)

Author: Warner, Gertrude Chandler ISBN: 0-8075-5520-7 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB WAR	T 202797	$5.00	12/16/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/24/2024	Discard

Was Available -- Weeded -- Total Circulations: 14

The Mystery of the Midnight Dog The Boxcar Children (Removed: 1)

Author: Warner, Gertrude Chandler ISBN: 0-8075-5476-6 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB WAR	T 202795	$5.00	12/16/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/31/2024	Discard

Was Available -- Weeded -- Total Circulations: 14

The Mystery of the Mummy's Curse The Boxcar Children (Removed: 1)

Author: Warner, Gertrude Chandler ISBN: 0-8075-5504-5 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB WAR	T 202799	$5.00	12/16/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/24/2024	Discard

Was Available -- Weeded -- Total Circulations: 7

The Prince and the Pauper (Removed: 1)

Author: Twain, Mark ISBN: 0-14-036749-7 Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
PB T	T 202144	$4.99	7/18/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/3/2015	Discard

Was Available -- Weeded -- Total Circulations: 18

The Prince and the Pauper (Removed: 1)

Author: Twain, Mark ISBN: 0-679-89213-3 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB T	T 202478	$5.00	5/23/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/12/2005	Discard

Was Available -- Weeded -- Total Circulations: 1

12/5/2024 - Copies Removed: 56

The Summer Camp Mystery The Boxcar Children (Removed: 1)

Author: Warner, Gertrude Chandler ISBN: 0-8075-5479-0 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB WAR	T 202798	$5.00	12/16/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/19/2024	Discard

Was Available -- Weeded -- Total Circulations: 6

The Tiger's Apprentice (Removed: 1)

Author: Yep, Laurence ISBN: 0-06-001015-0 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 203403	$7.00	5/26/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	9/13/2024	Discard

Was Available -- Weeded -- Total Circulations: 39

Timothy of the Cay (Removed: 1)

Author: Taylor, Theodore ISBN: 0-380-72522-3 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PB T	T 201562	$6.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/11/2012	Discard

Was Available -- Weeded -- Total Circulations: 1

When the circus came to town (Removed: 1)

Author: Yep, Laurence, 1948- ISBN: 0-06-029325-X Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB Y	T 203317	$7.00	5/26/2005	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Title 1, A.R.	11/17/2009	Discard

Was Available -- Weeded -- Total Circulations: 7

Who Ran My Underwear Up the Flagpole? (Removed: 1)

Author: Spinelli, Jerry ISBN: 0-590-46278-4 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB S	T 203639	$6.00	3/31/2006	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	3/7/2017	Discard

Was Available -- Weeded -- Total Circulations: 4

Zero to hero (Removed: 1)

Author: Winkler, Henry, 1945- ISBN: 978-0-545-29887-2 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
PB W	T 204923	$6.00	8/16/2012	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	Donation-Book Fair Profit	2/20/2020	Discard

Was Available -- Weeded -- Total Circulations: 8

12/3/2024 - Copies Removed: 10

Agua, agua, agua (Removed: 1)

Author: Mora, Pat. ISBN: 0-673-36195-0 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI MOR	T 18118		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/15/2016	Discard

Was Available -- Weeded -- Total Circulations: 11

The four Getters and ARf (Removed: 1)

Author: Lester, Helen. ISBN: 0-673-36272-8 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI LES	T 18109		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/27/2005	Discard

Was Available -- Weeded -- Total Circulations: 3

Lift the sky up (Removed: 1)

Author: Vaughan, Richard. ISBN: 0-673-36276-0 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI VAU	T 18129		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/24/2001	Discard

Was Available -- Weeded -- Total Circulations: 5

Lin's backpack (Removed: 1)

Author: Lester, Helen. ISBN: 0-673-80339-2 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PRI LES	T 17297		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/18/2007	Discard

Was Available -- Weeded -- Total Circulations: 16

Machines (Removed: 1)

Author: Morris, Ann. ISBN: 0-673-36268-X Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI MOR	T 18119	$3.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/2/2015	Discard

Was Available -- Weeded -- Total Circulations: 18

Mrs. Sato's hens (Removed: 1)

Author: Min, Laura. ISBN: 0-673-36193-4 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI MIN	T 18113		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/20/2015	Discard

Was Available -- Weeded -- Total Circulations: 15

12/3/2024 - Copies Removed: 10

Quick, go peek! (Removed: 1)

Author: Murphy, Joelle. ISBN: 0-673-36273-6 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI MUR	T 18122		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/25/2005	Discard

Was Available -- Weeded -- Total Circulations: 16

Sharing Danny's Dad (Removed: 1)

Author: Medearis, Angela. ISBN: 0-673-36275-2 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI MED	T 18112		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		8/26/1999	Discard

Was Available -- Weeded -- Total Circulations: 1

We can share it! (Removed: 1)

Author: Tatler, Sarah. ISBN: 0-673-36274-4 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI TAT	T 18126		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/5/2004	Discard

Was Available -- Weeded -- Total Circulations: 14

Where's little mole? (Removed: 1)

Author: Greene, Inez. ISBN: 0-673-36266-3 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PRI GRE	T 18102		4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/21/2015	Discard

Was Available -- Weeded -- Total Circulations: 18

11/22/2024 - Copies Removed: 1

Over the river and through the wood (Removed: 1)

Author: illustrated by Emma Randall. ISBN: 978-0-515-15765-9 (hardback) Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
PB EASY	T 53680	$8.00	11/22/2024	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Lost (not by Patron)	Book Fair Profit		Discard

Was Available -- Weeded -- Total Circulations: 0

11/6/2024 - Copies Removed: 7

Chicken boy (Removed: 1)

Author: Dowell, Frances O'Roark. ISBN: 0-689-85816-7 Published: 2005

11/6/2024 - Copies Removed: 7

Call Number	Barcode	Price	Acquired	Removed By
FIC DOW	T 50015	$13.56	8/14/2006	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation	CA School Library Material	2/4/2010	Discard

Was Available -- Weeded -- Total Circulations: 4

Hank the Cowdog : in every dog has his day (Removed: 1)

Author: Erickson, John R., 1943- ISBN: 0-87719-151-4 (hbk.) Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
FIC ERI	T 15965	$12.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/7/2020	Discard

Was Available -- Weeded -- Total Circulations: 65

Hank the Cowdog : it's a dog's life (Removed: 1)

Author: Erickson, John R., 1943- ISBN: 0-87719-075-5 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
FIC ERI	T 15966	$12.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		11/13/2012	Discard

Was Available -- Weeded -- Total Circulations: 41

Incident at Hawk's Hill, (Removed: 1)

Author: Eckert, Allan W. LCCN: 77-143718 /AC/r842 Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
FIC ECK	T 15947	$11.00	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/30/2019	Discard

Was Available -- Weeded -- Total Circulations: 29

The journal of C.J. Jackson : a Dust Bowl migrant (Removed: 1)

Author: Durbin, William. ISBN: 0-439-15306-9 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
FIC DUR	T 35238	$10.95	9/2/2003	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		11/7/2016	Discard

Was Available -- Weeded -- Total Circulations: 8

The journal of Otto Peltonen : a Finnish immigrant (Removed: 1)

Author: Durbin, William, 1951- ISBN: 0-439-09254-X Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
FIC DUR	T 41539	$16.80	10/10/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			Discard

Was Available -- Weeded -- Total Circulations: 0

11/6/2024 - Copies Removed: 7

Wintering (Removed: 1)

Author: Durbin, William, 1951- ISBN: 0-385-32598-3 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
FIC DUR	T 40837	$18.90	4/26/2002	lpantoja

Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			Discard

Was Available -- Weeded -- Total Circulations: 0

Deleted: 0, Transferred: 0, Weeded: 89

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

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** 0

Company/Consultant's Name:

Background/Services to be Rendered:

North Country Elementary would like to surplus the piano described below that is no longer needed. The equipment will be offered for sale or disposal following Board approval.

Schafer & Sons Piano
CJUSD Asset Tag #033584

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the CJUSD Board of Trustees approve the disposal of the piano.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Tami JBeily
Coordinator of Federal/State Programs

Initials: LC

SUBJECT: Consolidated Application

☒ **Action Item** ☐ **Information Item** **Attached Pages** 16

Company/Consultant's Name:

Background/Services to be Rendered:

The California Department of Education utilizes the Consolidated Application to distribute categorical funding from various federal programs. The Consolidated Application is submitted biannually, once during the spring and again in the winter.

The attached 2024-25 Consolidated Application is the winter submission detailing the entitlements for each federally funded program. CJUSD has allocated these funds in compliance with federal program requirements.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

Approve 2024-25 Consolidated Application

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Scott Loehr
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/12/2024

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

2024–25 Protected Prayer Certification

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

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Scott Loehr
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/12/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2024–25 LCAP Federal Addendum Certification

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

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/14/2023
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Scott Loehr
Authorized Representative's Title	Superintendent

Warning
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2024–25 Application for Funding

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

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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2024–25 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2024–25 Title II, Part A allocation	$166,079
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title IV, Part A	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title II, Part A funds transferred out	$0
2024–25 Title II, Part A allocation after transfers out	$166,079

Title IV, Part A Transfers

2024–25 Title IV, Part A allocation	$104,678
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title II, Part A	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title IV, Part A funds transferred out	$0
2024–25 Title IV, Part A allocation after transfers out	$104,678

Warning
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2024–25 Title I, Part A LEA Allocation and Reservations

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

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

2024–25 Title I, Part A LEA allocation (+)	$1,279,084
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2024–25 Title I, Part A LEA available allocation	$1,279,084

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$12,791
School parent and family engagement	$11,640
LEA parent and family engagement	$1,151
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	$78,849

Authorized Reservations

Public school Choice transportation	$0
Other authorized activities	$0
2024–25 Approved indirect cost rate	6.32%
Indirect cost reservation	$593
Administrative reservation	$34,657

Reservation Summary

Total LEA required and authorized reservations	$115,250
School parent and family engagement reservation	$11,640
Amount available for Title I, Part A school allocations	$1,152,194

Warning
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2024–25 Title II, Part A LEA Allocations

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

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$166,079
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
2024–25 Total allocation	$166,079
Administrative and indirect costs	$9,872
Reservation for equitable services for nonprofit private schools	$0
2024–25 Title II, Part A adjusted allocation	$156,207

Warning
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2024–25 Title III English Learner Student Program Subgrant Budget

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

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$130.25
Estimated English learner student count	
Estimated English learner student program allocation	$0

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

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

Warning
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2024–25 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III English Learner (EL) student program and to report required reservations.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2024–25 Title III EL student program allocation	$87,658
Transferred-in amount	$0
Repayment of funds	$0
2024–25 Total allocation	$87,658

Allocation Reservations

Professional development activities	$0
Program and other authorized activities	$82,448
English proficiency and academic achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$5,210
Total allocation reservations	$87,658

Warning
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2024–25 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through December 31, 2024.

CDE Program Contact:
Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	$87,658
Transferred-in amount	$0
2024–25 Total allocation	$87,658
Object Code - Activity	
1000–1999 Certificated personnel salaries	$57,278
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$14,753
4000–4999 Books and supplies	$171
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$4,291
Total year-to-date expenditures	$76,493
2024–25 Unspent funds	$11,165

Warning
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2024–25 Title III Immigrant Student Program Subgrant Budget

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

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$125.90
Estimated immigrant student count	
Estimated immigrant student program allocation	$0

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	
Total budget	$0

Warning
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2024–25 Title III Immigrant LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III Immigrant student program and to report required reservations.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2024–25 Title III Immigrant student program allocation	$40,666
Transferred-in amount	$0
Repayment of funds	$0
2024–25 Total allocation	$40,666

Allocation Reservations

Authorized activities	$38,249
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$2,417
Total allocation reservations	$40,666

Warning
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2024–25 Title III Immigrant YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through December 31, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III immigrant student program allocation	$40,666
Transferred-in amount	$0
2024–25 Total allocation	$40,666
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$6,438
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$382
Total year-to-date expenditures	$6,820
2024–25 Unspent funds	$33,846

Warning
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2024–25 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2024–25 Title IV, Part A LEA allocation	$104,678
Funds transferred-in amount	$0
Funds transferred-out amount	$0
2024–25 Title IV, Part A LEA available allocation	$104,678

Reservations

Indirect cost reservation	$6,222
Administrative reservation	$0
Equitable services for nonprofit private schools	$0
2024–25 Title IV, Part A LEA adjusted allocation	$98,456

Warning
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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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2024–25 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:
Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	
Title I, Part C Migrant Education SACS Code 3060	
Title I, Part D Delinquent SACS Code 3025	
Title II, Part A Supporting Effective Instruction SACS Code 4035	
Title III English Learner Students - 2% maximum SACS Code 4203	
Title III Immigrant Students SACS Code 4201	
Title IV, Part A Student Support - 2% maximum SACS Code 4127	
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	

Warning
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AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado
Director of Fiscal Services

Initials: LC

SUBJECT: SETA Head Start Lease Agreement - Dudley ES

☒ **Action Item** ☐ **Information Item** **Attached Pages** 17

Company/Consultant's Name:

Sacramento Employment and Training Agency (SETA)

Background/Services to be Rendered:

CJUSD and SETA entered into an agreement for SETA to lease CJUSD buildings at Dudley in June 2020. The term of the original agreement has expired. This First Amendment to Lease extends the lease for a two-year term and provides an option for successive two-year terms.

Date(s) of Service: July 1, 2025 - June 30, 2027

Funding Amount: Revenue of $2,056.15 per month

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve the agreement between CJUSD and SETA.

FIRST AMENDMENT TO LEASE

[CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 WATT AVENUE, ANTELOPE, CALIFORNIA]

THIS FIRST AMENDMENT TO LEASE (the "**First Amendment**") is dated, for reference purposes only, as of March 1, 2025, and is made by and between the **CENTER JOINT UNIFIED SCHOOL DISTRICT** ("**Lessor**") and the **SACRAMENTO EMPLOYMENT AND TRAINING AGENCY**, a California joint powers agency, ("**Lessee**").

WHEREAS, Lessor and Lessee previously entered into a lease dated June 10, 2020 (the "**Lease**"), whereby Lessor leased to Lessee the certain premises located at 8000 Aztec Way, Antelope, California (the "**Premises**"); and

WHEREAS, on July 1, 2023, Tenant exercised its option for an additional two-year (2) extension of the Lease, the Lease Term of which shall end on June 30, 2025; and

WHEREAS, Lessor and Lessee, in their mutual interest, wish to amend the Lease for an additional two-year term and to provide for further mutual two-year options to extend the term upon the same terms and conditions as contained in the Lease.

NOW, THEREFORE, in consideration of the mutual representations, warranties and covenants herein contained and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Lessor and Lessee hereby agree as follows:

1. Extension of Term and Rent. Lessor and Lessee agree that the term of the Lease shall expire on June 30, 2027 and that the rental rate commencing on July 1, 2025 shall be TWO THOUSAND, FIFTY SIX AND 15/100 DOLLARS ($2056.15) per month. Lessee shall have the option to renew the lease for successive two-year terms (each renewal a "**Option Term**"), subject to Lessor's right to cancel each Option Term before commencement as set forth below. Lessee shall exercise each option by giving written notice to Lessor not later than January 15 of the year in which the Option Term expires. Upon receipt of timely written notice from Lessee to renew the Lease for an additional Option Term, Lessor may elect to cancel the Option Term by providing to Lessee written notice prior to March 31 of the year in which the Option Term expires. If Lessor elects to cancel the Option Term, then this Lease shall expire at the end of that Option Term. If Lessor does not elect to cancel prior to March 31, then the term shall be extended two more years from the end of the then-current Option Term.

2. No Other Changes. Except as amended herein, all other terms and conditions of the Lease shall remain unchanged and in full force and effect. If there is any conflict between the terms of this First Amendment and any terms in the Lease, the terms of this First Amendment shall prevail.

3. Capitalized Terms. Capitalized terms used but not defined herein shall have the meaning as defined in the Lease.

4. Counterparts. This First Amendment may be signed in counterparts, such that signatures appear on separate signature pages. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Second Amendment. The parties agree that faxed signatures or signatures provided in electronic, portable document format (pdf) are binding and may be treated as original signatures for all purposes.

IN WITNESS WHEREOF, the parties have caused their properly authorized representatives to execute this First Amendment, to be effective on the date and year set forth above.

LESSEE	**LESSOR**
SACRAMENTO EMPLOYMENT and TRAINING AGENCY, a California joint powers agency	CENTER JOINT UNIFIED SCHOOL DISTRICT
By: _____	By: _____
Name: Anita Maldonado Title: Executive Director	Name: _____ Title: _____
Dated: _____	Dated: _____

Approved as to form:

_____
Legal Counsel to SETA

HEAD START LEASE

This Lease, made and executed in triplicate this 10th day of June, 2020, is by and between **CENTER JOINT UNIFIED SCHOOL DISTRICT** hereinafter called "Lessor," and the **SACRAMENTO EMPLOYMENT AND TRAINING AGENCY (SETA)**, a Joint Powers Agency, hereinafter called "Lessee."

WHEREAS, the property herein described is available for use; and

WHEREAS, Lessee is desirous of leasing said property for operation of its Head Start Child Development Program and Lessor is desirous of renting the property to Lessee;

THEREFORE, for and in consideration of payment of rent and the performance of the covenants herein contained, Lessor does hereby lease unto Lessee the premises described as follows:

That certain building identified as 8000 Aztec Way, Antelope, California, containing approximately 1859 square feet on the ground floor, the three (3) parking spaces in front of the building in which the premises are located, as well as a shared adjacent surrounding space approximately 12,000 square feet for use as a playground, as set forth in Paragraph 29. The premises are further depicted on the plan attached hereto as Exhibit A and incorporated herein by reference (the "Premises").

IT IS UNDERSTOOD AND AGREED by and between Lessor and Lessee as follows:

1. **TERM**.

The Term of this Lease shall be for a minimum of two (2) years, commencing upon the first day of the month next succeeding issuance of a license for operation of a Head Start Program in the Premises (the "Commencement Date ") and expiring on the last day of June next

succeeding the 2nd anniversary of the Commencement Date. Lessee shall provide to Lessor evidence confirming issuance of its license for operation within three (3) business days of receipt. The Premises shall be available to Lessee for its Head Start program between the hours of 6:30 A.M. and 6:30 P.M. on Monday through Friday.

2. **OPTION TO RENEW.**

Lessee shall hold an option to renew this Lease for an additional two (2) year period upon the same terms and conditions as contained herein ("Option Term") subject to the Lessor's right to cancel the Option Term as set forth below. Lessee shall exercise this option by giving written notice to Lessor not later than January 15 of the year in which the Term expires. Upon receipt of written notice from Lessee to renew this Lease for the Option Term, the Lessor may elect to cancel the Option Term by providing written notice to the Lessee prior to March 31 of the year in which the Term expires. If Lessor elects to cancel the Option Term, then this Lease shall expire at the end of the Term.

3. **RENT.**

Lessee agrees to pay Lessor rent (the "Rent") at the rate of ONE THOUSAND, EIGHT HUNDRED SIXTY and 00/100 DOLLARS ($1,860) per month for the use of the Premises. Rent for less than a full month shall be prorated on the basis of a thirty (30) day month. Said Rent shall be payable at the end of each calendar month during the Term of this Lease or any renewal thereof at the address for notices identified in Paragraph 22 of this Lease. Lessor shall send Lessee monthly invoices for Rent no later than the 15th day of each month for which rent is payable. Following the initial twelve months of the Term, the Rent shall be increased annually thereafter by a percentage equal to the percentage cost-of-living adjustment which Lessee

receives from the federal government as a provider of Head Start Services. This cost-of-living adjustment shall be made each February 1st.

4. **UTILITIES.**

Lessor shall pay all costs for water and sewer services to the Premises during the Term of this Lease and renewals thereof. Lessee shall pay ONE HUNDRED FIFTY and 00/100 DOLLARS ($150) per month for internet service, natural gas, electrical utilities. Lessee shall separately pay for telephone services furnished to Lessee directly to the providers thereof. If any interruption in the provision of any of such utilities to the Premises is caused by Lessor in excess of twenty-four (24) hours, the Rent shall be abated for each day of interruption.

5. **USE AND ASSIGNMENT.**

Lessee shall use said Premises exclusively for the conduct of a Head Start Child Development Program and for no other purpose. Lessee shall not sublease or assign any interest accruing to it under this Lease to any person or entity whatsoever without the prior written consent of Lessor, which shall not be unreasonably withheld or delayed. In the event, however, that the Joint Powers Agreement establishing SETA is terminated, the successor agency of SETA may, at its sole option, become the successor-in-interest of Lessee under this Lease without the Lessor's prior approval.

6. **INDEMNIFICATION.**

A. **By Lessee.** Lessee shall indemnify, defend, protect and hold harmless Lessor, and its officers, employees, and agents, from and against any and all third party claims of liability, loss, damage, expense, penalties and costs (including attorneys' fees and litigation expenses) arising out of or in connection with the occupancy, use or control of the Premises by

Lessee and its officers, employees, agents, volunteers, guests and invitees (including Head Start attendees).

B. **By Lessor.** Lessor shall indemnify, defend, protect and hold harmless Lessee and its officers, employees, agents, and volunteers, from and against any and all third party claims of liability, loss, damage, expense, penalties and costs (including attorneys' fees and litigation costs) arising out of or in connection with the ownership, occupancy, use, maintenance or control of the Premises by Lessor and its officers, employees, agents, volunteers, guests, and invitees.

7. **INSURANCE.**

A. **Lessor's Property Insurance.**

Lessor shall procure and maintain at all times, at its cost, a policy or policies of property insurance which is at least as broad as the ISO Special Form Causes of Loss (CP 1030) policy, formerly known as "all-risks", as well as insurance covering boiler and machinery and compliance with ordinances or laws if appropriate, for the 100% insurable replacement cost of the Building and Improvements which contain the Premises. Lessor shall also maintain Business Income insurance in an amount sufficient to insure at least 12 months' loss of rents for the same perils insured on the Building and Improvements. Such insurance shall include a waiver of subrogation in favor of Lessee, its employees, agents, and business invitees. Lessor may not insure with a deductible or self-insured retention exceeding $10,000 without the prior written consent of Lessee.

B. **Lessee's Property Insurance.**

Lessee shall procure and maintain at all times property insurance which is at least as broad as the ISO Special Form Causes of Loss (CP 1030) policy, formerly known as "all-risks", which insurance covers Lessee's personal property including furniture, fixtures, and inventory. Such insurance shall include a waiver of subrogation in favor of Lessor. Such insurance shall include a waiver of subrogation in favor of Lessor, its employees, agents, and business invitees. Lessee may not insure with a deductible or self-insured retention exceeding $10,000 without the prior written consent of Lessor.

C. **Lessor's Liability Insurance.**

Lessor shall procure and maintain at all times, at its cost, a policy or policies of commercial general liability insurance written on an "occurrence" policy form which is at least as broad as the most current ISO Commercial General Liability (CG 0001) policy, insuring liability arising from premises, operations, independent contractors, personal injury and advertising injury, products-completed operations, and liability assumed under an insured contract. Coverage shall include a severability of interests provision and shall provide limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate per location. The policy shall not exclude or limit coverage for sexual abuse and molestation, apart from generally applicable restrictions such as the exclusion for intended or expected injury. Lessor may not insure with deductibles or self-insurance retention exceeding $5,000 without the prior written consent of Lessee. Lessee, and in their capacity as such, Lessee's officers, directors, agents, and employees shall be named additional insureds by way of endorsement in the policy or policies of insurance by which Lessor complies with the above insurance requirements, and Lessor shall obligate its insurer to notify Lessee in writing at least thirty (30) days in advance of any

cancellation or failure to renew the above insurance during the Term of this Lease. Lessor further agrees to furnish Lessee with certificates of insurance or copies of the policies evidencing the above coverage.

D. **Lessee's Liability Insurance.**

Lessee shall procure and maintain at all times, at its cost, commercial general liability insurance written on an "occurrence" policy form which is at least as broad as the most current ISO Commercial General Liability (CG 0001) policy, insuring liability arising from premises, operations, independent contractors, personal injury and advertising injury, products-completed operations, and liability assumed under an insured contract. Coverage shall include a severability of interests' provision and shall provide limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate. Lessee may not insure with deductibles or self-insurance retention exceeding $5,000 without the prior written consent of Lessor. Lessee's general liability policies shall be endorsed to name Lessor and any lender of Lessor as additional insured. Lessee's liability insurance may be provided by a combination of primary, excess and umbrella policies, but all excess and umbrella policies must be at least as broad as the scope of the primary commercial general liability policy.

8. **TERMINATION.**

In the event that funding to Lessee for the operation of its Head Start program is reduced, suspended, or terminated, so that Lessee terminates, in whole or in part, the operation of the Head Start Child Development Program, Lessee may terminate this Lease with at least 60 days notice to Lessor. Lessee may elect to continue this Lease until June 30 of the school year that notice to terminate is given.

9. **DESTRUCTION/CONDEMNATION.**

Should all or any portion of the Premises be destroyed by any cause whatsoever, or in the event of condemnation of all or any portion of the Premises, Lessee may, at its sole option, terminate this Lease or continue to occupy the remaining portion of the Premises. In the event Lessee elects to remain in possession, the rent as herein provided shall be reduced by the same ratio as the space Lessee is precluded from occupying or using bears to the total floor space of the Premises.

10. **ALTERATIONS.**

Lessee agrees that no alterations, additions or improvements shall be made in or about said Premises without the written consent of Lessor, which shall not be unreasonably withheld or delayed.

11. **FIXTURES.**

All fixtures and equipment made or installed by Lessee in the Premises shall remain the property of Lessee and may be removed by Lessee at any time at the option of Lessee. Lessee shall repair any damage to the Premises resulting from the removal of any fixtures.

12. **COMPLIANCE WITH LAWS.**

Lessee agrees that it will, at all times during its use and occupancy of the Premises, comply with all ordinances, laws, and regulations affecting the conduct of Lessee's Head Start Child Development Program at the Premises. Lessor agrees that it shall be responsible for performing any repairs, alterations, and modifications to the Premises as required by laws, statutes, regulations, or governmental orders or decrees enacted after the execution of this Lease.

13. **LESSOR REPAIRS and MAINTENANCE.**

A. Lessor's Duties. Lessor shall, at its own expense provide and maintain in good repair and tenantable condition, the complete interior, and exterior of the Premises, together with all appurtenances, rights, privileges, and easements belonging, or appertaining thereto, including but not limited to the following: Roof, exterior walls, interior walls, ceilings, glazing, skylights, doors, locks, flooring, common areas, landscaping, parking lot, and other facilities of the Premises. Said facilities shall include without limitation all plumbing, sinks, faucets, toilets, pipes, hot water heaters, electrical systems, air conditioning, ventilating and heating systems. Maintenance of equipment shall include, but is not limited to, furnishing and replacing electrical light fixtures, electrical outlets and switches, light bulbs, fluorescent tubes, ballasts, and air conditioning, ventilating and heating equipment filters.

B. Failure to Repair. In case Lessor shall, after notice in writing from Lessee requiring the Lessor to comply with the above requirements in regard to a specified condition, fail, refuse, or neglect to comply within ten (10) days of such notice, or in the event of an emergency constituting a hazard, Lessee may, in addition to any other remedy Lessee may have, make such repair at its own cost and deduct the amount thereof from the monthly rents that may then be or thereafter become due under this Lease.

C. Emergencies. Lessor shall designate maintenance repairmen for electrical emergencies, for plumbing emergencies, for heating, ventilating, and air conditioning system emergencies and for other emergencies who can be called by Lessee in the event of an emergency situation when Lessor or its agent cannot be contacted within a reasonable time.

D. Service Contracts. Lessor shall employ a licensed heating and air conditioning contractor pursuant to a service contract to service the heating and air conditioning system

serving the Premises and to maintain the system in reasonable condition and repair (including reasonably scheduled filter changes) during the Term of this Lease and all renewals thereof. A copy of the service contract shall be submitted to Lessee prior to occupancy of the Premises.

E. Pest Control. Lessor shall provide initial and regular pest and vermin control service to the Premises including, but not limited to, cockroaches, ants, and rodents. Lessor shall be responsible for all pest control service related to wood destroying pests and organisms including, but not limited to, termites, dry rot, and powder post beetles.

F. Graffiti Removal. Lessor shall promptly remove all graffiti from the exterior walls and windows of the Premises. If Lessor fails to remove any such graffiti from any exterior wall or window of the Premises within forty-eight (48) hours of written notice being given thereof to Lessor by Lessee, then Lessee may undertake such graffiti removal itself and deduct the actual costs thereof from the Rent. For the purposes of the self-help remedy herein granted, the Lessor hereby grants Lessee all rights necessary to exercise such remedy.

14. LESSEE MAINTENANCE and JANITORIAL.

Except as herein provided, Lessee agrees to keep the Premises in a clean, safe condition, free of trash and garbage and upon termination of this Lease, to return the Premises to Lessor in good condition, excepting ordinary wear and tear and damage caused by forces beyond the control of Lessee. The Lessee shall provide all janitorial services to the Premises.

15. ACCESS TO PREMISES.

Lessor and the agents and employees of Lessor shall have the right to enter upon said Premises at all reasonable times to inspect the same to see that no damage has been done, and to

make such repairs or alterations as Lessor deems necessary in connection with said Premises, and to protect any and all rights of Lessor.

16. **SUCCESSORS.**

The terms and conditions of this Lease shall extend to, be binding upon, and inure to the benefit of successors and assigns of the parties hereto.

17. **DEFAULT.**

If either party is in default of any of the covenants herein provided, the party not in default shall have the right to declare this Lease terminated.

18. **WAIVER.**

The waiver by either party of any default, breach, or condition precedent hereunder shall not be construed as a waiver on the part of that party of any other default, breach or condition precedent, or any other right hereunder.

19. **TITLES.**

The titles to the paragraphs of this Lease are solely for the convenience of the parties and are not an aid in the interpretation of the Lease.

20. **ENTIRE AGREEMENT.**

This writing constitutes the entire agreement between the parties and supersedes all prior negotiations and verbal statements made by any representatives of the parties to this Lease.

21. **TIME OF THE ESSENCE.**

Time is of the essence in the performance of this Lease.

22. **NOTICES.**

Any notices provided for herein shall be deemed properly served when deposited in the United States mail, postage prepaid, certified, return receipt requested, addressed as follows:

TO LESSOR: Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
Attention: Superintendent

TO LESSEE: Sacramento Employment and Training Agency
925 Del Paso Boulevard
Sacramento, CA 95815
Attention: Executive Director

WITH A COPY TO: Law Offices of Gregory D. Thatch
1730 I Street, Suite 220
Sacramento, CA 95814

23. **PARKING.**

Lessor further agrees that Lessee shall have the right to use three (3) parking spaces in the front of the building located in the Premises during the Initial Term, and any Option Term, of this Lease.

24. **HOLDING OVER.**

Lessee shall have the option to hold possession of the Premises after the expiration of the Term for a period of ninety (90) days or less, in Lessee's sole discretion, and thereafter on a month-to-month tenancy. Any hold over period shall be upon the same terms and conditions and at the same monthly rental as described in this Lease. Such month-to-month tenancy may be

terminated by either party by giving a written notice of the intention to terminate said tenancy at least one (1) month prior to the date of termination of said monthly tenancy.

25. QUIET ENJOYMENT.

Lessor hereby covenants and agrees that upon Lessee paying said rent in the manner aforesaid, and performing the other covenants, terms and conditions of this Lease, Lessee shall have right at all times, under the terms of this Lease, to quietly and peaceably hold possession, use, occupy and enjoy said Premises for the entire Term hereof.

26. LESSOR'S TITLE.

Lessor covenants that Lessor is well seized of and has good right and title to lease the Premises, will warrant and defend its title thereto and will indemnify Lessee against any damage and expense, including attorney's fees, which Lessee may suffer by reason of any lien, encumbrance, restriction or defect in the title to or description of the Premises. If Lessor's title to or the description of the Premises is in any manner disputed, or there is a change of ownership of Lessor's estate by act of the parties or operation of law, Lessee may withhold rent thereafter accruing until Lessee is furnished proof satisfactory to it as to the party entitled thereto.

27. SUBORDINATION.

As a condition precedent to Lessee's obligations under this Lease, Lessor shall obtain and furnish to Lessee a written Non-Disturbance Agreement reasonably acceptable to Lessee, signed by the holders of all mortgages or deeds of trust now encumbering the Premises within thirty (30) days following Lessor's execution of this Lease. This Lease may be made subordinate to any encumbrance now of record or recorded after the date of this Lease affecting the Premises only

after Lessor furnishes to Lessee an executed Non-Disturbance Agreement, in a form reasonably satisfactory to Lessee, from the holder of any encumbrance.

28. SPECIAL CONDITIONS.

This Lease shall also be governed by the following special conditions:

A. PLAY YARD.

That portion of the Premises identified in Exhibit A as the outdoor play yard is shared between the Lessor and Lessee. The outdoor play yard will only be available for Lessee's use during specific times that will be agreed upon in writing by Lessor and Lessee prior to the first day of school. As set forth in Paragraph 13, all maintenance of the outdoor play yard is Lessor's responsibility.

IN WITNESS WHEREOF, the parties hereto have executed this Lease.

LESSOR:

CENTER JOINT UNIFIED SCHOOL DISTRICT

By: _____

Scott Loehr, Superintendent

Dated: 6/10/2020

LESSEE:

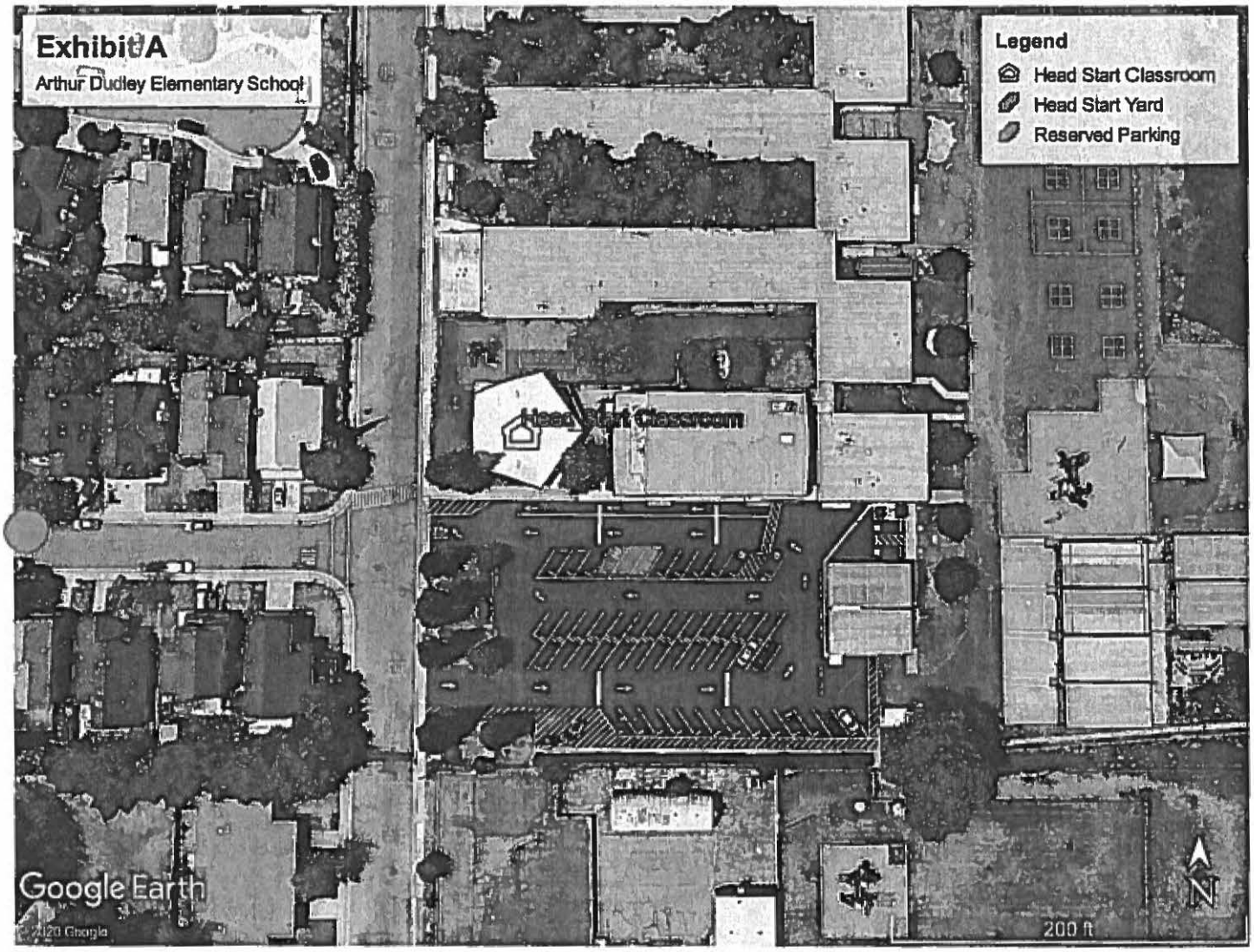
SACRAMENTO EMPLOYMENT AND TRAINING AGENCY,

a Joint Powers Agency

By: Kathy Kossick

Kathy Kossick, Executive Director

Dated: _____


Exhibit A
Arthur Dudley Elementary School
Legend
Head Start Classroom
Head Start Yard
Reserved Parking
Head Start Classroom
Google Earth
© 2020 Google
200 ft
N

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado
Director of Fiscal Services

Initials: LC

SUBJECT: SETA Head Start Lease Agreement - Spinelli ES

☒ **Action Item** ☐ **Information Item** **Attached Pages** 14

Company/Consultant's Name:

Sacramento Employment and Training Agency (SETA)

Background/Services to be Rendered:

CJUSD and SETA entered into an agreement for SETA to lease CJUSD buildings at Spinelli in June 2021. The term of the original agreement has expired. This First Amendment to Lease extends the lease for a two-year term and provides an option for successive two-year terms.

Date(s) of Service: July 1, 2025 - June 30, 2027

Funding Amount: Revenue of $2,075.17 per month

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve the agreement between CJUSD and SETA.

FIRST AMENDMENT TO LEASE

[CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 WATT AVENUE, ANTELOPE, CALIFORNIA]

THIS FIRST AMENDMENT TO LEASE (the "**First Amendment**") is dated, for reference purposes only, as of March 1, 2025, and is made by and between the **CENTER JOINT UNIFIED SCHOOL DISTRICT** ("**Lessor**") and the **SACRAMENTO EMPLOYMENT AND TRAINING AGENCY**, a California joint powers agency, ("**Lessee**").

WHEREAS, Lessor and Lessee previously entered into a lease dated June 15, 2021 (the "**Lease**"), whereby Lessor leased to Lessee the certain premises located at 3401 Scotland drive, Antelope, California (the "**Premises**"); and

WHEREAS, on July 1, 2023, Tenant exercised its option for an additional two-year (2) extension of the Lease, the Lease Term of which shall end on June 30, 2025; and

WHEREAS, Lessor and Lessee, in their mutual interest, wish to amend the Lease for an additional two-year term and to provide for further mutual two-year options to extend the term upon the same terms and conditions as contained in the Lease.

NOW, THEREFORE, in consideration of the mutual representations, warranties and covenants herein contained and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Lessor and Lessee hereby agree as follows:

1. Extension of Term and Rent. Lessor and Lessee agree that the term of the Lease shall expire on June 30, 2027 and that the rental rate commencing on July 1, 2025 shall be TWO THOUSAND, SEVENTY FIVE AND 17/100 DOLLARS ($2075.17) per month. Lessee shall have the option to renew the lease for successive two-year terms (each renewal a "**Option Term**"), subject to Lessor's right to cancel each Option Term before commencement as set forth below. Lessee shall exercise each option by giving written notice to Lessor not later than January 15 of the year in which the Option Term expires. Upon receipt of timely written notice from Lessee to renew the Lease for an additional Option Term, Lessor may elect to cancel the Option Term by providing to Lessee written notice prior to March 31 of the year in which the Option Term expires. If Lessor elects to cancel the Option Term, then this Lease shall expire at the end of that Option Term. If Lessor does not elect to cancel prior to March 31, then the term shall be extended two more years from the end of the then-current Option Term.

2. No Other Changes. Except as amended herein, all other terms and conditions of the Lease shall remain unchanged and in full force and effect. If there is any conflict between the terms of this First Amendment and any terms in the Lease, the terms of this First Amendment shall prevail.

3. Capitalized Terms. Capitalized terms used but not defined herein shall have the meaning as defined in the Lease.

4. Counterparts. This First Amendment may be signed in counterparts, such that signatures appear on separate signature pages. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Second Amendment. The parties agree that faxed signatures or signatures provided in electronic, portable document format (pdf) are binding and may be treated as original signatures for all purposes.

IN WITNESS WHEREOF, the parties have caused their properly authorized representatives to execute this First Amendment, to be effective on the date and year set forth above.

LESSEE	**LESSOR**
SACRAMENTO EMPLOYMENT and TRAINING AGENCY, a California joint powers agency	CENTER JOINT UNIFIED SCHOOL DISTRICT
By: _____	By: _____
Name: Anita Maldonado Title: Executive Director	Name: _____ Title: _____
Dated: _____	Dated: _____

Approved as to form:

_____
Legal Counsel to SETA

HEAD START LEASE

This Lease, made and executed in triplicate this 15th day of June, 2021, is by and between **CENTER JOINT UNIFIED SCHOOL DISTRICT** hereinafter called "Lessor," and the **SACRAMENTO EMPLOYMENT AND TRAINING AGENCY (SETA)**, a Joint Powers Agency, hereinafter called "Lessee."

WHEREAS, the property herein described is available for use; and

WHEREAS, Lessee is desirous of leasing said property for operation of its Head Start Child Development Program and Lessor is desirous of renting the property to Lessee;

THEREFORE, for and in consideration of payment of rent and the performance of the covenants herein contained, Lessor does hereby lease unto Lessee the premises described as follows:

That certain school site identified as Spinelli Elementary School located at 3401 Scotland Drive, Antelope, California, containing approximately 960 square feet in portable #12 and 960 square feet in portable #13 for a total of 1920 square feet, parking is available on Delaney Drive in which the premises are located, as well as approximately 12,000 square feet of grass area directly behind portables #10-12 for use as a playground, as set forth in Paragraph 28. The premises are further depicted on the plan attached hereto as Exhibit A and incorporated herein by reference (the "Premises").

IT IS UNDERSTOOD AND AGREED by and between Lessor and Lessee as follows:

1. **TERM**.

The Term of this Lease shall be for a minimum of two (2) years, commencing upon the first day of the month next succeeding issuance of a license for operation of a Head Start

Program in the Premises (the "Commencement Date ") and expiring on the last day of June next succeeding the 2nd anniversary of the Commencement Date. Lessee shall provide to Lessor evidence confirming issuance of its license for operation within three (3) business days of receipt. The Premises shall be available to Lessee for its Head Start program between the hours of 6:30 A.M. and 6:30 P.M. on Monday through Friday.

2. **OPTION TO RENEW.**

Lessee shall hold an option to renew this Lease for an additional two (2) year period upon the same terms and conditions as contained herein ("Option Term") subject to the Lessor's right to cancel the Option term as set forth below. Lessee shall exercise this option by giving written notice to Lessor not later than January 15 of the year in which the Term expires. Upon receipt of written notice from Lessee to renew this Lease for the Option Term, the Lessor may elect to cancel the option Term by providing written notice to the Lessee prior to March 31 of the year in which the Term expires. If Lessor elects to cancel the Option term, then this Lease shall expire at the end of the Term.

3. **RENT.**

Lessee agrees to pay Lessor rent (the "Rent") at the rate of - ONE THOUSAND, NINE HUNDRED TWENTY and 00/100 DOLLARS ($1,920.00) per month for the use of the premises. Rent for less than a full month shall be prorated on the basis of a thirty (30) day month. Said Rent shall be payable at the end of each calendar month during the Term of this Lease or any renewal thereof at the address for notices identified in Paragraph 22 of this Lease. Lessor shall send Lessee monthly invoices for Rent no later than the 15th day of each month for which rent is payable. Following the initial twelve months of the Term, the Rent shall be

increased annually thereafter by a percentage equal to the percentage cost-of-living adjustment which Lessee receives from the federal government as a provider of Head Start Services. This cost-of-living adjustment shall be made each August 1st.

4. UTILITIES.

Lessor shall pay all costs for water and sewer services to the Premises during the Term of this Lease and renewals thereof. Lessee shall pay ONE HUNDRED FIFTY and 00/100 DOLLARS ($150) per month for internet service, telephone service, natural gas, electrical utilities. If any interruption in the provision of any of such utilities to the Premises is caused by Lessor in excess of twenty-four (24) hours, the Rent shall be abated for each day of interruption.

5. USE AND ASSIGNMENT.

Lessee shall use said Premises exclusively for the conduct of a Head Start Child Development Program and for no other purpose. Lessee shall not sublease or assign any interest accruing to it under this Lease to any person or entity whatsoever without the prior written consent of Lessor, which shall not be unreasonably withheld or delayed. In the event, however, that the Joint Powers Agreement establishing SETA is terminated, the successor agency of SETA may, at its sole option, become the successor-in-interest of Lessee under this Lease without the Lessor's prior approval.

6. INDEMNIFICATION.

A. By Lessee. Lessee shall indemnify, defend, protect and hold harmless Lessor, and its officers, employees, and agents, from and against any and all third-party claims of liability, loss, damage, expense, penalties and costs (including attorneys' fees and litigation expenses) arising out of or in connection with the occupancy, use or control of the Premises by

Lessee and its officers, employees, agents, volunteers, guests and invitees (including Head Start attendees).

B. By Lessor. Lessor shall indemnify, defend, protect and hold harmless Lessee and its officers, employees, agents, and volunteers, from and against any and all third party claims of liability, loss, damage, expense, penalties and costs (including attorneys' fees and litigation costs) arising out of or in connection with the ownership, occupancy, use, maintenance or control of the Premises by Lessor and its officers, employees, agents, volunteers, guests, and invitees.

7. INSURANCE.

A. Lessor's Property Insurance.

Lessor shall procure and maintain at all times, at its cost, a policy or policies of property insurance which is at least as broad as the ISO Special Form Causes of Loss (CP 1030) policy, formerly known as "all-risks", as well as insurance covering boiler and machinery and compliance with ordinances or laws if appropriate, for the 100% insurable replacement cost of the Building and Improvements which contain the Premises. Lessor shall also maintain Business Income insurance in an amount sufficient to insure at least 12 months' loss of rents for the same perils insured on the Building and Improvements. Lessor may not insure with a deductible or self-insured retention exceeding $10,000 without the prior written consent of Lessee.

B. Lessee's Property Insurance.

Lessee shall procure and maintain at all times property insurance which is at least as broad as the ISO Special Form Causes of Loss (CP 1030) policy, formerly known as "all-risks", which insurance covers Lessee's personal property including furniture, fixtures, and

inventory. Lessee may not insure with a deductible or self-insured retention exceeding $10,000 without the prior written consent of Lessor.

C. Lessor's Liability Insurance.

Lessor shall procure and maintain at all times, at its cost, a policy or policies of commercial general liability insurance written on an "occurrence" policy form which is at least as broad as the most current ISO Commercial General Liability (CG 0001) policy, insuring liability arising from premises, operations, independent contractors, personal injury and advertising injury, products-completed operations, and liability assumed under an insured contract. Coverage shall include a severability of interests provision and shall provide limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate per location. The policy shall not exclude or limit coverage for sexual abuse and molestation, apart from generally applicable restrictions such as the exclusion for intended or expected injury. Lessor may not insure with deductibles or self-insurance retention exceeding $5,000 without the prior written consent of Lessee. Lessee, and in their capacity as such, Lessee's officers, directors, agents, and employees shall be named additional insureds by way of endorsement in the policy or policies of insurance by which Lessor complies with the above insurance requirements, and Lessor shall obligate its insurer to notify Lessee in writing at least thirty (30) days in advance of any cancellation or failure to renew the above insurance during the Term of this Lease. Lessor further agrees to furnish Lessee with certificates of insurance or copies of the policies evidencing the above coverage.

D. Lessee's Liability Insurance.

Lessee shall procure and maintain at all times, at its cost, commercial general liability insurance written on an "occurrence" policy form which is at least as broad as the most current ISO Commercial General Liability (CG 0001) policy, insuring liability arising from premises, operations, independent contractors, personal injury and advertising injury, products-completed operations, and liability assumed under an insured contract. Coverage shall include a severability of interests' provision and shall provide limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate. Lessee may not insure with deductibles or self-insurance retention exceeding $5,000 without the prior written consent of Lessor. Lessee's general liability policies shall be endorsed to name Lessor and any lender of Lessor as additional insured. Lessee's liability insurance may be provided by a combination of primary, excess and umbrella policies, but all excess and umbrella policies must be at least as broad as the scope of the primary commercial general liability policy.

8. TERMINATION.

In the event that funding to Lessee for the operation of its Head Start program is reduced, suspended, or terminated, so that Lessee terminates, in whole or in part, the operation of the Head Start Child Development Program, Lessee may elect to continue this Lease until June 30 of the school year that notice to terminate is given.

9. DESTRUCTION/CONDEMNATION.

Should all or any portion of the Premises be destroyed by any cause whatsoever, or in the event of condemnation of all or any portion of the Premises, Lessee may, at its sole option, terminate this Lease or continue to occupy the remaining portion of the Premises. In the event Lessee elects to remain in possession, the rent as herein provided shall be reduced by the same

ratio as the space Lessee is precluded from occupying or using bears to the total floor space of the Premises.

10. ALTERATIONS.

Lessee agrees that no alterations, additions or improvements shall be made in or about said Premises without the written consent of Lessor, which shall not be unreasonably withheld or delayed.

11. FIXTURES.

All fixtures and equipment made or installed by Lessee in the Premises shall remain the property of Lessee and may be removed by Lessee at any time at the option of Lessee. Lessee shall repair any damage to the Premises resulting from the removal of any fixtures.

12. COMPLIANCE WITH LAWS.

Lessee agrees that it will, at all times during its use and occupancy of the Premises, comply with all ordinances, laws, and regulations affecting the conduct of Lessee's Head Start Child Development Program at the Premises. Lessor agrees that it shall be responsible for performing any repairs, alterations, and modifications to the Premises as required by laws, statutes, regulations, or governmental orders or decrees enacted after the execution of this Lease.

13. LESSOR REPAIRS and MAINTENANCE.

A. Lessor's Duties. Lessor shall, at its own expense provide and maintain in good repair and tenantable condition, the complete interior, and exterior of the Premises, together with all appurtenances, rights, privileges, and easements belonging, or appertaining thereto, including but not limited to the following: roof, exterior walls, interior walls, ceilings, glazing, skylights, doors, locks, flooring, common areas, landscaping, parking lot, and other facilities of the

Premises. Said facilities shall include without limitation all plumbing, sinks, faucets, toilets, pipes, hot water heaters, electrical systems, air conditioning, ventilating and heating systems. Maintenance of equipment shall include, but is not limited to, furnishing and replacing electrical light fixtures, electrical outlets and switches, light bulbs, fluorescent tubes, ballasts, and air conditioning, ventilating and heating equipment filters.

B. Failure to Repair. In case Lessor shall, after notice in writing from Lessee requiring the Lessor to comply with the above requirements in regard to a specified condition, fail, refuse, or neglect to comply within ten (10) days of such notice, or in the event of an emergency constituting a hazard, Lessee may, in addition to any other remedy Lessee may have, make such repair at its own cost and deduct the amount thereof from the monthly rents that may then be or thereafter become due under this Lease.

C. Emergencies. Lessor shall designate maintenance repairmen for electrical emergencies, for plumbing emergencies, for heating, ventilating, and air conditioning system emergencies and for other emergencies who can be called by Lessee in the event of an emergency situation when Lessor or its agent cannot be contacted within a reasonable time.

D. Service Contracts. Lessor shall employ a licensed heating and air conditioning contractor pursuant to a service contract to service the heating and air conditioning system serving the Premises and to maintain the system in reasonable condition and repair (including reasonably scheduled filter changes) during the Term of this Lease and all renewals thereof. A copy of the service contract shall be submitted to Lessee prior to occupancy of the Premises.

E. Pest Control. Lessor shall provide initial and regular pest and vermin control service to the Premises including, but not limited to, cockroaches, ants, and rodents. Lessor shall be

responsible for all pest control service related to wood destroying pests and organisms including, but not limited to, termites, dry rot, and powder post beetles.

F. Graffiti Removal. Lessor shall promptly remove all graffiti from the exterior walls and windows of the Premises. If Lessor fails to remove any such graffiti from any exterior wall or window of the Premises within forty-eight (48) hours of written notice being given thereof to Lessor by Lessee, then Lessee may undertake such graffiti removal itself and deduct the actual costs thereof from the Rent. For the purposes of the self-help remedy herein granted, the Lessor hereby grants Lessee all rights necessary to exercise such remedy.

14. LESSEE MAINTENANCE and JANITORIAL.

Except as herein provided, Lessee agrees to keep the Premises in a clean, safe condition, free of trash and garbage and upon termination of this Lease, to return the Premises to Lessor in good condition, excepting ordinary wear and tear and damage caused by forces beyond the control of Lessee. The Lessee shall provide all janitorial services to the Premises.

15. ACCESS TO PREMISES.

Lessor and the agents and employees of Lessor shall have the right to enter upon said Premises at all reasonable times to inspect the same to see that no damage has been done, and to make such repairs or alterations as Lessor deems necessary in connection with said Premises, and to protect any and all rights of Lessor.

16. SUCCESSORS.

The terms and conditions of this Lease shall extend to, be binding upon, and inure to the benefit of successors and assigns of the parties hereto.

17. DEFAULT.

If either party is in default of any of the covenants herein provided, the party not in default shall have the right to declare this Lease terminated.

18. WAIVER.

The waiver by either party of any default, breach, or condition precedent hereunder shall not be construed as a waiver on the part of that party of any other default, breach or condition precedent, or any other right hereunder.

19. TITLES.

The titles to the paragraphs of this Lease are solely for the convenience of the parties and are not an aid in the interpretation of the Lease.

20. ENTIRE AGREEMENT.

This writing constitutes the entire agreement between the parties and supersedes all prior negotiations and verbal statements made by any representatives of the parties to this Lease.

21. TIME OF THE ESSENCE.

Time is of the essence in the performance of this Lease.

22. NOTICES.

Any notices provided for herein shall be deemed properly served when deposited in the United States mail, postage prepaid, certified, return receipt requested, addressed as follows:

TO LESSOR: Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
Attention: Superintendent

That portion of the Premises identified in Exhibit A as the outdoor play yard is located directly behind Portables #10, 11, and 12. With prior approval by Lessor of the boundaries and materials, Lessee may purchase and install perimeter fencing around the play yard. Notwithstanding any contrary language in Paragraph 13, all maintenance of the outdoor play yard shall be Lessee's responsibility. Lessee shall have no right or obligation to remove the fence upon expiration of the lease.

IN WITNESS WHEREOF, the parties hereto have entered into this Lease as of the date first written above.

LESSOR:

CENTER JOINT UNIFIED SCHOOL DISTRICT

By: _____

Scott Loehr, Superintendent

Dated: 7/15/21

LESSEE:

SACRAMENTO EMPLOYMENT AND TRAINING AGENCY,

a Joint Powers Agency

By: _____

Kathy Kossick, Executive Director

Dated: _____

APPROVED AS TO FORM:

_____

Legal Counsel to SETA

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado
Director of Fiscal Services

Initials: LC

SUBJECT: California Department of Tax and Fee Administration Officer Name Change

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:

The Corporate Officer for CJUSD currently on file with the California Department of Tax and Fee Administration is Kevin Jolly. The attached Corporate Officer/LLC Member Registration Update form changes the officers to Scott Loehr, Superintendent, and Lisa Coronado, Director of Fiscal Services.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve the Officer update.

CDTFA-245-COR-1 REV. 4 (1-20) STATE OF CALIFORNIA

CORPORATE OFFICER/LLC MEMBER REGISTRATION UPDATE CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION

You must submit supporting documentation (for example, a certified copy of the current *Statement of Officers* filed with the Secretary of State's office or a copy of the corporate minutes stating a change of officer) with this form.

BUSINESS NAME		CDTFA ACCOUNT NUMBER
Center Unified School District		100-468425
ENTITY NUMBER		FEDERAL EMPLOYER IDENTIFICATION NUMBER (FEIN)
		94-6002490
BUSINESS TELEPHONE NUMBER	FAX NUMBER	CONTACT PERSON
(916) 338-6400	( )	Lisa Coronado

EMAIL ADDRESS *(of your corporate officer designated to handle tax matters)*
coronado@centerusd.org

Use additional sheets to include information for more than three individuals.

CORPORATE OFFICER/LLC MEMBER

NAME	TITLE	DRIVER LICENSE NUMBER
Scott Loehr	Superintendent	
HOME ADDRESS *(street, city, state ZIP Code)*		HOME TELEPHONE NUMBER
8408 Watt Avenue		(916) 338-6400
EMAIL ADDRESS		MOBILE NUMBER
superintendent@centerusd.org		( )

CORPORATE OFFICER/LLC MEMBER

NAME	TITLE	DRIVER LICENSE NUMBER
Lisa Coronado	Director of Fiscal Services	
HOME ADDRESS *(street, city, state ZIP Code)*		HOME TELEPHONE NUMBER
8408 Watt Avenue		(916) 338-6400
EMAIL ADDRESS		MOBILE NUMBER
coronado@centerusd.org		( )

CORPORATE OFFICER/LLC MEMBER

NAME	TITLE	DRIVER LICENSE NUMBER
HOME ADDRESS *(street, city, state ZIP Code)*		HOME TELEPHONE NUMBER
		( )
EMAIL ADDRESS		MOBILE NUMBER
		( )

NORTH AMERICAN INDUSTRY CLASSIFICATION SYSTEM (NAICS)

PLEASE LIST YOUR PRIMARY BUSINESS ACTIVITY OR NAICS CODE
611110

TYPE OF BUSINESS YOU ARE ENGAGED IN *(please check appropriate box)*

☐ Retail ☐ Wholesale ☐ Construction Contractor ☐ Manufacturer ☑ Service ☐ Leasing ☐ Repair

WHAT DO YOU SELL?

CERTIFICATION

(All Corporate Officers/LLC Members must sign below)

I am duly authorized to sign this application and certify that the statements made are correct to the best of my knowledge and belief. I also represent and acknowledge that the applicant will be engaged in or conduct business as a seller or purchaser of tangible personal property.

PRINTED NAME	SIGNATURE	DATE
Scott Loehr		
PRINTED NAME	SIGNATURE	DATE
Lisa Coronado		
PRINTED NAME	SIGNATURE	DATE

Return this form to your local California Department of Tax and Fee Administration office.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

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 2023-2024 Audit Finding

☒ **Action Item** ☐ **Information Item** **Attached Pages** 23

Company/Consultant's Name:

Background/Services to be Rendered:

At the December 18, 2024 regular meeting, the Board was presented the audit report for the fiscal year ending June 30, 2024. As a result of the audit, corrective action is required for the following audit finding:

Finding 2024-00: State Compliance - Classroom Teacher Salaries (61000)

The District was granted an exemption to the 55% minimum classroom compensation requirement because the District's teacher salaries are comparable to like districts.

The supporting documentation details the finding, the corrective action, and the exemption approval.

The Board must adopt the corrective action plan by March 17, 2025.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve the corrective action plan.

SACRAMENTO COUNTY OFFICE OF EDUCATION
CERTIFICATION OF CORRECTIVE ACTION
AUDIT FINDINGS AND RECOMMENDATIONS
2023-2024

Center Joint Unified School District
SACRAMENTO COUNTY, CALIFORNIA

Certification of Corrective Action:

The Superintendent certifies that all corrective action(s) specified in the attached page(s) have been implemented and assures that the corrective procedures will be used in the ensuing years.

Signature of District Superintendent or Designee's Signature

1/6/25
Date

FOR ADDITIONAL INFORMATION:

District Contact: Lisa Coronado, Director of Fiscal Services

Email: coronado@centerusd.org

Phone: (916) 338-6400

Submit the Certification of Corrective Action, together with each Audit Finding Corrective Action Form and corresponding documentation by **March 17, 2025** to:

Sacramento County Office of Education
Sharmila LaPorte, Director, District Fiscal Services
P.O. Box 269003
Sacramento, CA 95826-9003

SACRAMENTO COUNTY OFFICE OF EDUCATION
AUDIT FINDING CORRECTIVE ACTION
2023-2024

Center Joint Unified School District
SACRAMENTO COUNTY, CALIFORNIA

FINDING NUMBER: 2024-001 PAGE (from audit report): 75

FINDING CATEGORY: State Compliance

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 was granted an exemption to the 55% minimum classroom compensation requirement because the District's teacher salaries are comparable to like districts.

Submit this form and all supporting documentation by **March 17, 2025** 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:_____

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

August 28, 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 2023-2024 fiscal year for Center Joint Unified School District (CJUSD). During the 2023-2024 fiscal year, CJUSD did not spend the minimum percentage of 55% on classroom teacher salaries and had a deficiency amount of $2,865,421.78. 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.

If you need additional information, I can be contacted at coronado@centerusd.org or (916) 338-6302.

Thank you,

Lisa Coronado

California Department of Education
Sample Form (Rev 11/2007)

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.)

__X__ 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)	55 %
2.	Enter the percentage spent by your district.	50.77 %
3.	Percentage below the minimum. (Line 1 minus line 2)	4.23 %
4.	Enter the district's current expense of education (Form CEA)	$ 67,740,467.73
5.	Deficiency Amount. (Line 3 times line 4)	$ 2,865,421.78

B. Certification of the School District Governing Board
It is hereby certified that the information contained in this application is true and correct.

Signature of Authorized Official	Director of Fiscal Services Title
Lisa Coronado Print Name of Authorized Official	8/28/2024 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):

X 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	Assoc Supt, Bus Svs 10/29/2024 Title of Authorized Designee/Date

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	27,996,884.84	301	0.00	303	27,996,884.84	305	18,766.84	0.00	307	27,996,884.84	309
2000 - Classified Salaries	11,177,510.80	311	27,554.81	313	11,149,955.99	315	1,125,451.44	1,089,890.28	317	10,060,065.71	319
3000 - Employee Benefits	16,258,020.61	321	260,361.07	323	15,997,659.54	325	486,528.37	478,291.25	327	15,519,368.29	329
4000 - Books, Supplies Equip Replace. (6500)	3,736,884.27	331	95,918.51	333	3,640,965.76	335	1,065,118.85	932,262.77	337	2,708,702.99	339
5000 - Services. . . & 7300 - Indirect Costs	14,497,457.87	341	45,109.83	343	14,452,348.04	345	3,310,633.29	2,996,902.14	347	11,455,445.90	349
				TOTAL	73,237,814.17	365			TOTAL	67,740,467.73	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	21,791,650.77	375
2. Salaries of Instructional Aides Per EC 41011	2100	2,693,277.65	380
3. STRS	3101 & 3102	5,676,557.78	382
4. PERS	3201 & 3202	763,354.57	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	536,532.75	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	2,392,319.17	385
7. Unemployment Insurance	3501 & 3502	65,632.32	390
8. Workers' Compensation Insurance	3601 & 3602	438,401.45	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	12,698.99	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		34,380,445.43	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		20,974.11	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		0.00	396
14. TOTAL SALARIES AND BENEFITS		34,380,445.43	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		50.77%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	50.77%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	4.23%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	67,740,467.73
5. Deficiency Amount (Part III, Line 3 times Line 4)	2,865,421.78

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Additional reductions for expenditures for categorical programs that have activities strictly for other than hiring classroom teachers or instructional aides. CJUSD will apply for an exempt on under the rationale that CJUSD salaries are higher than comparable districts.

2023-2024	**Center Joint USD**	Galt Joint Union	Black Oak Mine USD	Woodland Joint USD	Washington USD
Enrollment	**4199**	3382	1270	9483	8290
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	9,844
Difference from Center		*2,700*	*2,107*	*1,260*	*1,744*

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
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)

**District contribution for employee-only HDHP coverage.*

*The combined HDHP & HSA District contribution not to exceed $675.00/mo **

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

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.*

Cash-in-Lieu of Medical Coverage by Group

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.*

2024 Plan Year Changes

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. *WHP 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	CLASS 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

CERTIFICATED **EFFECTIVE 1/1/2024** Galt

Single

	WHA - High	WHA - Low	Sutter - High	Sutter - Low	Kaiser - High	Kaiser - Mid	Kaiser - Low
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

	WHA - High	WHA - Low	Sutter - High	Sutter - Low	Kaiser - High	Kaiser - Mid	Kaiser - Low
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

	WHA - High	WHA - Low	Sutter - High	Sutter - Low	Kaiser - High	Kaiser - Mid	Kaiser - Low
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	I BA + 15 SALARY	II BA + 30 SALARY	III BA + 45 SALARY	IV BA + 60 SALARY	V 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).

WASHINGTON UNIFIED SCHOOL DISTRICT

2023-2024 Certificated Salary Schedule

Floating Cell: $48,047 for teacher with California provisional credential

	GROUP III BA+30		GROUP IV BA + 45 or MA		GROUP V BA + 60 BA + 45 units + MA		GROUP VI 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

HEALTH PLAN	MONTHLY (10 Pay)	DISTRICT PAYS (10 Pay)	EMPLOYEE PAYS (10 Pay)
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.

SECTION IV – STATE AWARD FINDINGS AND QUESTIONED COSTS

2024-001 – STATE COMPLIANCE – CLASSROOM TEACHER SALARIES (61000) – MATERIAL WEAKNESS

Criteria: The District's expenditures related to classroom teacher salaries during the audit year are required to meet or exceed 55% of the total current expense of education in the District's General Fund, as required by education code section 41372.

Condition: The District's total current expense of education in the General Fund for the audit year was calculated to be $67,740,468 and classroom teacher salaries totaled $34,390,445. The ratio of classroom teacher salaries to the current expense of education is calculated as 50.77%, which is deficient by 4.23%, or $2,865,422 from the requirement of 55%.

Effect: The District is out of compliance with state requirements for Classroom Teacher Salaries.

Cause: The District did not establish adequate internal controls to ensure that total expenditures for classroom teacher salaries exceeded the minimum required percentage.

Fiscal Impact: Not determined.

Repeat Finding: This is a repeat finding of 2023 – 002.

Recommendation: The District should implement necessary internal controls to ensure that classroom teacher salaries exceed the minimum required percentage of current expense of education in the General Fund.

Views of Responsible Officials and Planned Corrective Action: The District will work to implement necessary internal controls to ensure that classroom teacher salaries exceed the minimum required percentage of current expense of education in the General Fund.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

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** 4

Company/Consultant's Name:

Background/Services to be Rendered:
The governing board is asked to approve the attached payroll order of January.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
The CJUSD Board of Trustees approve the District Payroll Orders January 2025.

PAYNAME: REG PAYROLL LABOR SUMMARY BY OBJECT
DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT FOR WARRANTS DATED 01/31/2025 FUND : 01 GENERAL FUND

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	2,266,717.39
1200	CERT PUPIL SUPPORT SALARIES	182,822.25
1300	CERT SUPERV & ADMIN SALARIES	197,507.27
1900	OTHER CERTIFICATED SALARIES	114,898.80
2100	CLASS INSTRUCTIONAL SALARIES	267,611.03
2200	CLASSIFIED SUPPORT SALARIES	379,944.38
2300	CLASS SUPERV & ADMIN SALARIES	60,284.94
2400	CLERICAL, TECH, OFFICE STAFF	184,193.31
2500	CONFIDENTIAL EMPLOYEES	34,058.76
2900	OTHER CLASSIFIED SALARIES	34,325.58
3400	*** NOT ON FILE ***	5,652.60
3700	*** NOT ON FILE ***	408.51
3900	*** NOT ON FILE ***	3,278.05
5200	Travel & Conference	500.00
	TOTAL FUND	3,732,202.87

OBJECT	DESCRIPTION	AMOUNT
2200	CLASSIFIED SUPPORT SALARIES	72,476.20
2300	CLASS SUPERV & ADMIN SALARIES	8,472.31
2400	CLERICAL, TECH, OFFICE STAFF	4,645.72
3400	*** NOT ON FILE ***	199.20
3900	*** NOT ON FILE ***	164.80
	TOTAL FUND	85,958.23
	TOTAL DISTRICT:	3,818,161.10

SALARY EXPENDITURE:	$3,818,161.10		
01-9110		$3,560,410.52	
99-9621		$238,743.69	
99-9621		$358,221.48	
	$3,818,161.10	$4,157,375.69	

PAYNAME: VAR PAYROLL LABOR SUMMARY BY OBJECT
DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT FOR WARRANTS DATED 02/07/2025 FUND : 01 GENERAL FUND

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	117,657.67
1200	CERT PUPIL SUPPORT SALARIES	4,265.89
1300	CERT SUPERV & ADMIN SALARIES	6,444.18
1900	OTHER CERTIFICATED SALARIES	2,668.00
2100	CLASS INSTRUCTIONAL SALARIES	8,297.73
2200	CLASSIFIED SUPPORT SALARIES	33,824.29
2400	CLERICAL, TECH, OFFICE STAFF	5,962.60
2500	CONFIDENTIAL EMPLOYEES	550.95
2900	OTHER CLASSIFIED SALARIES	2,813.29
	TOTAL FUND	182,484.60

OBJECT	DESCRIPTION	AMOUNT
2200	CLASSIFIED SUPPORT SALARIES	2,095.09
2400	CLERICAL, TECH, OFFICE STAFF	658.88
	TOTAL FUND	2,753.97
	TOTAL DISTRICT:	185,238.57

SALARY EXPENDITURE:	$185,238.57	
01-9110		$186,256.69
99-9621		$1,018.12-
99-9621		$6,143.43
	$185,238.57	$191,382.00

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado Initials: LC

SUBJECT: Commercial Warrant Registers

☒ **Action Item** ☐ **Information Item** **Attached Pages** 10

Company/Consultant's Name:

Background/Services to be Rendered:

1/09/25 $1,205,642.98
1/16/25 $2,059,517.64
1/23/25 $321,561.23
1/30/25 $780,159.40

The commercial warrant payments to vendor totals:
$4,366,881.25

Date(s) of Service:

Funding Amount:

Funding Source:

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
251804	AHMAD NAZARI BASIR	DECEMBER 2024 MILEAGE REIMBURS	44.89	COMPUTER SERVICES
252042	AIR SYSTEMS SERVICE & CONST	HVAC Replacement-Business Offi	28,401.00	MAINTENANCE
252043	AIR SYSTEMS SERVICE & CONST	HVAC Repair CHS Lounge	7,699.00	MAINTENANCE
251824	ALICIA WALL	REFUND LST BOOK	10.00	CURRICULUM & INSTRUCTION
251845	ALWAYS GREEN LANSCAPING	Lawn Aeration-RFE	1,900.00	MAINTENANCE
251882	AMADOR STAGE LINES	CHS SOCCER/LINCOLN	1,415.00	PERSONNEL SERVICES
252021	AMADOR STAGE LINES	CHS SOCCER/BASKETBALL	3,044.00	PERSONNEL SERVICES
252029	AMADOR STAGE LINES	CHS SOCCER/COLFAX	2,056.00	PERSONNEL SERVICES
251792	AMAZON CAPITAL SERVICES INC	TECH LABEL PRINTER	538.72	COMPUTER SERVICES
251818	AMAZON CAPITAL SERVICES INC	KINDNESS MONTH SUPPLIES	206.37	FAMILY RESOURCE CENTER
251821	AMAZON CAPITAL SERVICES INC	SUPPLIES	89.51	ARTHUR S. DUDLEY ELEMENTARY
251827	AMAZON CAPITAL SERVICES INC	GLUE STICKS	74.35	REX FORTUNE ELEMENTARY
251828	AMAZON CAPITAL SERVICES INC	DOOR STOPPER/TOY STACKER	51.30	REX FORTUNE ELEMENTARY
251829	AMAZON CAPITAL SERVICES INC	FIRE SPRAY/STICKERS/ NAPK HOLD	128.68	REX FORTUNE ELEMENTARY
251832	AMAZON CAPITAL SERVICES INC	SUPPLIES - MATH DEPT.	630.05	WILSON RILES MIDDLE SCHOOL
251843	AMAZON CAPITAL SERVICES INC	KINDNESS MONTH SUPPLIES	216.74	FAMILY RESOURCE CENTER
251855	AMAZON CAPITAL SERVICES INC	TRAUMA INFORMED SUPPLIES	532.51	FAMILY RESOURCE CENTER
251856	AMAZON CAPITAL SERVICES INC	STUDENT BOOKS	54.25	SPINELLI ELEMENTARY
251857	AMAZON CAPITAL SERVICES INC	CLASSROOM SUPPLIES	199.29	MCCLELLAN HIGH SCHOOL
251858	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	329.50	SPINELLI ELEMENTARY
251861	AMAZON CAPITAL SERVICES INC	Blinds for OH	8,440.55	MAINTENANCE
251883	AMAZON CAPITAL SERVICES INC	OFFICE ORDERS	108.87	SPINELLI ELEMENTARY
251885	AMAZON CAPITAL SERVICES INC	OFFICE ORDER	60.46	SPINELLI ELEMENTARY
251887	AMAZON CAPITAL SERVICES INC	PE equip,pens,glue sticks	593.26	OAK HILL ELEMENTARY
251890	AMAZON CAPITAL SERVICES INC	STAFF KEYBOARDS	73.25	WILSON RILES MIDDLE SCHOOL
251891	AMAZON CAPITAL SERVICES INC	ART SUPPLIES	81.52	WILSON RILES MIDDLE SCHOOL
251893	AMAZON CAPITAL SERVICES INC	PBIS INCENTIVES	293.31	WILSON RILES MIDDLE SCHOOL
251894	AMAZON CAPITAL SERVICES INC	cables, tripods, mics,mouse	4,106.44	CENTER HIGH SCHOOL
251895	AMAZON CAPITAL SERVICES INC	paper, whiteout, highlighters	83.66	CENTER HIGH SCHOOL
251899	AMAZON CAPITAL SERVICES INC	KINDNESS MONTH SUPPLIES	110.19	FAMILY RESOURCE CENTER
251900	AMAZON CAPITAL SERVICES INC	2ND GRADE SUPPLIES	423.66	NORTH COUNTRY ELEMENTARY
251901	AMAZON CAPITAL SERVICES INC	cart for clay and water dump	2,266.13	CENTER HIGH SCHOOL
251902	AMAZON CAPITAL SERVICES INC	paint, pencils, erasers, crayo	1,380.46	CENTER HIGH SCHOOL
251904	AMAZON CAPITAL SERVICES INC	stapler, markers window covers	164.40	CENTER HIGH SCHOOL
251905	AMAZON CAPITAL SERVICES INC	Book shelves	158.33	CENTER HIGH SCHOOL
251906	AMAZON CAPITAL SERVICES INC	pencils, notebooks, lable tape	197.97	CENTER HIGH SCHOOL
251913	AMAZON CAPITAL SERVICES INC	PBIS INCENTIVES	260.48	WILSON RILES MIDDLE SCHOOL
251914	AMAZON CAPITAL SERVICES INC	COMPUTER SUPPLIES STAND	639.68	NORTH COUNTRY ELEMENTARY
251916	AMAZON CAPITAL SERVICES INC	ERMHS GROUPS SNACKS	46.99	WILSON RILES MIDDLE SCHOOL
251918	AMAZON CAPITAL SERVICES INC	3RD GRADE SUPPLIES	240.07	NORTH COUNTRY ELEMENTARY
251919	AMAZON CAPITAL SERVICES INC	6TH GRADE SUPPLIES	283.50	NORTH COUNTRY ELEMENTARY
251925	AMAZON CAPITAL SERVICES INC	TRAUMA INFORMED OFFICESUPPLIES	251.66	FAMILY RESOURCE CENTER
251929	AMAZON CAPITAL SERVICES INC	Bandages,phone cases, beads	141.72	MAINTENANCE
251935	AMAZON CAPITAL SERVICES INC	N. HANNIGAN SUPPLIES	130.78	SPECIAL EDUCATION
251936	AMAZON CAPITAL SERVICES INC	METAL STORAGE CABINETS/HUEBNER	306.20	SPECIAL EDUCATION
251938	AMAZON CAPITAL SERVICES INC	PRESCHOOL TIMERS	103.28	SPECIAL EDUCATION
251939	AMAZON CAPITAL SERVICES INC	SLP SUPPLIES MORISETTE	464.68	SPECIAL EDUCATION
251942	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	93.60	SUPERINTENDENT OFFICE
251947	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	101.22	SPINELLI ELEMENTARY
251948	AMAZON CAPITAL SERVICES INC	IPAD CASES	145.25	REX FORTUNE ELEMENTARY
251969	AMAZON CAPITAL SERVICES INC	file filders	187.11	CENTER HIGH SCHOOL

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
251970	AMAZON CAPITAL SERVICES INC	post its, pens, highlighters,	126.44	CENTER HIGH SCHOOL
251973	AMAZON CAPITAL SERVICES INC	SUPPLIES	193.49	ARTHUR S. DUDLEY ELEMENTARY
251975	AMAZON CAPITAL SERVICES INC	CLASSROOM BOOK ORDER	435.20	SPINELLI ELEMENTARY
251979	AMAZON CAPITAL SERVICES INC	Envelopes and Batteries	80.59	MAINTENANCE
251985	AMAZON CAPITAL SERVICES INC	AZZSY CASE FOR IPAD	1,077.07	SPECIAL EDUCATION
251986	AMAZON CAPITAL SERVICES INC	SPED SUPPLY ORDER	63.54	SPECIAL EDUCATION
251987	AMAZON CAPITAL SERVICES INC	HIGH SCHOOL CURRICULM	8.62	CURRICULUM & INSTRUCTION
251988	AMAZON CAPITAL SERVICES INC	SUPPLY ORDER MORISETTE	390.60	SPECIAL EDUCATION
251989	AMAZON CAPITAL SERVICES INC	UKULELE, 1-6 SUPPLIES, INCENTI	1,227.54	NORTH COUNTRY ELEMENTARY
251990	AMAZON CAPITAL SERVICES INC	1ST AND 2ND GRADE SUPPLIES	568.04	NORTH COUNTRY ELEMENTARY
251991	AMAZON CAPITAL SERVICES INC	1ST GRADE SUPPLIES	291.26	NORTH COUNTRY ELEMENTARY
251992	AMAZON CAPITAL SERVICES INC	TITLE 1 FAMILY NIGHT	1,015.11	SPINELLI ELEMENTARY
251993	AMAZON CAPITAL SERVICES INC	OFFICESUPPLIES	45.30	BUSINESS SERVICES
251994	AMAZON CAPITAL SERVICES INC	ART AND SCULPTING ACADEMY	488.98	NORTH COUNTRY ELEMENTARY
251995	AMAZON CAPITAL SERVICES INC	ERMHS SNACKS	104.14	SPECIAL EDUCATION
251996	AMAZON CAPITAL SERVICES INC	METAL STORAGE CABINET	295.64	SPECIAL EDUCATION
251997	AMAZON CAPITAL SERVICES INC	SUPPLIES/HANNIGAN	101.47	SPECIAL EDUCATION
252003	AMAZON CAPITAL SERVICES INC	SUPPLIES FOR SPED	127.20	SPECIAL EDUCATION
252004	AMAZON CAPITAL SERVICES INC	SUPPLY ORDER	204.61	SPECIAL EDUCATION
252005	AMAZON CAPITAL SERVICES INC	SUPPLIES FOR N.HANNIGAN	47.41	SPECIAL EDUCATION
252008	AMAZON CAPITAL SERVICES INC	SUPPLIES	148.58	FAMILY RESOURCE CENTER
252036	AMAZON CAPITAL SERVICES INC	MV SUPPLIES	2,950.60	FAMILY RESOURCE CENTER
251862	APPLE COMPUTER	FORTUNE DAVID BECK MACBOOK	1,080.42	COMPUTER SERVICES
251981	APPLE COMPUTER	JORDAN IPADS AND AAC APPS	13,401.23	COMPUTER SERVICES
251983	APPLE COMPUTER	DUDLEY MACBOOKS	3,890.77	COMPUTER SERVICES
252017	APPLE COMPUTER	SPINELLI MACBOOK AIR	6,482.54	COMPUTER SERVICES
251777	AREY JONES EDUCATIONAL SOLUTIO	MHS DELL LAPTOPS	4,745.10	COMPUTER SERVICES
251838	AREY JONES EDUCATIONAL SOLUTIO	TRANSPORTATION COMPUTERS	4,072.62	COMPUTER SERVICES
251839	AREY JONES EDUCATIONAL SOLUTIO	NORTH COUNTRY COMPUTERS	14,646.47	COMPUTER SERVICES
251909	AREY JONES EDUCATIONAL SOLUTIO	BUSINESS OFFICE LAPTOPS	4,900.47	COMPUTER SERVICES
252019	AREY JONES EDUCATIONAL SOLUTIO	SPINELLI DELL LAPTOPS	9,480.20	COMPUTER SERVICES
251846	ARROW PLUMBING INC	Replaced Pipe	1,425.00	MAINTENANCE
251876	ARROW PLUMBING INC	PLUMBING FOR OVEN INSTALL	10,840.00	NUTRITION SERVICES
251892	ASSIST TEAM LLC	STRUCTURED RECESS SUPPORT	3,892.00	WILSON RILES MIDDLE SCHOOL
251801	ASSOCIATED VALUATION SERVICES	WITS20242025FY	2,523.26	BUSINESS SERVICES
251805	ATLAS DISPOSAL INDUSTRIES	TRASH SERVICES	1,343.10	BUSINESS SERVICES
251851	ATLAS DISPOSAL INDUSTRIES	TRASHSERVICES010109409	564.93	BUSINESS SERVICES
251870	Almin Velasco Vargas	MILEAGE REIMBURSEMENT A.VARGAS	54.81	SPECIAL EDUCATION
252001	Almin Velasco Vargas	MILEAGE REIMBURSEMENT A. VARGA	42.49	SPECIAL EDUCATION
251803	BAIONI RON	DECEMBER 2024 MILEAGE REIMBURS	52.79	COMPUTER SERVICES
252039	BMX FREESTYLERS	BMX assembly	2,144.00	OAK HILL ELEMENTARY
251908	BRADY ASHLEY	Mileage claim	35.11	CENTER HIGH SCHOOL
251853	BRAUN DANELL	REIM FOR CONFERENCE EXPENSES	130.61	NORTH COUNTRY ELEMENTARY
251903	BROWN PETER	REIMB - SCIENCE LAB SUPPLIES	124.88	WILSON RILES MIDDLE SCHOOL
251888	CA FBLA NORTHERN	Conference Registration	200.00	CENTER HIGH SCHOOL
251834	CADA	conference for leadership	1,575.00	CENTER HIGH SCHOOL
251868	CALIFORNIA DEPT OF TAX AND FEE	DIESEL EXEMPT/4TH QUARTER	153.00	PERSONNEL SERVICES
251871	CAPITOL CLUTCH & BRAKE INC.	BUS PARTS	23.87	PERSONNEL SERVICES
252034	CAPITOL CLUTCH & BRAKE INC.	BUS #24 PARTS	218.27	PERSONNEL SERVICES
251976	CASSELL LINDA	R- Cassel classroom supplies	150.97	OAK HILL ELEMENTARY
251977	CASSELL LINDA	R-Cassel-new classsroom	264.27	OAK HILL ELEMENTARY

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
251825	CENTER UNIFIED REVOLVING FUND	PAYBACK REVOLVING FUND/PAYROLL	1,715.89	BUSINESS SERVICES
251881	CHARTER AMERICA	CHS WRESTLING/BEAR RIVER	1,192.50	PERSONNEL SERVICES
252023	CHARTER AMERICA	CHS/VARIOUS	4,227.50	PERSONNEL SERVICES
252026	CONIDARIS CYNTHIA	MILEAGE REIMBURSMENT	73.70	SPECIAL EDUCATION
252037	CONSERVATION AMBASSADORS	Science Night	2,200.00	OAK HILL ELEMENTARY
251915	CROWE LLP	PROFESSIONAL FEESCI154446	28,000.00	BUSINESS SERVICES
251924	DEMCO INC	LIBRARY SUPPLIES	155.66	WILSON RILES MIDDLE SCHOOL
252033	DISCOVERY EDUCATION INC	ONLINE SUBSCRIPTION READING PL	10,876.55	NORTH COUNTRY ELEMENTARY
251878	DOCUMENT TRACKING SERVICES	DOCUMENT TRANSLATIONS DEC 2025	6,532.21	SPECIAL EDUCATION
251781	DUTT KARISHMA	MILEAGE REIMBURSEMNT-DUTT	96.88	SPECIAL EDUCATION
251910	EMCOR SERVICES MESA ENERGY	INV.5001016D001C.H.S.	1,000,000.00	BUSINESS SERVICES
251984	ESPANOL MELISSA	EMPLOYEE MILEAGE REIMBURSEMENT	73.63	SPECIAL EDUCATION
251830	FARREL JASON	IN-SERVICE LUNCH/SUPPLIES	711.92	REX FORTUNE ELEMENTARY
251833	FIRESTONE COMPLETE AUTO CARE	OIL CHG & BATTERY SVC VEH 85	408.93	MAINTENANCE
251946	FRENCH DAVID L.	REIMBURSEMENT GYM MACH CABLES	188.68	MCCLELLAN HIGH SCHOOL
251842	GEYER	JUMP 2 MATH MATH BUNDLE MATS	2,342.05	NORTH COUNTRY ELEMENTARY
251859	GEYER	JUMP 2 MATH MATH BUNDLE MATS	2,342.05	NORTH COUNTRY ELEMENTARY
251849	GRAINGER W.W. INC.	Hydrant Wrenches	98.49	MAINTENANCE
252035	GRAINGER W.W. INC.	SHOP TOWELS	216.42	PERSONNEL SERVICES
251879	HEARTLAND ALLIANCE HEALTH	HEARTLAND ALLIANCE HEALTH	417.00	CURRICULUM & INSTRUCTION
251962	HEARTLAND ALLIANCE HEALTH	INTERPRETING SERVICES	81.00	CURRICULUM & INSTRUCTION
251897	HILL PAULA	fruit for experiment science c	10.94	CENTER HIGH SCHOOL
251786	HILLYARD INC.	Warehouse Supplies	899.50	MAINTENANCE
251783	HOME DEPOT	HR Remodel Supplies	1,106.14	MAINTENANCE
251926	HOME DEPOT	Supplies for HR Remodel	23.14	MAINTENANCE
251952	HOME DEPOT	Supplies for DO RmS 2&3 remode	1,670.30	MAINTENANCE
251956	HOME DEPOT	construction class supplies	10,000.00	CENTER HIGH SCHOOL
251814	HORTON ASHLEY	DECEMBER MV MILEAGE	131.04	FAMILY RESOURCE CENTER
251968	HUCKLEBERRY'S BRKFAST & LUNCH	catered for staff meeting	1,000.14	CENTER HIGH SCHOOL
251820	IML SECURITY SUPPLY	Doors for HR and MOT	7,943.64	MAINTENANCE
251931	IML SECURITY SUPPLY	SUPPLIES (DOORS, LOCKS ETC.)	20,000.00	MAINTENANCE
251816	INBOUA, JIMMY	DEC MV MILEAGE REIMB	156.00	FAMILY RESOURCE CENTER
251836	INDUSTRIAL MINERALS COMPANY	aprons/squares for clay remova	2,758.01	CENTER HIGH SCHOOL
251837	J.W. PEPPER & SON INC	sheet music for studetns	1,500.00	CENTER HIGH SCHOOL
251889	KENDALL MENA	REIMB - SCI LAB SUPPLIES	51.83	WILSON RILES MIDDLE SCHOOL
251817	KENNY SHERRIE	MV STUDENT MILEAGE DECEMBER	36.40	FAMILY RESOURCE CENTER
251940	KEYGUARD ASSISTIVE TECHNOLOGY	SLP SUPPLIES/MORISETTE	925.77	SPECIAL EDUCATION
251959	KPODJ LLC	HEADPHONES	3,517.00	NORTH COUNTRY ELEMENTARY
251790	LAWSON SSP GROUP LLC	HVAC Repair-Spin Rm 7	2,679.00	MAINTENANCE
251822	LES SCHWAB TIRE CENTER	TIRESERVICE	647.76	BUSINESS SERVICES
251945	LUMINOUS MINDS INC	ELOP PROFESSIONAL DEVELOPMENT	9,770.00	FAMILY RESOURCE CENTER
251884	LUX BUS AMERICA CO	CHS VARIOUS	4,986.06	PERSONNEL SERVICES
252038	MAD SCIENCE OF SACRAMENTO	Mad Science assembly	1,536.00	OAK HILL ELEMENTARY
251780	MARTINEZ EMILY ANNE	MILEAGE REIMBURSEMENT	10.32	SPECIAL EDUCATION
251867	MARTINEZ EMILY ANNE	Mileage Reimbursement	17.96	CURRICULUM & INSTRUCTION
251966	MCGRAW-HILL EDUCATION	CORRECTIVE READING B2 CONSUMAB	556.54	CURRICULUM & INSTRUCTION
251972	MCGRAW-HILL EDUCATION	CUS GLENCOE HEALTH DIGITAL SUB	988.68	CURRICULUM & INSTRUCTION
251835	METCALFE SEAN	claim for for conference	285.00	CENTER HIGH SCHOOL
251798	MGM TRANSPORTATION INC	CHS VARIOUS	4,200.00	PERSONNEL SERVICES
251886	MGM TRANSPORTATION INC	CHS BASKETBALL/TRACK	5,310.00	PERSONNEL SERVICES
252020	MGM TRANSPORTATION INC	CHS SOCCER/MARYSVILLE	1,400.00	PERSONNEL SERVICES

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
252031	MGM TRANSPORTATION INC	CHS WRESTLING/LINCOLN	1,100.00	PERSONNEL SERVICES
251958	NAPA VALLEY EDUCATION FOUNDATI	WELLNESS CONFERENCE	1,250.00	FAMILY RESOURCE CENTER
251782	NCS PEARSON INC	PROTOCOLS FOR PSYCH	640.74	SPECIAL EDUCATION
251869	NCS PEARSON INC	KNEFF PROTOCOLS	1,977.08	SPECIAL EDUCATION
252002	NCS PEARSON INC	DIGITAL ASSESSMENT LIBRARY	11,404.80	SPECIAL EDUCATION
252013	NCS PEARSON INC	TESTING SUPPLIES	1,781.62	SPECIAL EDUCATION
251955	NILES BIOLOGICAL	science specimens student use	106.03	CENTER HIGH SCHOOL
251812	NORTH HIGHLANDS RECREATION AND	WINTER BREAK CAMP 2024	2,777.50	FAMILY RESOURCE CENTER
251810	OFFICE DEPOT/BUS.SERVICES DIV	HR SUPPLIES	76.47	PERSONNEL SERVICES
251907	OFFICE DEPOT/BUS.SERVICES DIV	2ND AND 6TH GRADE SUPPLIES	343.73	NORTH COUNTRY ELEMENTARY
251930	OFFICE DEPOT/BUS.SERVICES DIV	OFFICE SUPPLIES	164.84	PERSONNEL SERVICES
251954	OFFICE DEPOT/BUS.SERVICES DIV	SUPPLIES - LEADERSHIP	66.48	WILSON RILES MIDDLE SCHOOL
251978	OFFICE DEPOT/BUS.SERVICES DIV	Supplies	66.43	MAINTENANCE
251999	OFFICE DEPOT/BUS.SERVICES DIV	SUPPLIES - SCIENCE CLASS	211.11	WILSON RILES MIDDLE SCHOOL
252000	OFFICE DEPOT/BUS.SERVICES DIV	SUPPLIES - LEADERSHIP CLASS	69.69	WILSON RILES MIDDLE SCHOOL
252006	OFFICE DEPOT/BUS.SERVICES DIV	SUPPLIES - ART CLASS	191.58	WILSON RILES MIDDLE SCHOOL
252007	OFFICE DEPOT/BUS.SERVICES DIV	SUPPLIES - SP ED CLASSROOMS	162.72	WILSON RILES MIDDLE SCHOOL
252011	OFFICE DEPOT/BUS.SERVICES DIV	1ST-6TH GRADE SUPPLIES	217.98	NORTH COUNTRY ELEMENTARY
252015	OFFICE DEPOT/BUS.SERVICES DIV	2MD GRADE SUPPLIES	239.82	NORTH COUNTRY ELEMENTARY
252022	OFFICE DEPOT/BUS.SERVICES DIV	4TH GRADE SUPPLIES	606.90	NORTH COUNTRY ELEMENTARY
252030	OFFICE DEPOT/BUS.SERVICES DIV	6TH GRADE SUPPLIES	303.76	NORTH COUNTRY ELEMENTARY
251844	OLMSTEAD ERICA		366.35	SPINELLI ELEMENTARY
251794	ONE WORKPLACE L. FERRARI LLC	STAFF FURNITURE	242,158.12	SPINELLI ELEMENTARY
251795	ONE WORKPLACE L. FERRARI LLC	STAFF FURNITURE - OAK HILL	61,491.57	OAK HILL ELEMENTARY
251796	ONE WORKPLACE L. FERRARI LLC	STAFF FURNITURE - NOCO	94,007.62	NORTH COUNTRY ELEMENTARY
251797	ONE WORKPLACE L. FERRARI LLC	STUDENT FURNITURE AT NOCO	146,656.86	NORTH COUNTRY ELEMENTARY
251928	OVERDRIVE INC	INVOICE # H-0111556	833.00	CURRICULUM & INSTRUCTION
252044	PARMINDER KALER	REIM/DRIVERS LICENSE RENEWAL	98.00	PERSONNEL SERVICES
251854	PARVEEN SAENZ	R- Parveen Saenz	966.83	OAK HILL ELEMENTARY
251898	PAULS SAFE & LOCK	DULPICATE BUS KEYS	85.66	PERSONNEL SERVICES
251808	PERFORMANCE SYS INTEGRATIO	FIRE & BURG MONITORING	150.00	MAINTENANCE
251971	PERFORMANCE SYS INTEGRATIO	DETECTOR ISSUE DO PORTABLE 2	900.00	MAINTENANCE
251921	PISOR FENCE DIVISION INC	Fence Repair/Replacement-NC	6,212.79	MAINTENANCE
251785	PLATT ELECTRIC SUPPLY	Items for HR Remodel	907.77	MAINTENANCE
251848	PLATT ELECTRIC SUPPLY	Supplies for HR Remodel	261.36	MAINTENANCE
251953	PLATT ELECTRIC SUPPLY	Lights for DO Rms 1&3 remodel	1,695.36	MAINTENANCE
251896	POOR BERNADETTE	containers for new staff offic	32.33	CENTER HIGH SCHOOL
251791	PURDY MICHAEL	MILEAGE DECEMBER 2024	109.61	COMPUTER SERVICES
251807	R & S OVERHEAD DOORS & GATES	8' DOOR SVC - CHS THEATER	6,580.76	MAINTENANCE
251961	RALLY FACTORY	volleyball boys uniforms	2,995.16	CENTER HIGH SCHOOL
251779	RAMIREZ TRACY LAFAY	MILEAGE REIMBURSEMENT-EMPLOYEE	20.23	SPECIAL EDUCATION
251806	REFRIGERATION SUPPLIES DISTR.	HVAC SUPPLIES	3,361.80	MAINTENANCE
251852	RITTENHOUSE PENELOPE	VAPA COSTUME PERFORMANCE ITEMS	778.53	NORTH COUNTRY ELEMENTARY
251860	RIVERSIDE TECHNOLOGIES INC.	NOCO PRINTERS	5,333.63	COMPUTER SERVICES
252027	RIVERSIDE TECHNOLOGIES INC.	SPINELLI LIBRARY PRINTER	484.88	COMPUTER SERVICES
251787	ROTO-ROOTER SERVICE & PLUMBING	VAC/JET SEWER PIPE-NO COUNTRY	5,913.10	MAINTENANCE
251788	ROTO-ROOTER SERVICE & PLUMBING	JET DRAIN PIPE - OAK HILL	1,223.40	MAINTENANCE
251811	ROTO-ROOTER SERVICE & PLUMBING	WATER JET SEWER LINE/CENTER HS	5,600.00	MAINTENANCE
251943	ROTO-ROOTER SERVICE & PLUMBING	PLUMBING SVC/TOILET CHS	3,415.33	MAINTENANCE
252024	ROTO-ROOTER SERVICE & PLUMBING	WATER JET/PICOTE - MCCLELLAN	3,262.40	MAINTENANCE
251877	SACRAMENTO COUNTY OFFICE OF	TUITION FEE FOR VAPA	2,000.00	CURRICULUM & INSTRUCTION

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
251840	SACRAMENTO COUNTY OFFICE OF ED	INFO2425 2ND QTR	15,000.00	BUSINESS SERVICES
251872	SACRAMENTO COUNTY OFFICE OF ED	SCSBA DINNER MEETING	125.00	SUPERINTENDENT OFFICE
252012	SACRAMENTO METROPOLITAN FIRE	FALSE ALARMS - OAK HILL	1,044.00	MAINTENANCE
251813	SAWIN NICOLE	MV MILEAGE MONTH OF DECEMBER	68.25	FAMILY RESOURCE CENTER
251920	SCHOOL SPECIALTY LLC	HEADPHONES	559.87	NORTH COUNTRY ELEMENTARY
251932	SCHOOL SPECIALTY LLC	VAPA SUPPLIES	300.40	NORTH COUNTRY ELEMENTARY
251933	SCHOOL SPECIALTY LLC	5TH GRADE SUPPLIES	273.60	NORTH COUNTRY ELEMENTARY
251998	SCHOOL SPECIALTY LLC	ART SUPPLIES	91.72	WILSON RILES MIDDLE SCHOOL
252014	SCHOOL SPECIALTY LLC	KINDERGARTEN SUPPLIES	295.89	NORTH COUNTRY ELEMENTARY
252016	SCHOOL SPECIALTY LLC	2ND GRADE SUPPLIES	295.50	NORTH COUNTRY ELEMENTARY
251826	SEIVERT TRACEY	REIM FOR STAFF INSERVICE MEAL	799.56	NORTH COUNTRY ELEMENTARY
251841	SEIVERT TRACEY	REIM HOUSE INCENTIVE	58.20	NORTH COUNTRY ELEMENTARY
251963	SHRED CITY LLC	SHRED CITY	100.00	SPECIAL EDUCATION
251964	SHRED CITY LLC	SHRED CITY	125.00	CURRICULUM & INSTRUCTION
251957	SHRED-IT USA	8009492360 Dec Service	46.00	CENTER HIGH SCHOOL
251784	SIERRA BUILDING SYS INC	DETECTOR ADMIN AREA/NO COUNTRY	709.07	MAINTENANCE
251789	SIERRA BUILDING SYS INC	SVC ATTIC HEAT DETECT/SPINELLI	379.92	MAINTENANCE
251850	SLAKEY BROS. INC.	HVAC SUPPLIES	743.49	MAINTENANCE
251951	SLAKEY BROS. INC.	Force Press/Attachments	4,766.84	MAINTENANCE
251944	SPINELLI ELEMENTARY	MV FIELD TRIP	96.00	FAMILY RESOURCE CENTER
251965	SPINELLI ELEMENTARY	SAC ZOO INVOICE	290.00	SPECIAL EDUCATION
251847	STATE WATER RESOURCES	SWRCB FEE	1,701.00	MAINTENANCE
251922	STEELER INC	Supplies for HR Remodel	925.63	MAINTENANCE
251778	SUPER DUPER INC.	SUPPLIES FOR SLP	527.98	SPECIAL EDUCATION
251937	SUPER DUPER INC.	PROTOCOLS FOR MORISETTE	1,659.90	SPECIAL EDUCATION
252025	SUZANNE MCLAUGHLIN	PRE-SCHOOL FAMILY NIGHT	115.82	SPECIAL EDUCATION
251875	SYTECH SOLUTIONS	CEUSD.0007.145 SPECIAL ED REC	2,681.00	SPECIAL EDUCATION
251831	T-MOBILE	Emergency Phone Service	650.00	MAINTENANCE
251912	TACKETT-OLIVER MELISSA	REIMBURSEMENT FOR STAFF DAY	1,076.52	ARTHUR S. DUDLEY ELEMENTARY
251923	TACKETT-OLIVER MELISSA	PBIS REIMBURSEMENT	328.14	ARTHUR S. DUDLEY ELEMENTARY
251873	TEAM ONE NETWORKING INC	ANNUAL SUPPORT FOR PHONES	12,474.00	COMPUTER SERVICES
251793	TICKLOT INC	Service for Emergency Phones	2,000.00	MAINTENANCE
251809	TK ELEVATOR	SVC WHEELCHAIR LIFT/OAK HILL	814.00	MAINTENANCE
251815	TROTTER DUSTY	DECEMBER MV MILEAGE REIMB	76.96	FAMILY RESOURCE CENTER
251802	U.S. BANK NATIONAL ASSOCIATION	Tile for Dudley Student RR	762.26	MAINTENANCE
251819	U.S. BANK NATIONAL ASSOCIATION	0 ELOP SNACKS	550.49	FAMILY RESOURCE CENTER
251823	U.S. BANK NATIONAL ASSOCIATION	CAREER COMPASS SUMMIT	75.00	CURRICULUM & INSTRUCTION
251863	U.S. BANK NATIONAL ASSOCIATION	Stencils	448.00	MAINTENANCE
251864	U.S. BANK NATIONAL ASSOCIATION	Shipping Fee-UPS	41.20	MAINTENANCE
251865	U.S. BANK NATIONAL ASSOCIATION	High Speed HDMI Cable	2,982.87	MAINTENANCE
251866	U.S. BANK NATIONAL ASSOCIATION	Business Cards-Putnam	38.00	MAINTENANCE
251874	U.S. BANK NATIONAL ASSOCIATION	CONDIMENT CARTS	689.65	NUTRITION SERVICES
251880	U.S. BANK NATIONAL ASSOCIATION	FOOD FOR TRAINING/MEETING	361.00	CURRICULUM & INSTRUCTION
251917	U.S. BANK NATIONAL ASSOCIATION	Windows DO Remodel Rm3	1,156.37	MAINTENANCE
251927	U.S. BANK NATIONAL ASSOCIATION	CAL STATE JOB FAIR	575.00	PERSONNEL SERVICES
251934	U.S. BANK NATIONAL ASSOCIATION	PRESCHOOL FAMILY FUND NIGHT	363.20	SPECIAL EDUCATION
251941	U.S. BANK NATIONAL ASSOCIATION	BANNER	128.65	PERSONNEL SERVICES
251949	U.S. BANK NATIONAL ASSOCIATION	NextWave CNC Machine	1,092.88	MAINTENANCE
251950	U.S. BANK NATIONAL ASSOCIATION	Tiles for OH	267.26	MAINTENANCE
251960	U.S. BANK NATIONAL ASSOCIATION	Shipping	27.28	MAINTENANCE
251980	U.S. BANK NATIONAL ASSOCIATION	ELOP SUPPLIES-SNACKS	3,079.56	FAMILY RESOURCE CENTER

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
251982	U.S. BANK NATIONAL ASSOCIATION	JORDAN JAMF LICENSES	175.00	COMPUTER SERVICES
252018	U.S. BANK NATIONAL ASSOCIATION	CITE MEMBERSHIP FOR TECH	375.00	COMPUTER SERVICES
252032	U.S. BANK NATIONAL ASSOCIATION	FOOD FOR MEETING	193.20	SUPERINTENDENT OFFICE
252040	U.S. BANK NATIONAL ASSOCIATION	MV GAS CARDS	300.00	FAMILY RESOURCE CENTER
252041	U.S. BANK NATIONAL ASSOCIATION	MV SUPPLES	894.16	FAMILY RESOURCE CENTER
251974	WESTERN PSYCHOLOGICAL SERVICES	PSYCH PROTOCOLS	3,074.50	SPECIAL EDUCATION
252028	WESTERN PSYCHOLOGICAL SERVICES	SUPPLIES/MORISETTE	683.00	SPECIAL EDUCATION
251967	WHITE SONJA	CONFRENCE REIMBURSEMENT	350.18	ARTHUR S. DUDLEY ELEMENTARY

TOTAL FUND 2,005,622.38

12 CHILD DEVELOPMEN FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
251799	CATALYST FAMILY INC	SB140STIPEND	11,552.00	BUSINESS SERVICES
251800	CATALYST FAMILY INC	SB140 STIPEND	21,021.00	BUSINESS SERVICES
		TOTAL FUND	32,573.00	

13 CAFETERIA FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
251911	FUTURE FORD OF SACRAMENTO	NUTRITION TRUCK SRVC & TIRES	1,235.84	NUTRITION SERVICES
		TOTAL FUND	1,235.84	

21 BUILDING FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
252009	COUNTY OF SACRAMENTO	County of Sacramento Fee-NC	361.53	MAINTENANCE
252045	KALER GENERAL CONTRACTORS INC	Stage Refurbishment-4 Sites	58,380.00	MAINTENANCE
252046	KALER GENERAL CONTRACTORS INC	Stage Refurbishment-NC	19,285.00	MAINTENANCE
252010	TEAM ONE NETWORKING INC	Technology-CHS	130,312.01	MAINTENANCE
		TOTAL FUND	208,338.54	
		TOTAL DISTRICT	2,247,769.76	

FUND		AMOUNT
01	GENERAL FUND	2,005,622.38
12	CHILD DEVELOPMEN FUND	32,573.00
13	CAFETERIA FUND	1,235.84
21	BUILDING FUND	208,338.54
	TOTAL DISTRICT	2,247,769.76

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Digol J'beily Initials: JF
Wrestling Coach

SUBJECT: Student Overnight Travel: Six (6) Students from the Wrestling Team to Division 5 Section Championships at Calaveras High School

☐ **Action Item** ☐ **Information Item** **Attached Pages ____**

Company/Consultant's Name:

Background/Services to be Rendered:
Coach J'beily will be taking 6 male students to the Division 5 Section Championships. It is an overnight trip, leaving on February 13 and returning on February 15. The championship is being held at Calaveras High School, starting Friday, February 14 at 7:00 AM and again on Saturday, February 15 at 7:00 AM. Students will leave Thursday evening around 5:00 PM and head back after Saturday's events. Students will be provided rooms by the school, with 2-3 students per room, depending on the bed situation. The school was only given about a week's notice.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
The Center Joint Unified School District Board of Trustees ratify the Student Overnight Travel for the Division 5 Section Championships at Calaveras High School.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: 2025 CSBA Delegate Assembly Election, Subregion 6-B

☒ **Action Item** ☐ **Information Item** **Attached Pages** 15

Company/Consultant's Name:

Background/Services to be Rendered:

The board as a whole may vote for up to five (5) candidates for Subregion 6-B as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

The board as a whole may vote for up to five (5) candidates for Subregion 6-B as indicated on the ballot.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025.** Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of seats: 5 (Vote for no more than 5 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

- [ ] Michael Baker (Twin Rivers USD)*
- [ ] Craig DeLuz (Robla ESD)*
- [ ] Annette Kunze (Galt Joint Union ESD)
- [ ] Kara Lofthouse (Folsom-Cordova USD)
- [ ] Noel Mora (Natomas USD)*

Provision for Write-in Candidate Name _____ *School District* _____

Signature of Superintendent or Board Clerk _____ *Title* _____

School District Name _____ *Date of Board Action* _____

See reverse side for list of all current Delegates in your Region.

REGION 6 – 18 Delegates (11 elected/7 appointed◈)

Director: Jackie Thu-Huong Wong (Washington USD)

Below is a list of all elected or appointed Delegates from this Region.

***Please note that as of 2025, subregion 6B will have 1 loss of an appointed seat (Twin Rivers USD)**

Subregion 6-A (Yolo)
Deborah Bautista-Zavala (Woodland Joint USD), term expires 2026

Subregion 6-B (Sacramento)
Michael Baker (Twin Rivers USD)◈, appointed term expires 2025
Ken Barnes (Robla SD), term expires 2026
Stacey Bastain (Twin Rivers USD), term expires 2025
Pam Costa (San Juan USD), term expires 2025
Craig DeLuz (Robla ESD), term expires 2025
Tara Jeane (Sacramento City USD)◈, appointed term expires 2026
Christine Jefferson (Twin Rivers USD), term expires 2026
Tanya Kravchuk (San Juan USD)◈, appointed term expires 2026
Kara Lofthouse (Folsom-Cordova USD), term expires 2025
Noel Mara (Natomas USD), term expires 2025
Chinua Rhodes (Sacramento City USD)◈, appointed term expires 2025
Michael Vargas (Elk Grove USD) ◈, appointed term expires 2026
Vacant (Elk Grove USD) ◈, appointed term expires 2025
Vacant (San Juan USD)◈, appointed term expires 2025

Subregion 6-C (Alpine, El Dorado, Mono)
Misty diVittorio (Placerville Union ESD), term expires 2026
Jessicca Rodgers (El Dorado Union HSD), term expires 2025

County Delegate:
Shelton Yip (Yolo COE), term expires 2026

Counties

Yolo (Subregion A)
Sacramento (Subregion B)
Alpine, El Dorado, Mono (Subregion C)

Delegate Assembly
Biographical Sketch Form for 2025 Election

Deadline: Tuesday, January 7, 2025 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not retype this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2025. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2025. **It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.**

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:_____ **Date:**_____

Name: Michael Baker_____ **CSBA Region & subregion #: 6B**

_____

District or COE: Twin Rivers _____ **Years on board: 14** _____

Profession: Health Care Professional _____ **Contact Number (X☐ Cell ☐ Home ☐ Bus.): 916-465-0657**_____

Primary E-mail: Michael.baker@twinriversusd.org

Are you an incumbent Delegate? X☐ Yes ☐ No If yes, year you became Delegate:_____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served on the Delegate Assembly for several years and have enjoyed the community of practice with Delegates. My long tenure as a school board member and delegate have given the skills, experience and insight to help move forward the voice of school boards in my region.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Michael Baker and his wife grew up in Twin Rivers Unified schools where their two children now attend. Trustee Baker has lived in the community for 41 years and is a graduate of Foothill High School where he was active in student leadership and JROTC. He is the Director of Compliance and Strategy for an emergency medical agency in northern California. Trustee Baker serves as the President of the Old Foothill Farms Neighborhood Association, Vice President of the Foothill High School Alumni Association and Chairman on the Foothill High School Hall of Fame Committee. Trustee Baker is a proud alumnus of Foothill High where his son now attends. First elected to the Twin Rivers School Board in 2012, Trustee Baker felt the need to serve in the district and community that helped raise him. Trustee Baker had been a boys and girls basketball coach at Foothill for over 10 years. In his spare time Trustee Baker enjoys racquetball and golf.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Good governance and clarity in roles. CSBA can take an active role in engaging members in organizational priorities.

Delegate Assembly
Biographical Sketch Form for 2025 Election

csba
California School Boards Association

Deadline: Tuesday, January 7, 2025 | No late submissions accepted

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Craig J. DeLuz **Date:** 1/23/25

Name: Craig DeLuz **CSBA Region & subregion #:** 6

District or COE: Robla ESD **Years on board:** 20

Profession: Business Owner **Contact Number (☐ Cell ☐ Home ☐ Bus.):** 916-595-0264

Primary E-mail: cdeluz@robla.k12.ca.us

Are you an incumbent Delegate? ☑ Yes ☐ No **If yes, year you became Delegate:** 2011

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have over 30 years experience in public policy analysis, advocacy, media and marketing.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Since 2005, I have served as a member of the Robla School District Board of Trustees.
I have had the honor of serving as Board President 13 of my 20 years on the board.
I have also served on the CSBA Delegate Assembly since 2011.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The state of California seems intent of limiting local control of educational decisions.

CSBA needs fight this tendency more agressively.

View results

Respondent

45 Anonymous

09:58
Time to complete

1. I have been... *

- ○ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Annette Kunze

3. Full name *

Annette Kunze

4. Region/subregion *

6B

5. Name of District or COE *

Galt Joint Union Elementary School District

6. Years on board *

2

7. Profession

Retired

8. Contact number *

209.327.9312

9. Primary email address *

akunze@galt.k12.ca.us

10. Are you an incumbent Delegate? *

- ○ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in becoming a CSBA delegate to bring to a perspective that has developed during my professional career of almost 30 years and various community roles. I have a keen sense of emerging trends, pending legislation, and legal developments on relevant issues. I willingly share those insights and encourage critical thinking and sound decisions, especially in such swiftly changing educational, economic and political environments. I have led several sensitive multi-agency projects during my tenure as a state leader, which has given me valuable experience in visioning, communication, policy development, and risk management. The role often required balancing competing interests. Additionally, I was the director for a large policy team, with members in several in-state and out-of-state offices. We were responsible for procedural development/rollout and case quality control.

I am a graduate of the Leadership for the Government Executive and was selected as cohort sponsor for Leadership for the Government Supervisor. In my role as a legislative director, I worked closely with legislative offices and have testified in California legislative committees. Because of my proven track record in leading challenging tasks, I was often consulted on potentially risky decisions, to identify root causes, or to build/rebuild working groups.

I also introduced a "Pathways"-inspired model program into a governmental organization after consultation with several educational professionals on human-centered design. This was unique in that it brought public education concepts into a professional environment. The goal was to maximize professional staff proficiency levels and engagement with a blend of coursework, enriching experiences, and fruitful partnerships.

I believe my blend of experiences in leadership, the public sector, education, and my acute instincts will serve the CSBA Delegate Assembly and governing boards in this State.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

Over the years, I have been involved in my local community, with youth, education, and nonprofit organizations. Specifically, I have:

-Served as a school board member for two years, going into the third year of my term;
-Participated as member of the district's policy committee for two years and entering my third year on this committee, diligently reviewing proposed policies and offering input and identifying potential concerns;
-Participated on site councils, including the Sacramento Youth Detention Facility;
-Coordinated student volunteers for our local historical society;
-Attended the CSBA conference as a new board member and provided reflective feedback following the conference;
-Closely monitored legal and legislative developments on education-related topics and openly shared findings;
-Provided financial literacy, income tax, and goal-setting classes in a local high school resource class; and participated as panel member on mock interviews and senior project judging;
-Helped build and lead a local teen center, obtaining several grants to make notable improvements at the center;

In building the local teen center, I designed and hosted a community workshop with our leadership team to gain input and perspective into the local needs and desires of our community. I also successfully applied for and received several grants for the teen center, highlighting the center's accomplishments and impacts. For example, the teen center received a notable grant for outdoor design and as a result was able to provide an attractive outdoor space for the teens. I presented at several city council and school board meetings to promote the center.

My husband and I have lived in Galt for over 20 years and have raised our four children in the community, all attending local schools (now graduated). My husband has been a baseball coach at the local high school for almost fifteen years, instilling valuable lessons in the players in citizenship, teamwork, and commitment. I am currently the homeschool instructor for our granddaughters, gaining experience and knowledge in the homeschool domain as compared to public education. I believe I can bring a unique perspective to the delegate role, asking critical questions when warranted and sharing relevant information to help decision-making.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I see declining enrollment and academic/fiscal accountability as the biggest challenges facing governing boards and public education. One source of this epidemic is the degree of openness to varying perspectives and different ideas, as well as the asking of vital questions. The absence of critical dialogue puts the education system and local education agencies at risk. If individuals do not exist in an environment that welcomes different ideas and spurs debate, the LEA's risk becoming ineffective or constrained in their purpose; and ultimately the public-school model suffers.

Other highly impactful challenges are rapidly changing technology, an uncertain economy, changing state demographics, and increased focus on non-academic topics. We now see many of these factors manifesting in California test scores. I also believe certain policies that do not consider rights of parents, students, and faculty together are leading many to abandon the public school experience for other options such as homeschool, private school, or are just leaving the state altogether. This seems to be occurring in a way not existing in the past as many are left feeling unheard. I believe the culture of the CSBA can help drive these crucial, honest -- and sometimes spirited -- debates that are needed in today's educational arena.

As one example, my husband and I were ardent voices regarding certain COVID-related policies that are now openly acknowledged and observed at a national level as damaging to students' learning with minimal true risk to them. My husband and I instinctively recognized the potential risk to public education and learning. We spoke out passionately to bring light to these potential impacts; not only in education, but in the community at large, even though these were highly unpopular views at the time. In a similar vein, we also instinctively recognize critical patterns as they emerge. We willing to ask key questions and offer our support to decision-makers.

View results

Respondent

106 Anonymous

21:24
Time to complete

1. I have been... *

- (●) Appointed
- ( ) Nominated

2. Your signature indicates your consent to serve as a Delegate *

Kara Lofthouse

3. Full name *

Kara Lofthouse

4. Region/subregion *

6B

5. Name of District or COE *

Folsom Cordova USD

6. Years on board *

2

7. Profession

Business Owner/Education

8. Contact number *

9162949000

9. Primary email address *

klofthouse@fcusd.org

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

As an educator I feel I bring extensive knowledge of education into both my board and the delegate assembly. This is a perspective that is often lacking on school boards and with deep passion for equitable learning I am passionate about bringing that stateside.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

This year I will be the VP of the FCUSD board. I've been a delegate since starting on the FCUSD board and I completed the master of governance my first year. I'm very involved in my community as well as I own a business, and grew up in the community. I am often the board member both community members and teachers alike communicate with to get direction and answers.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Currently I believe the polarization in our country is the biggest challenge as we face on our governing boards and truly being bipartisan.

Delegate Assembly
Biographical Sketch Form for 2025 Election

csba
California School Boards Association

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Noel Mora **Date:** 01/22/2025

Name: Noel Mora **CSBA Region & subregion #:** 6

District or COE: Natomas Unified School District Area 1 **Years on board:** 2

Profession: Higher Education **Contact Number (☑ Cell ☐ Home ☐ Bus.):** 916-761-3627

Primary E-mail: nmora@natomasunified.org

Are you an incumbent Delegate? ☑ Yes ☐ No **If yes, year you became Delegate:** 2023

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in being a delegate so that I may represent my district and community, as well as communicate important information and resources to fellow trustees in my region (whom I see a lot). I would also like to bring the representation of being a young/Latino/LGBTQ+ trustee to this body. In the time that I have already served as a delegate, I have felt more prepared to fulfill my trustee role in my district. I bring skills from my time in youth development and higher education. These skills include communication, conflict deescalation, analytical and critical thinking skills, and many more.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have done purposeful work not only in our district, but also in our community. I was the youngest executive officer in my neighborhood association and a trusted leader, for the simple fact that I wanted to stay informed and then share what I heard with others. Additionally, my day job has been in the CSU system for the past almost five years. I believe those skills in direct student support and later higher level student support will also help me do well in this position. I learned not only about strategies to ensure students succeed, but also strategies to make sure these approaches are equitable and inclusive.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I think it is very clear that the biggest challenges presently facing school boards are addressing the literacy crisis, addressing AI, and navigating policy changes at the federal level. I think that by collaborating with the CSBA Board and Delegate Assembly, CSBA can provide very timely and needed updates regarding all of these things. I myself have found the email updates and webinars to be very useful and it helps to know it will be legitimate information.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: BP and AR 5030 - Student Wellness

☒ **Action Item** ☐ **Information Item** **Attached Pages** 12

Company/Consultant's Name:

Background/Services to be Rendered:

The District's Wellness policy and regulation need to be reviewed every three (3) years. As part of this year's review it was noted that we need to add the updated USDA Nondiscrimination Statement. We are asking for this update to be done in one reading.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve BP and AR 5030 - Student Wellness.

Policy 5030: Student Wellness

Status: DRAFT

Original Adopted Date: 06/13/2018 | **Last Reviewed Date:** 06/13/2018

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

School Wellness Council

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.30)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness council coordinator. The council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The wellness council shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.30)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutrition Guidelines for All Foods Available at School

For all foods and beverages available on each campus during the school day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

The Superintendent or designee shall encourage school organizations to use non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff will encourage the donation of non-food items for class parties, birthday parties, holiday parties or other school-wide celebrations. The Nutrition Services Department will make available to parents and teachers a list of healthy party ideas, including ideas for rewards and celebrations in the classroom. For the safety of all children, all foods supplied for celebrations must contain no added trans-fats (Education code 49430.7) and be Smart Snack compliant (https://foodplanner.healthiergeneration.org/calculator). Foods should be purchased from an establishment that holds a current and valid county health permit and celebrations must occur after the last lunch period when possible. To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)

Program Implementation and Evaluation

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.30)

Nutritional Services Supervisor
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6416

Categoricals Coordinator
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6343

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.30)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a

description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements

2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records

3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program

4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards

5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards

6. Results of the state's physical fitness test at applicable grade levels

7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity

8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program

9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)

The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Records

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of
race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g.,
Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:
https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by
writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient
detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA
by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:
(833) 256-1665 or (202) 690-7442; or

3. email:
program.intake@usda.gov

This institution is an equal opportunity provider.

Policy 5030: Student Wellness

Status: ADOPTED

Original Adopted Date: 06/13/2018 | **Last Reviewed Date:** 06/13/2018

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Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Records

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Regulation 5030: Student Wellness **Status:** DRAFT

Original Adopted Date: 06/13/2018 | **Last Reviewed Date:** 06/13/2018

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity among district students.

1. The district encourages participation in the breakfast and lunch programs by providing information in the school newsletters, menus sent home to parents and published on the district web site.

2. Nutritional standards for the school breakfast and lunch programs meet or exceed state and federal standards and guidelines. https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp

3. Students at all sites have adequate time to eat, minimum of 10 minutes, from the time they get their meal to dismissal from the eating area. Facilities are modern and well maintained.

4. During school hours, and from midnight to one-half hour after school, guidelines and standards for foods and beverages sold or served outside of the district's meal programs, such as through vending machines, school stores, school-sponsored events, school fundraisers, student organizations and other venues on campus must meet or exceed the USDA's Smart Snacks in School nutrition standards and cannot compete with the National School Lunch Program or the School Breakfast Program (Education Code 15501). All vending machine locations and food/beverage items must be first approved by the Nutrition Service Department. Staff and school-based organizations are encouraged to use non-food items for fundraising and rewards for academic performance and good behavior.

5. School staff will encourage the donation of non-food items for class parties, birthday parties, holiday parties or other school-wide celebrations. The Nutrition Services Department will make available to parents and teachers a list of healthy party ideas, including ideas for rewards and celebrations in the classroom. For the safety of all children, all foods supplied for celebrations must contain no added trans-fats (Education code 49430.7), be Smart Snack compliant (https://foodplanner.healthiergeneration.org/calculator), and purchased from an establishment that holds a current and valid county health permit. Celebrations must occur after the last lunch period.

    - Parents/guardians and teachers may arrange with the district Nutrition Services Department for catering pizza parties and celebrations. This will ensure food safety and include all nutritious components of a full lunch.

6. School-based marketing of commercial foods and beverages, such as through advertisements in school buildings, athletic fields and/or other areas accessible to students, must meet the Smart Snacks in School nutrition standards (available at http://www.fns.usda.gov/school-meals/fr-072916d) (7 CFR 210.31(c)(3)(iii)).

7. Age-appropriate, skill-building nutrition education at each grade level is focused on healthy eating habits and physical activity. Teachers are encouraged to integrate researched based nutrition information into core curriculum areas.

8. All K-12 students (including students with disabilities and/or special health-care needs and those in alternative educational settings) will receive physical education instruction as designated (Education Code 51210, 51222, and 51223):

    - A minimum of 200 minutes for every 10 school days for students in grades 1-6

    - A minimum of 400 minutes for every 10 school days for students in grades 7-12.

9. School staff are encouraged to participate in outreach strategies to families to reinforce and support healthy eating and physical activity through nutrition education and experiential learning opportunities (taste testing, cooking, school gardens and farmers markets). Recreational, lifelong, physical activity is encouraged.

10. Staff development or training will be provided as necessary to promote nutrition education, physical fitness and healthy behaviors.

11. The Superintendent or designee shall ensure district compliance for implementing the strategies in the Wellness Policy. The principal or designee should ensure individual school compliance for implementing the

strategies in the wellness policy.

12. The Superintendent or designee shall provide an evaluation report every three years on Wellness Policy compliance to the school board, school health departments, parent/teacher organizations and school administrators. In addition, an annual physical fitness report is provided to the Board.

13. Each school shall post the district's policies and regulation on wellness in public view within all school cafeterias and other central eating areas. (Education Code 49432)

USDA Nondiscrimination Statement

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Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g.,
Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

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https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by
writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient
detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA
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1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:
(833) 256-1665 or (202) 690-7442; or

3. email:
program.intake@usda.gov

This institution is an equal opportunity provider.

Regulation 5030: Student Wellness

Status: ADOPTED

Original Adopted Date: 06/13/2018 | **Last Reviewed Date:** 06/13/2018

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity among district students.

1. The district encourages participation in the breakfast and lunch programs by providing information in the school newsletters, menus sent home to parents and published on the district web site.

2. Nutritional standards for the school breakfast and lunch programs meet or exceed state and federal standards and guidelines. https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp

3. Students at all sites have adequate time to eat, minimum of 10 minutes, from the time they get their meal to dismissal from the eating area. Facilities are modern and well maintained.

4. During school hours, and from midnight to one-half hour after school, guidelines and standards for foods and beverages sold or served outside of the district's meal programs, such as through vending machines, school stores, school-sponsored events, school fundraisers, student organizations and other venues on campus must meet or exceed the USDA's Smart Snacks in School nutrition standards and cannot compete with the National School Lunch Program or the School Breakfast Program (Education Code 15501). All vending machine locations and food/beverage items must be first approved by the Nutrition Service Department. Staff and school-based organizations are encouraged to use non-food items for fundraising and rewards for academic performance and good behavior.

5. School staff will encourage the donation of non-food items for class parties, birthday parties, holiday parties or other school-wide celebrations. The Nutrition Services Department will make available to parents and teachers a list of healthy party ideas, including ideas for rewards and celebrations in the classroom. For the safety of all children, all foods supplied for celebrations must contain no added trans-fats (Education code 49430.7), be Smart Snack compliant (https://foodplanner.healthiergeneration.org/calculator), and purchased from an establishment that holds a current and valid county health permit. Celebrations must occur after the last lunch period.

    - Parents/guardians and teachers may arrange with the district Nutrition Services Department for catering pizza parties and celebrations. This will ensure food safety and include all nutritious components of a full lunch.

6. School-based marketing of commercial foods and beverages, such as through advertisements in school buildings, athletic fields and/or other areas accessible to students, must meet the Smart Snacks in School nutrition standards (available at http://www.fns.usda.gov/school-meals/fr-072916d) (7 CFR 210.31(c)(3)(iii)).

7. Age-appropriate, skill-building nutrition education at each grade level is focused on healthy eating habits and physical activity. Teachers are encouraged to integrate researched based nutrition information into core curriculum areas.

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9. School staff are encouraged to participate in outreach strategies to families to reinforce and support healthy eating and physical activity through nutrition education and experiential learning opportunities (taste testing, cooking, school gardens and farmers markets). Recreational, lifelong, physical activity is encouraged.

10. Staff development or training will be provided as necessary to promote nutrition education, physical fitness and healthy behaviors.

11. The Superintendent or designee shall ensure district compliance for implementing the strategies in the Wellness Policy. The principal or designee should ensure individual school compliance for implementing the

strategies in the wellness policy.

12. The Superintendent or designee shall provide an evaluation report every three years on Wellness Policy compliance to the school board, school health departments, parent/teacher organizations and school administrators. In addition, an annual physical fitness report is provided to the Board.

13. Each school shall post the district's policies and regulation on wellness in public view within all school cafeterias and other central eating areas. (Education Code 49432)

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: Updated Board Governance Handbook

☒ **Action Item** ☐ **Information Item** **Attached Pages** 13

Company/Consultant's Name:

Background/Services to be Rendered:

On February 1, 2025, the Board met, reviewed, and requested minor updates to the Board Governance Handbook. The final product is being presented for approval.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

The Center Joint Unified School District Board of Trustees approve the updated Board Governance Handbook.

Governance Handbook

The Board of Education is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

Board of Trustees

Mr. Steve Bruno, President
Mrs. Delrae Pope, Clerk
Mr. Howard Ballin, Representative
Mrs. Nancy Anderson, Member
Mr. Chuck Uribe, Member

Superintendent

Scott Loehr

Board approved:

Unity of Purpose, Roles and Responsibilities, Norms, Agreements

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, norms and coming to agreement on protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that best benefits all children, staff and the community.

Building a Governance Team Unity of Purpose

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: Maintain a unity of purpose; agree on and govern within appropriate roles; create and sustain a positive governance culture and; create a supportive structure for effective governance.

What do we as a governance team want to accomplish? What do we stand for?

- Our shared purpose is to have the best learning environment for all students and to support the vision, mission and goals of the district.
- We want to improve the District through shared commitment and trust between students and parents, district and school staff, and the community.
- We will adhere to our respective roles and responsibilities as district leadership (Superintendent) and Board members in an effort to work productively toward the District's shared mission and vision.
- We want to be a team with a common focused direction, a catalyst for the focused efforts of employees, and for community to see evidence of this focused direction.
- We want to collaborate with our educational partners for positive change.
- We want to oversee the continued development of an excellent program and first-rate facilities, making sure we continue to improve.
- We want to exemplify a positive culture.
- We stand for equity and the improvement of outcomes for all students and to providing the necessary strategies to meet the needs of each and every student to strive for equality of opportunities for all.

Roles and Responsibilities

Mutually agreed roles of Board members and the Superintendent

The role of Trustees is to focus on the overall view while fulfilling five responsibilities:

- setting direction.
- establishing structure.
- providing support.
- ensuring accountability.
- acting as community leaders.

We carry out these responsibilities in each of the following job areas:

- Policy
- Finance
- Facilities
- Judicial Review
- Human Resources
- Collective Bargaining
- Establishing District Direction
- Student Learning and Achievement
- Community Relations and Advocacy

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas and leads the staff toward the accomplishment of the agreed upon District vision and goals.

Creating and Sustaining a Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) and written (explicit) agreements about how they will behave. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Governance Norms

In addition to meeting the norms below in order to create a positive culture and atmosphere, we agree to act in ways that will help us meet the CSBA Professional Governance Standards.

WE AGREE TO THE FOLLOWING NORMS AT ALL TIMES–

- Be collaborative
- Show respect and courtesy
- Focus on students' best interests
- Embrace and respect differences of opinion
- Commit to open and honest communication
- Maintain confidentiality in an effort to foster trust
- Dedicate the time necessary to govern effectively
- Be present, minimize distractions, and participate fully in all board activities
- Participate in effective deliberation, listening openly and providing everyone the opportunity to express his or her point of view

Board Governance Protocols

Leadership Responsibility and Roles of the Board

Board members carry authority only as a Board, not as individuals. Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a majority of the Board to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, that request should be made in the context of the intended results (what is to be accomplished), not the methods used to achieve those results. Requests from Board members shall be communicated through the President and/or Superintendent.

In order to be effective representatives of the Board and District, all members will:

- Act at all times in a manner that reflects positively on the District;
- Refrain from obligating the District by speech or implication, unless authorized to do so by the Board;
- Represent the Board at various school events, when appropriate;
- Refer any concerns, questions, or comments to the Superintendent; and,
- Reinforce with the community the key messages agreed upon by the Board.

In responding to stakeholder concerns regarding the work of the District, Board members will make an effort as appropriate to:

- *Receive* the information, remembering that only one side of the story is being presented at that point;
- *Repeat* the information – paraphrase to ensure understanding;
- *Remind* those voicing concern(s) that Board members have no authority as an individual;
- *Re-Direct* – Thank those voicing concern(s) for sharing their thoughts and refer them to the appropriate staff member or process, if necessary; and,
- *Report* – In a timely manner, inform the Superintendent.

When interacting with the public and their constituents, Board members will hold themselves to the highest level of professional and ethical conduct.

The Board's Role and Relationship with the Staff and Community

When visiting Schools or Departments as a Board member, as a professional courtesy, Board members shall make arrangements with the Site and Department in advance and shall be respectful of their impact on regular activities. Board members shall provide advance notification to the Superintendent of such visits.

At no time, while visiting schools shall a member interrupt or interfere with school administration, instructional or pupil support activities, or involve him or herself in personnel issues, student records, or union activities.

To assist in this matter, the Superintendent will ensure that principals, teachers and other staff know that their normal activities should in no way be necessarily disrupted should a Board member visit the school site (e.g., a teacher does not need to interrupt their lesson when a Board member visits their classroom).

Board members, when requesting information from staff, shall make requests through the Superintendent.

Board Meetings and the Agenda

Meetings of the Board are held in public, but are not open-forum town hall meetings. Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community may be heard and inform Board deliberations; however, when the Board deliberates, it will be a time for the Trustees to listen and learn from each other, taking public input into consideration without reengaging the public.

Board meetings will be held at 6:00 p.m. (with Closed Session starting at 5:00 or 5:30 p.m.) on the third Wednesday each month, with special meetings to be held on the first Wednesdays, whenever possible. Meetings will be held in the District Board Room.

The design of the Board agenda will follow the historical structure utilized by the Board. When necessary or appropriate, the structure may be reorganized by consultation between the Superintendent and Board President.

The Superintendent and President, with the support of staff, will create each Board Agenda. In advance of the preparation of the Board Agenda, Board members may request items to be placed on the agenda. The Board President and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting, in advance of the Board Meeting.

Chart of Policy Revision Process

Step 1 – CSBA Policy Update Packet

- District receives policy update packet from CSBA

Step 2 – Distribution of Policies for Board Review

- District staff member (e.g., administrative assistant) distributes policies for review and comments.

Step 3 – Superintendent Review of Recommended Policy Changes

- Superintendent and staff provide to the Board at Board Meeting 1 (Step 4), with appropriate comments and edits. Whenever possible, the Board Policies shall be provided to the Board at least 7 days in advance of the meeting.

Step 4 – Board Meeting 1

- The Original Packet of Updated Policies is placed on the Board Agenda (Board Meeting 1), under Business Items, and is considered as First Reading by the Board. Board members may discuss the policies presented. If there are policies that are of concern, the policies shall be returned through the process.

Step 5 – Board Meeting 2

- The policies will be presented to the Board for approval as a Business Item.

Board members will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff have the opportunity to prepare to answer Board members' questions at Board meetings. When an individual Board member requests information for an upcoming Board meeting, that information will be provided to all Board members. If questions are posed that were not submitted prior to the meeting, Trustees will acknowledge their question(s) as spontaneous and that they understand that staff may not have the information on hand to provide sufficient answer(s).
Individual Board members are expected to self-monitor compliance to Public Meeting laws, including limiting Closed Session to the legally appropriate agenda item(s).
Board members need equal access to information, and to operate within the boundaries established within the Public Meeting law. The use of email and social communication is subject to the Public Meeting Law. The Superintendent shall forward questions and answers to all Board members. Board members, when responding, may not "reply to all."
In an effort to maintain a culture of professionalism and stay focused, while respecting the need to be available to family members, during meetings Trustees will: – Set cell phones to 'silent' or 'vibrate' mode; and, – Be discreet when checking devices.
The Board will follow Robert's Rules of Order. Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board's judicial review role.
Board members will review the information provided to them and be open to ongoing professional development and training.

The Board believes that when no legal reason exists of a conflict of interest, its members have a duty to vote on issues before them.

When a member abstains, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Board members.

Board members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of three of five members of the five-member Board voting for an item. Once a decision has been made, it becomes the decision of "the Board."

Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision.

The governance team will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item, the Board shall normally adhere to the following process:

- Staff presentation/addressing questions from the Board;
- Obtaining input from the community; and,
- Engaging in Board discussion and deliberation.

Since the Public Meeting Law (Brown Act) expressly prohibits discussion leading to action from being conducted unless agendized, Board members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.

In general, citizens and residents wishing to "dialogue" with members should be encouraged to contact individual members and discuss issues of importance with them or the Superintendent as appropriate.

As a result of a comment under public communication, a Board member may ask that a matter be addressed, with or without a follow-up report to the Board.

The Board's Role in Collective Bargaining

The Board's involvement in the Collective Bargaining process will be to:

- Ensure that the ethical, fiscal and educational goals of the community are represented in the actions taken throughout the collective bargaining process;
- Participate by providing direction and guidance to those selected to represent the Board (District Negotiation Team). Board members do not attend at-the table negotiations;
- Believe in open and regular communications with each of our associations and, accordingly, that a section of each Board meeting agenda will be set aside to hear the issues and concerns of the bargaining units;
- Establish the bargaining approach to be utilized by its negotiation team;
- Set the District's collective bargaining parameters for its negotiation team;
- Expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process; and,
- Assign the Superintendent or designee as the collective bargaining spokesperson for the Board.

The Board's Relationship with the Superintendent

The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:

- notable achievements
- serious safety concerns
- legal or liability concerns
- serious disciplinary action
- serious illness or death of a student or a staff member
- serious or unexpected personnel changes or disciplinary issues

In all matters, the Board and Superintendent are expected to protect confidential information.

As the norm, the Superintendent speaks on behalf of the Board. The Board President is authorized to speak on behalf of the Board, when necessary.

The Superintendent will inform the Board when media contacts the Superintendent. If a Board member is contacted by the media they will inform the Superintendent.

Conflicts between individual Board members and/or the Superintendent will be addressed privately between those involved in the conflict and will not include other members of the Board or the public (community, staff, media etc.).

The Board commits to complete an annual evaluation of the Superintendent. The Board President at the time of the annual evaluation will be the author of the evaluation and will be crafted based on consultation of the Board. The Board will set aside at least one Closed Session meeting, starting no later than March for the purpose of creating the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board, not later than the first Board meeting in May. The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board, as a whole.

The Ongoing Implementation of Board Approved Protocols

Within 90 days of an election/appointment of a new Board member or appointment of a new Superintendent, a study session of the whole Board will be held for the purpose of reviewing/updating the governance protocols of the Board.

Upon the request of two or more Board members, or every four years, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: AB 2999 Overview and Discussion

☐ **Action Item** ☒ **Information Item** **Attached Pages** 18

Company/Consultant's Name:

Background/Services to be Rendered:

Trustee Uribe requested the Board begin a discussion relating to AB 2999. We have attached our PowerPoint presentation, AB 2999 language bill, BP and AR 6154, and BP 6154.2.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

This is a discussion item.

AB 2999
Overview and Discussion

Scott Loehr, Superintendent
Mike Jordan, Director of SE and CI

February 19, 2025

The Center Commitment



What are the Healthy Homework Act (AB 2999) Requirements

- Each LEA develop and adopt a formal policy for all grades maintained by the start of the 2027-2028 School Year
- Each LEA formally adopt (Board Adopted) a final homework policy by the start of the 2028-2029 school year
- LEA update the adopted policy every 5 years
- State Department of Education (CDE) will develop and post guidelines by January 1, 2026.
- Bill encourages LEA to annually distribute policy at beginning of each school year to all certificated staff, administrators, all pupils, and parents/guardians
- Post on district and school site websites

Current CJUSD Board Policies and Administrative Regulation

- BP 6154/AR 6154 Homework/Makeup Work (2002/1999)
  - Site admin create policy- expectations and make-up work
- BP 6154.2 Homework (2022)
  - Categories that make up homework
  - Average range of minutes per day of homework
  - Missed homework assignments consequences

Board Policy 6154

Policy 6154: Homework/Makeup Work Status: Last Reviewed Date: 04/09/2002
The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Administrative Regulation 6154

School-Site Homework Plan
The principal and staff at each school shall develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall identify all of the following:
1. For each grade level, the amount of time that students shall be expected to spend on homework
2. For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians
3. The means by which parents/guardians shall be informed about: a. Homework expectations b. How homework relates to the student's grades c. How best to help their children
4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits
5. The access that students shall have to obtain: a. Resource materials from the library media center b. Assistance and/or tutoring through telephone help lines and/or after-school centers
6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next
7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities

Makeup Work
The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time.
Such notification shall include the full text of Education Code 48205. (Education Code 48980) The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Board Policy 6154.2

The district isn't among the highest-performing school districts in the state simply by chance. One of the reasons our students outperform their peers is because of our rigorous homework standards. There isn't enough time in the school day to teach your child everything he/she needs to know to meet the state standards. Careful completion of homework is essential for your child's success. Our staff is dedicated to giving your child the best education possible. This can occur only through a joint effort between the school and home. Homework given to your child usually falls within one of the following categories:

1. Work not finished in class. A teacher has a wide range of ability levels in a class, so some students finish the assigned work in class, while others will need to spend extra time at home. Also, some students like to put forth extra effort in class, while others would rather work slower in class and finish the work on their own time.
2. Long-term assignments. A teacher may assign a project, which is due at a later date, such as science projects or country reports. The student is expected to do a part of the project each night. Unfortunately, there may be a tendency to put the entire project off until the last minute, which makes it impossible for the student to finish. It is very important for a student to learn responsibility, and to structure his/her time.
3. Supplementary classroom work. This is extra work given to supplement or reinforce what the student has learned during the daily lesson.
4. Extra Credit Work. When a student wants to improve his/her grade, he/she may have the option of doing extra credit work. Although this may not be a mandatory assignment, it may be recommended for students getting an unsatisfactory grade in specific classes.

Board Policy 6154.2 (Con't)

The amount of homework depends on classwork, ability level, desire to improve, and other factors. The daily amount of time required for homework will vary depending upon the maturity, abilities, and individual needs of students as well as the course requirements. The following schedule represents an average range for the amount of time which homework assigned should reasonably require:

K-1st 0 - 15 minutes per day
2nd 10 - 45 minutes per day
3rd 10 - 60 minutes per day
4th 15 - 60 minutes per day
5th 20 - 90 minutes per day
6th 20 - 120 minutes per day
7th 30 - 180 minutes per day
8th 30 - 180 minutes per day

Consequences for Missed Assignments

1st missed/late assignment Homework notice sent home/lunch homework hall assigned/grades may suffer
2nd missed/late assignment Homework notice sent home/lunch homework hall assigned/grades may suffer
3rd missed/late assignment Homework notice sent home/lunch homework hall assigned/grades may suffer
4th missed/late assignment Homework notice sent home/lunch homework hall assigned/grades may suffer
5th and each additional missed/late assignment Homework notice sent home/afterschool detention assigned/grades may suffer

Questions? / Next Steps



STATE OF CALIFORNIA
LEGISLATIVE COUNSEL BUREAU
AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

Assembly Bill No. 2999

CHAPTER 751

An act to add Chapter 6 (commencing with Section 52000) to Part 28 of Division 4 of Title 2 of the Education Code, relating to pupil instruction.

[Approved by Governor September 27, 2024. Filed with Secretary of State September 27, 2024.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2999, Schiavo. Pupil instruction: homework policy.

Existing law grants pupils, parents, and guardians certain rights regarding the delivery of educational services, including, among others, rights regarding primary supplemental instruction materials. Existing law provides that none of these rights shall be construed as restricting teachers in the assignment of homework.

This bill, the Healthy Homework Act, would encourage each school district, county office of education, and charter school to (1) develop a homework policy for all grades maintained by the local educational agency, as specified, by the start of the 2027–28 school year, (2) formally adopt a final homework policy by the start of the 2028–29 school year, and (3) update the adopted homework policy at least once every 5 years, as provided. The bill would, among other things, encourage the local educational agency to annually distribute the adopted or updated homework policy at the beginning of the school year to all certificated staff and administrators, to all pupils and parents or legal guardians, as specified, and by publication on the local educational agency's internet website and on the internet websites of the individual schools operated by the local educational agency. For a local educational agency that formally adopted a homework policy on or before July 31, 2024, the bill would encourage the local educational agency to update its adopted homework policy before the start of the 2028–29 school year or within 5 years of its adoption, whichever is later, and would encourage the local educational agency's updated homework policy to be consistent with the bill's provisions. The bill would authorize the State Department of Education to develop and post on its internet website, guidelines for local educational agencies to use in developing the homework policy, as provided, and would encourage those guidelines to be developed and posted by January 1, 2026.

The people of the State of California do enact as follows:

SECTION 1. This act shall be known, and may be cited, as the Healthy Homework Act.

SEC. 2. The Legislature finds and declares all of the following:

(a) Research has established that effective homework assignments state clear objectives, are relevant to pupils, and are age appropriate in difficulty and time required for completion.

(b) Research has also found that the quality of homework assignments is more important than the quantity of work assigned, and that when pupils find homework interesting, relevant, and valuable, they are more likely to complete it.

(c) For elementary school pupils, research has found no correlation between the amount of time spent on homework and achievement; that is, pupils who completed more homework were no more likely than their peers to earn higher grades and scores in school. For middle and high school pupils, research has found an increase in academic performance when middle school pupils did up to one hour of homework and high school pupils did up to two hours daily. But, significantly, these effects began to fade as pupils did more work, and more time spent on homework did not necessarily equate to higher academic achievement. Other studies have further challenged the assumption that more time spent doing homework leads to higher achievement, including research that investigated whether time spent on math homework in particular would lead to higher scores on a standardized math achievement test. In a study of nearly 5,000 15-year-old pupils, researchers found that, after controlling for prior math achievement, pupils who did more math homework on average earned worse scores on the standardized test, as more time spent on homework in this case correlated with lower achievement.

(d) Other research has found that too much homework is associated with:

(1) Greater stress, where 45 percent of the pupils considered homework a primary source of stress, according to the survey data, and 56 percent viewed tests as a primary stressor, while 33 percent put the pressure to get good grades in that category. Fewer than 1 percent of the pupils said homework was not a stressor.

(2) Reductions in health, as many pupils, in their open-ended answers, said homework load is associated with less sleep, and said stress, which is heavily impacted by homework load, was associated with physical health issues such as headaches, exhaustion, sleep deprivation, weight loss, and stomach problems.

(3) Less time for friends, family, and extracurricular pursuits, as both the survey data and pupils' responses indicate that spending too much time on homework meant that pupils were "not meeting their developmental needs or cultivating other critical life skills," according to the researchers, and pupils were more likely to drop activities, not see friends or family, and not pursue hobbies they enjoy.

(e) Well-designed homework may support learning in different ways. Reading assigned as homework may help pupils master this critical skill. Some activities cannot be done effectively or efficiently in class. There are also many instructional programs and settings that may require pupil work outside of school hours, including project-based learning, dual enrollment,

independent study, career technical education, and other applied forms of learning. Pupils may also have unique needs, such as those needing intervention, which require work outside of school hours.

(f) When completion of homework depends on parental involvement or access to technology, it has the potential to exacerbate inequities and achievement gaps. Lack of access to technology to complete homework is sometimes known as the "homework gap." A 2018 analysis of United States Census Bureau data by the Pew Research Center found that 17 percent of all teens, and 25 percent of Black teens, report that they are often or sometimes unable to complete homework assignments because they do not have reliable access to a computer or internet connection.

(g) To promote effective homework practices which support pupil learning and well-being, as well as consistency and clarity in homework practices, there is a need for each local educational agency to adopt an evidence-based homework policy which is responsive to the needs and desires of pupils, parents, and educators in each community.

SEC. 3. Chapter 6 (commencing with Section 52000) is added to Part 28 of Division 4 of Title 2 of the Education Code, to read:

Chapter 6. Homework Policies

52000. (a) Each local educational agency is encouraged to do all of the following:

(1) (A) By the start of the 2027–28 school year, develop a homework policy for all grades maintained by the local educational agency.

(B) The goal of the policy is encouraged to be to promote evidence-based homework practices to support pupil learning and well-being, and to ensure consistency and clarity in assigning of homework.

(C) The development of the policy is encouraged to involve significant stakeholder participation in order to ensure that the policies are responsive to the unique needs and desires of pupils, parents, and educators in each community, consistent with subdivision (b).

(2) Formally adopt a final homework policy by the start of the 2028–29 school year, consistent with subdivision (c).

(3) Update the adopted homework policy at least once every five years, consistent with subdivisions (b) and (c).

(b) In developing and updating the homework policy, the governing board or body of the local educational agency is encouraged to convene stakeholders, including, but not limited to, pupils, parents, teachers and education specialists, administrators, and other school staff, to do all of the following:

(1) Examine and collect data on the current homework practices of schools in the local educational agency, including the nature of assignments and the time required at each grade level.

(2) Reflect on the effectiveness of these practices and identify strengths and weaknesses of current practices.

(3) Solicit stakeholder feedback.

(c) The local educational agency's homework policy adoption, and any updates to the local educational agency's homework policy, are encouraged to be publicly discussed, with public comment, and considered for adoption at a minimum of two separate regularly scheduled public meetings conducted pursuant to the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code).

(d) In developing and updating the homework policy, the governing board or body of the local educational agency is encouraged to consider all of the following:

(1) Research on effective homework practices, including the quality of assignments and quantity of work assigned, which support pupil learning and well-being, including, but not limited to, mental and physical health.

(2) Elements of a homework policy that ensure the use of effective homework practices to support pupil learning and well-being, including the quality of assignments, quantity of work assigned at each grade level, and days on which homework is assigned.

(3) Equity in homework practices, including, but not limited to, the availability of supports needed to successfully complete homework, such as parental support and access to technology.

(4) Different types of homework, including for practice, completion of in-class work, preparation, and extension.

(5) Different educational placements and programs in which pupils are enrolled, including, but not limited to, independent study, honors courses, Advanced Placement courses, International Baccalaureate courses, dual enrollment courses, accelerated pathways, music programs, credit recovery programs, continuation schools, block scheduling, and project-based learning.

(6) Individual pupil needs, including, but not limited to, pupils with individualized education programs adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), pupils with a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)), and English learners.

(7) Developmental appropriateness of homework assigned in primary, intermediate, and secondary grades.

(8) Grading practices for homework, including whether homework should be optional and whether it should be graded, and opportunities to complete makeup work for missed assignments.

(9) The need for professional development and collaboration time for teachers to coordinate and implement effective homework practices.

(10) The roles and responsibilities of all pupils, parents, teachers, and administrators in implementing the homework policy.

(e) Local educational agencies are encouraged to annually distribute the adopted or updated homework policy at the beginning of the school year to all certificated staff and administrators, to all pupils and parents or legal guardians as part of the notification pursuant to Section 48980 or upon enrollment, and by publication on the local educational agency's internet

website and on the internet websites of the individual schools operated by the local educational agency.

(f) (1) The department may develop and post on its internet website guidelines for local educational agencies to use in developing a local homework policy, as described in subdivision (a), including the processes described in subdivisions (b), (c), and (e), and the considerations listed in subdivision (d).

(2) The department is encouraged to develop and post the guidelines by January 1, 2026.

(g) A local educational agency that has formally adopted a homework policy on or before July 31, 2024, is encouraged to update its adopted homework policy before the start of the 2028–29 school year or within five years of its adoption, whichever is later, and the local educational agency's updated homework policy is encouraged to be consistent with this section.

(h) For purposes of this section, "local educational agency" means a school district, county office of education, or charter school.

O

Policy 6154: Homework/Makeup Work

Status: ADOPTED

Original Adopted Date: 08/12/1997 **| Last Revised Date:** 04/09/2002 **| Last Reviewed Date:** 04/09/2002

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Regulation 6154: Homework/Makeup Work

Status: ADOPTED

Original Adopted Date: 05/26/1999 **| Last Reviewed Date:** 05/26/1999

School-Site Homework Plan

The principal and staff at each school shall develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall identify all of the following:

1. For each grade level, the amount of time that students shall be expected to spend on homework
2. For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians
3. The means by which parents/guardians shall be informed about:
    a. Homework expectations
    b. How homework relates to the student's grades
    c. How best to help their children
4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits
5. The access that students shall have to obtain:
    a. Resource materials from the library media center
    b. Assistance and/or tutoring through telephone help lines and/or after-school centers
6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next
7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities

Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Policy 6154.2: ^Homework

Status: ADOPTED

Original Adopted Date: 03/13/2001 **| Last Revised Date:** 04/09/2022 **| Last Reviewed Date:** 04/20/2022

The district isn't among the highest-performing school districts in the state simply by chance. One of the reasons our students outperform their peers is because of our rigorous homework standards. There isn't enough time in the school day to teach your child everything he/she needs to know to meet the state standards. Careful completion of homework is essential for your child's success. Our staff is dedicated to giving your child the best education possible. This can occur only through a joint effort between the school and home. Homework given to your child usually falls within one of the following categories:

1. Work not finished in class. A teacher has a wide range of ability levels in a class, so some students finish the assigned work in class, while others will need to spend extra time at home. Also, some students like to put forth extra effort in class, while others would rather work slower in class and finish the work on their own time.

2. Long-term assignments. A teacher may assign a project, which is due at a later date, such as science projects or country reports. The student is expected to do a part of the project each night. Unfortunately, there may be a tendency to put the entire project off until the last minute, which makes it impossible for the student to finish. It is very important for a student to learn responsibility, and to structure his/her time.

3. Supplementary classroom work. This is extra work given to supplement or reinforce what the student has learned during the daily lesson.

4. Extra Credit Work. When a student wants to improve his/her grade, he/she may have the option of doing extra credit work. Although this may not be a mandatory assignment, it may be recommended for students getting an unsatisfactory grade in specific classes.

The amount of homework depends on classwork, ability level, desire to improve, and other factors. The daily amount of time required for homework will vary depending upon the maturity, abilities, and individual needs of students as well as the course requirements. The following schedule represents an average range for the amount of time which homework assigned should reasonably require:

K-1st 0 - 15 minutes per day

2nd 10 - 45 minutes per day

3rd 10 - 60 minutes per day

4th 15 - 60 minutes per day

5th 20 - 90 minutes per day

6th 20 - 120 minutes per day

7th 30 - 180 minutes per day

8th 30 - 180 minutes per day

Consequences for Missed Assignments

1st missed/late assignment

Homework notice sent home/lunch homework hall assigned/grades may suffer

2nd missed/late assignment

Homework notice sent home/lunch homework hall assigned/grades may suffer

3rd missed/late assignment

Homework notice sent home/lunch homework hall assigned/grades may suffer

4th missed/late assignment

Homework notice sent home/lunch homework hall assigned/grades may suffer

5th and each additional missed/late assignment

Homework notice sent home/afterschool detention assigned/grades may suffer

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AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado — Initials: LC
Director of Fiscal Services

SUBJECT: Holdover Tenancy and Lease Termination Agreement with GTP Infrastructure I, LLC (American Tower)

☒ **Action Item** ☐ **Information Item** **Attached Pages** 10

Company/Consultant's Name:

GTP Infrastructure I, LLC (American Tower)

Background/Services to be Rendered:

GTP Infrastructure I, LLC (American Tower) has terminated its agreement with the District to use the District's stadium lighting standards as a cell tower. GTP Infrastructure I, LLC has removed its equipment from the lighting standards.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve the termination agreement between GTP Infrastructure I, LLC and Center JUSD.

HOLDOVER TENANCY AND LEASE TERMINATION AGREEMENT

THIS HOLDOVER TENANCY AND LEASE TERMINATION AGREEMENT (this "**Agreement**"), dated as of August 21, 2024 (the "**Effective Date**"), is made by and between **GTP Infrastructure I, LLC,** a Delaware limited liability company, a Delaware limited liability company ("**Tenant**"), and **Center Unified School District**, a political subdivision of the State of California ("**Landlord**"). Tenant and Landlord are sometimes referred to herein, collectively, as the "**Parties**," and, individually as a "**Party**".

WHEREAS, Landlord owns certain real property located at 3111 Center Court Lane, Antelope, CA 95843 as more particularly described in **Exhibit A** attached hereto and by this reference made a part hereof (the "**Site**");

WHEREAS, Landlord and Tenant (as successor-in-interest to West Coast PCS LLC) are parties to that certain Communications Site Lease Agreement (the "Ground Lease") dated as of March 8, 2000, as the same may have been amended from time to time (collectively, the "**Lease**"), pursuant to which Landlord leases a portion of the Site (such portion, as more particularly described in the Lease, the "**Premises**") to Tenant for the installation, construction, operation, maintenance, repair, and use of a communications facilities defined in Section 6.a. of the Ground Lease ("**Lessee Facilities**");

WHEREAS, the Lease expired on February 20, 2021;

WHEREAS, Tenant has remained on the Site as a holdover tenant since the Lease expired;

WHEREAS, pursuant to Section 6.a. of the Ground Lease, ownership of the New Tower, as defined in the Lease, vests in the Landlord upon expiration or termination of the Lease; and

WHEREAS, Landlord and Tenant desire to terminate the holdover tenancy and Lease, and have Tenant convey any interest it had in the New Tower to the Landlord under and expressly subject to the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the foregoing and other good and valuable consideration, the receipt, adequacy, and sufficiency of which are hereby acknowledged, Landlord and Tenant hereby agree as follows:

1. Termination of Holdover Tenancy and Lease. As of the Effective Date, the holdover tenancy and Lease and all of the Parties' rights, duties, and obligations thereunder are

hereby irrevocably terminated and cancelled and shall be, from and after the Effective Date, of no further force or effect, except as otherwise specified herein.

2. Removal of Lessee Facilities and Restoration of Premises. Tenant shall remove Lessee Facilities (as defined in the Ground Lease) at its sole expense and repair any damage to the Premises caused by such removal. Tenant shall restore the Premises to the condition in which it existed as of the Commencement Date of the Lease, reasonable wear and tear excepted. Tenant's removal and restoration specified herein shall be completed within ninety (90) days of the Effective Date of this Agreement. All of the provisions of Paragraphs 5, 8, 11, 12, 13 and 16 shall continue to apply until Tenant has completed the removal of Lessee Facilities and the restoration of the Premises. Tenant hereby confirms to Landlord that Tenant has no right, title and/or interest in and to the existing tower mounts ("Tower Mounts") connecting New Cingular Wireless PCS, LLC's antennas and/or other equipment to the New Tower and Tenant shall not remove such Tower Mounts from the New Tower.

3. New Tower Ownership in the District. Under the Lease, Tenant's predecessor removed an existing tower and constructed in its place on the Premises a new tower and stadium lighting as described in the attached Exhibit "B" ("New Tower"). The Parties agree that upon the Effective Date, Tenant shall convey its interest in New Tower to Landlord by executing a conveyance document, attached hereto as Exhibit "C" Quitclaim Bill of Sale, to be dated as of the Effective Date of this Agreement, in AS-IS and WHERE-IS condition without covenants or warranties of any kind.

4. FAA/FCC Antenna Structure Registration Cancellation. Tenant agrees to cancel its antenna structure registration for the New Tower in the FCC ASR System as of the Effective Date of this Agreement.

5. Collocation Sublease. Tenant entered into a Collocation Sublease with New Cingular Wireless PCS, LLC ("Sublease"). Tenant shall terminate the Sublease as of the Effective Date of this Agreement.

6. Entire Agreement. This Agreement, including any exhibits, contains the entire understanding between and among the Parties and supersedes any prior understandings and agreements among them respecting the subject matter of this Agreement. In the event of a conflict between the terms of this Agreement and the terms of the Lease, then this Agreement and the terms herein shall at all times supersede and control and any ambiguity between such conflicting terms shall be interpreted and resolved based on the terms of this Agreement.

7. Agreement Binding. This Agreement shall bind and inure to the benefit of Landlord, Tenant, and their respective successors and assigns.

8. Further Acts. Each of the Parties shall do, make, execute and deliver such additional and further acts, deeds, instruments and documents as may be reasonably required to effectuate the express terms, conditions, and provisions of this Agreement.

9. Presumption. This Agreement will not be construed against any of the Parties due to the fact that this Agreement or any section hereof was drafted by or on behalf of any of such Parties.

10. Counterparts. This Agreement may be executed in several counterparts, each of which when so executed and delivered, shall be deemed an original and all of which, when taken together, shall constitute one and the same instrument, even though the Parties are not signatories to the same counterpart. Furthermore, the Parties may execute and deliver this Agreement by electronic means such as .pdf or similar format. Each of the Parties agrees that the delivery of this Agreement by electronic means will have the same force and effect as delivery of original signatures and that each of the Parties may use such electronic signatures as evidence of the execution and delivery of the Agreement by all Parties to the same extent as an original signature.

11. Governing Law. This Agreement shall be governed by, interpreted, construed, and enforced in all respects in accordance with the laws of the state or commonwealth in which the Premises is situated, without regard to the conflicts of laws provisions of such state or commonwealth.

12. Severability. Each term and provision of this Agreement is intended by the Parties to be severable. If any term or provision of this Agreement is deemed or determined to be illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the validity of any other term or provision of this Agreement unless the essential purposes of the Parties are thereby frustrated.

13. Recitals. The recitals set forth on the first page of this Agreement are hereby incorporated into and made a part this Agreement.

14. Amendment. No change, amendment, or modification to or of this Agreement shall be valid unless it is in writing and signed by all of the Parties.

15. Representations. Each undersigned individual, by his or her signature below, warrants that he or she is of legal age, legally competent to execute this Agreement and fully authorized by the Party on whose behalf he or she signs this Agreement with the right, power, and authority to execute, enter into and deliver this Agreement and to perform its obligations

hereunder on behalf of such Party. The execution and delivery of this Agreement have been authorized by all necessary corporate and/or company authorizations of the Parties. No other proceedings or actions by the Parties are necessary to authorize the execution and delivery of this Agreement or to carry out the transactions contemplated herein. No consent, authorization, order or approval of, or filing or registration with, any governmental authority or other person is required for the execution and delivery by each of the Parties of this Agreement or the consummation by the Parties of the transactions contemplated in this Agreement.

IN WITNESS WHEREOF, each of Landlord and Tenant has caused this Agreement to be duly executed and delivered by its authorized representative as of the Effective Date.

LANDLORD:

Center Unified School District,
a public school district of the State of California

By: _____
Name: Lisa Coronado
Title: Director of Fiscal Services

TENANT:

GTP Infrastructure I, LLC,
a Delaware limited liability company

By: _____
Name: Jennifer Bernazani-Ludlum
Title: Senior Counsel, US Tower

EXHIBIT "A"

DESCRIPTION OF THE SITE

The land referred to in this Report is situated in the unincorporated area, County of Sacramento, State of California, and is described as follows:

All that portion of the Southwest one-quarter of Section 13, Township 10 North, Range 5 East, M.D.B.& M., described as follows:

BEGINNING at a point of the North line of the Southwest one-quarter of said Section 13, from which point of beginning a 2" iron pipe monument with brass cap stamped L.S. 3636 marking the Northeast corner of the Southwest one-quarter of said Section 13 bears South 89°49'10" East 1201.92 feet; thence from said point of beginning parallel with the West line of said Section 13, as shown on that certain record of survey entitled "Section Line Common to Sections 13 & 14, T. 10N, R 5E, M.D.B.M." recorded in the office of the Recorder of Sacramento County in Book 32 of Surveys at page 28, South 00°24'00" East 890.00 feet; thence parallel with the North line of the Southeast one-quarter of said Section 13, North 89°49'10" West 1452.00 feet to a point on the West line of said Section 13, thence along the West line of said Section 13, North 00°24'00" West 890.00 feet to the Northwest corner of said Southwest one-quarter of said Section 13, thence along the North line of said Southwest one-quarter of said Section 13, South 89°49'10" East 1452.00 feet to the point of beginning.

AP#(s) 203-0060-019

EXHIBIT "B"

DESCRIPTION OF NEW TOWER

Seller Site Name	Seller Site #	Tower Type	Height (AGL)	Latitude	Longitude
Center Unified School District	370500	Monopole	91′	38° 43' 13.17" N 38.72032500	121° 23' 29.54" W -121.39153900

EXHIBIT "C"

QUITCLAIM BILL OF SALE

(Attached)

QUITCLAIM BILL OF SALE

THIS QUITCLAIM BILL OF SALE is executed and delivered effective as of August 21, 2024 (the "**Effective Date**") by and between **GTP Infrastructure I, LLC**, a Delaware limited liability company, ("**Seller**") and **Center Unified School District**, a political subdivision of the State of California ("**District**").

Recitals

WHEREAS, Seller and District are parties to that certain Holdover Tenancy and Lease Termination Agreement ("Agreement") dated August 21, 2024, that requires Seller to convey its interest in the New Tower, defined below, to the District.

WHEREAS, Seller agrees to convey and/or assign all of its rights, title, claim and interest in the New Tower to District as of the Effective Date.

NOW THEREFORE, in consideration of the mutual covenants contained in this Bill of Sale, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Seller and District hereby agree as follows:

1. **RECITALS**. The recitals set forth above are incorporated herein and made a part hereof and are true and correct.

2. **SALE OF NEW TOWER**. Seller hereby irrevocably and absolutely conveys, sells, transfers, and delivers to District, for itself and for its successors and assigns, one (1) New Tower, defined in the Agreement with lights located on District Property to the extent deemed personally owned by Seller and located on the Real Property (collectively, " New Tower").

NOTWITHSTANDING ANYTHING TO THE CONTRARY, TO THE FULLEST EXTENT PERMITTED BY LAW, THE NEW TOWER IS BEING TRANSFERRED IN AN "AS-IS" AND "WHERE-IS" CONDITION AND "WITH ALL FAULTS" AND SPECIFICALLY AND EXPRESSLY WITHOUT ANY WARRANTIES, REPRESENTATIONS, OR GUARANTEES, EITHER EXPRESSED OR IMPLIED, OF ANY KIND, NATURE OR TYPE WHATSOEVER FROM OR ON BEHALF OF SELLER, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF HABITABILITY, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, ALL OF WHICH ARE HEREBY DISCLAIMED BY SELLER.

TO HAVE AND TO HOLD any rights, title, and interests of Seller in and to the New Towers unto District, its successors and assigns to and for its and their use and benefit forever.

IN WITNESS WHEREOF, Seller and District have caused this Quitclaim Bill of Sale to be executed and delivered effective as of the Effective Date.

SELLER:

GTP Infrastructure I, LLC,
a Delaware limited liability company

By: _____
Name: Jennifer Bernazani-Ludlum
Title: Senior Counsel, US Tower

DISTRICT:

Center Unified School District,
a political subdivision of the State of California

By: _____
Name: Lisa Coronado
Title: Director of Fiscal Services

SCHEDULE 1

Tower

Seller Site Name	Seller Site #	Tower Type	Height (AGL)	Latitude	Longitude
Center Unified School District	370500	Monopole	91'	38° 43' 13.17" N 38.72032500	121° 23' 29.54" W -121.39153900

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 02/19/2025

TO: Center Joint Unified School District Board of Trustees

FROM: Lisa Coronado
Director of Fiscal Services
Initials: LC

SUBJECT: Third Amendment to Communications Site License Agreement with New Cingular Wireless PCS

☒ **Action Item** ☐ **Information Item** **Attached Pages** 34

Company/Consultant's Name:

New Cingular Wireless PCS, LLC

Background/Services to be Rendered:

New Cingular Wireless PCS, LLC (AT&T) has been subleasing cell tower usage from GTP Infrastructure I, LLC. Due to the termination of the agreement between the District and GTP Infrastructure I, LLC, the District and New Cingular Wireless PCS seek approval to enter into a license agreement titled "Third Amendment to Communications Site License Agreement." With this agreement, New Cingular Wireless PCS, LLC will keep its equipment on the Center High School stadium light standard and pay monthly rent in the amount of $6,676.47. The rent will increase 20% with each five-year renewal term.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the Board approve the Third Amendment to Communications Site License Agreement.

Market: Northern California
Cell Site Number: CVL01586
Cell Site Name: Dry Creek-Watt (CA)
FA Number: 10101678
Address: 8408 Watt Avenue, Antelope, California 95843

THIRD AMENDMENT TO COMMUNICATIONS SITE LICENSE AGREEMENT

THIS THIRD AMENDMENT TO COMMUNICATIONS SITE LICENSE AGREEMENT ("**Third Amendment**"), dated as of August 21, 2024 ("**Third Amendment Effective Date**"), is by and between Center Joint Unified School District, a public school district, having a mailing address of 8408 Watt Avenue, Antelope, California 95843 (hereinafter referred to as "**Licensor**"), and New Cingular Wireless PCS, LLC, a Delaware limited liability company, having a mailing address of 1025 Lenox Park Blvd. NE, 3rd Floor, Atlanta, GA 30319 (hereinafter referred to as "**Licensee**"). Licensor and Licensee may be referred to herein individually as "**Party**" or collectively as "**Parties**".

RECITALS

WHEREAS, Licensor and Licensee entered into a Communications Site License Agreement dated as of December 7, 2005, as amended by a First Amendment to Communication Site License Agreement dated as of October 4, 2009, and a Second Amendment to Communication Site License Agreement dated as of February 3, 2010 (collectively, the "**License**"), whereby Licensor licenses to Licensee certain Premises, therein described, that are a portion of the property located at 3111 Center Court Lane, Antelope, California 95843 ("**Property**"); and

WHEREAS, prior to the Third Amendment Effective Date, Licensor was the co-owner of a communications tower ("**Tower**") with GTP Infrastructure I, LLC, a Delaware limited liability company ("**American Tower**"), successor in interest to West Coast PCS LLC, pursuant to an agreement between Licensor and American Tower ("**American Tower Agreement**"); and pursuant to Section 1.2 of the License, Licensee entered into a sublease with American Tower (as successor in interest to West Coast PCS LLC) allowing Licensee to utilize the Tower ("**Sublease Agreement**"); and

WHEREAS, the American Tower Agreement terminated as of the Third Amendment Effective Date, which also terminated the Sublease Agreement, at which time Licensor has become the sole owner of the Tower; and

WHEREAS, the Parties desire to amend the License to authorize Licensee to remain on the Tower pursuant to the terms of this Third Amendment; and

WHEREAS, Licensor and Licensee desire to adjust the monthly Rent in conjunction with the modifications to the License contained herein; and

WHEREAS, Licensor and Licensee, in their mutual interest, wish to amend the License as set forth below accordingly.

NOW THEREFORE, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Licensor and Licensee agree as follows:

1. Incorporation of Recitals and Exhibits. The Recitals and the Exhibits attached hereto are true and correct, and are hereby incorporated by reference.

2. Premises. Licensor agrees to increase the size of the Premises licensed to Licensee to accommodate Licensee's use of the Tower. Upon the Third Amendment Effective Date, Licensor licenses to Licensee the Premises as more completely described on attached **Exhibit B-2**. Licensor's execution of this Third Amendment signifies Licensor's approval of **Exhibit B-2**. **Exhibit B-2** hereby replaces Exhibit B and Exhibit B-1a to the License, and Section 1.1 of the License is amended accordingly.

3. Licensee's Use of Existing Tower. Section 1.2 of the License is hereby deleted in its entirety and replaced with "[Intentionally Omitted]".

4. Use. The equipment operated on the Tower by Licensee as of the Third Amendment Effective Date is generally depicted and described on **Exhibit B-2**, which is hereby incorporated by reference. Section 2 of the License is amended accordingly.

5. Rent. The first paragraph of Section 5(a) of the License is hereby deleted in its entirety, and replaced with the following:

> "(a) Commencing on the Third Amendment Effective Date the monthly Rent shall be increased by Four Thousand One Hundred Thirty Seven and 99/100 Dollars ($4,137.99) per month, subject to further adjustments as provided in the License. Accordingly, as of the Third Amendment Effective Date, the monthly Rent shall be in the amount of Six Thousand Six Hundred Seventy Six and 47/100 Dollars ($6,676.47). Notwithstanding the foregoing, Licensee will have a grace period of ninety (90) days following the Third Amendment Effective Date to pay to Licensor all then accrued and unpaid Rent as increased in this subsection (a). Upon the commencement of each Renewal Term, monthly Rent shall be increased by Twenty Percent (20%) over the monthly Rent paid during the immediately preceding Renewal Term."

6. Extension of Term. In addition to the Renewal Terms presently set forth in the License, the Parties hereby agree to add four (4) additional Renewal Terms of five (5) years each. Accordingly, at the end of the final Renewal Term presently set forth in the License (i.e., January 16, 2026), the License will automatically renew for four (4) additional five (5) year terms (each such five (5) year term shall be defined as a "**Renewal Term**"), upon the same terms and conditions as set forth in the License unless Licensee notifies Licensor in writing of Licensee's intention not to renew the License at least sixty (60) days prior to the expiration of the then-existing Renewal Term. All Renewal Terms existing or exercised on or after the Third Amendment Effective Date are collectively referred to as the "**Term**".

7. Additional Miscellaneous Provisions. The following subsections are hereby added to Section 19 (Miscellaneous) of the License:

"**(h)** The Premises are licensed in "as-is" condition and Licensor makes no representation or warranty of any kind regarding the character of the Premises, except specifically set forth herein.

(i) Licensee shall comply with all applicable present and future laws, orders and regulations relating to Maximum Permissible Exposure ("**MPE**") and other related health issues directly applicable to its operation of Licensee's Facilities, as well as the American National Standards Institute (ANSI) standards. Without limiting the provisions of Licensee's indemnity contained herein, Licensee, on behalf of itself and its successors and assigns, shall indemnify Licensor from and against all claims of personal injuries due to Licensee's violation of MPE to the extent such personal injuries are actually caused by Licensee's Facilities on the Premises.

(j) The Recitals and exhibits herein are deemed true and correct, are hereby incorporated into this License as though fully set forth herein, and the Parties acknowledge and agree that they are bound by the same."

8. Property Installation and Maintenance.

(a) Property Installed by Licensee. It is expressly understood and agreed that any and all improvements of whatsoever nature at any time erected or installed on the Premises by Licensee shall be and remain property of the Licensee. Upon termination of the License, Licensee shall, within one hundred and eighty (180) days thereafter, remove Licensee's Facilities and all other fixtures and equipment installed by or on behalf of Licensee, and shall, at Licensee's sole cost, restore the Property to the condition pre-existing Licensee's original installation, reasonable wear and tear and loss by casualty and other causes beyond Licensee's control excepted. If Licensee has not completed its removal obligations under this paragraph upon the expiration of such 180-day period, then thereafter Licensee shall recommence paying the License Fee at the monthly rate existing at the time of termination of the License until such time as the removal of Licensee's Facilities is completed.

(b) Appearance of Premises and Licensee's Facilities. Licensee, at Licensee's own cost and expense at all times during the Term of this License, agrees to keep and maintain, or cause to be kept and maintained, the Licensee's Facilities and all improvements erected or installed upon the Premises in a good state of appearance and repair, reasonable wear and tear excepted. Licensee shall remove graffiti and repair vandalism of any kind within a reasonable period of time following receipt of written notice of same from Licensor, and in conformance with any applicable graffiti and vandalism abatement programs. Licensee shall routinely clean up the Premises, so that it is free of trash and debris. Licensee shall respond to any Licensor written requests or inquiries regarding the appearance of the Premises and Licensee's Facilities within two (2) business days after receipt of telephonic notice to Licensee's "Mobility Network Reliability Center" phone number set forth in Section 12 (24-Hour and Business Hour Contacts) below, and Licensee shall

commence any corrective action as to noncompliance with this Section 8(b) within five (5) business days of notification.

(c) Landscaping/Hardscaping. Licensee shall, at its own cost, provide any landscaping or hardscaping of the Licensee's Facilities on the Premises as may be required by any governmental approvals and permits required for the installation and/or operation of Licensee's Facilities.

9. Co-Location of Communication Tower Facilities. Licensee acknowledges and agrees that Licensor's policy is to provide for co-location of communication tower facilities. Licensee further agrees that Licensor, and not Licensee, shall retain ownership of any further license rights with respect to co-location of communication facilities on the Property outside of the Premises subject to the terms and conditions of Section 7 (Interference with Communications) of the License. Further, Licensor shall retain the authority and absolute right to enter into a license agreement with additional mobile/wireless communications providers ("**Additional Providers**") to utilize the Property for its facility subject to the terms and conditions of Section 7 (Interference with Communications) of the License.

10. Fingerprinting. Unless exempted by applicable laws or a determination by Licensor, Licensee shall comply with the requirements of California Education Code section 45125.1 ("**Section 45125.1**") with respect to fingerprinting of employees who may have contact with Licensor's pupils associated with Licensee's use of the Premises and/or Licensor's Property pursuant to the License. Licensee shall also ensure that its consultants comply with the requirements of Section 45125.1. To this end, Licensee and its consultants must provide for the completion of the certification form attached hereto as **Exhibit C** and incorporated herein by reference prior to any of Licensee's employees, or those of any other Licensee consultants coming into contact with Licensor's pupils.

11. Licensor Relocation Right.

(a) If (i) Licensor is required to make any alteration to or development of its Property by any other public agency, or by Order of any Court of competent jurisdiction, and it is necessary to relocate Licensee's Facilities to comply therewith (collectively, "**Licensor Compelled Relocation**"), or (ii) reasonably necessary to accommodate any development or alteration of Licensor's Property (provided, however, that Licensor may only exercise its relocation right pursuant to this Section 11 one (1) time during the Term of the License for a relocation that is not a Licensor Compelled Relocation), Licensor will have the right, subject to the following provisions of this Section 11, and exercisable only after providing Licensee with not less than eighteen (18) months' prior written notice (or such shorter time as may be required by the public agency or Court Order in the event of a Licensor Compelled Relocation), to relocate Licensee's Facilities, or any part thereof, to an alternate location (the "**Relocation Premises**") on Licensor's Property; provided, however, that:

(1) Licensee shall bear all costs associated with or arising out of such relocation (including costs associated with any required zoning approvals and other governmental approvals and costs for Tests of the Relocation Premises);

(2) such relocation will be performed exclusively by Licensee or its agents;

(3) such relocation will not unreasonably delay commencement of construction of any part of the improvements contemplated by the Parties, provided, however, that in no event shall Licensee be required to remove Licensee's Facilities from the Premises as part of the relocation prior to the expiration of the notice period set forth in Section 11(a) above;

(4) Licensor shall undertake all reasonable efforts, including, without limitation, exercising reasonable efforts to make available to Licensee one or more areas at the Property in which Licensee may operate temporary communications facilities during the period of relocation until such time that Licensee commences full on-air operation of Licensee's Facilities from the Relocation Premises in the ordinary course of Licensee's business (as opposed to intermittent testing), to avoid interruption of the communications service of Licensee on Licensor's Property;

(5) any such Relocation Premises will not materially impair, or materially and adversely alter, the quality of communications service provided by Licensee on and from Licensor's Property;

(6) Licensor will exercise its relocation right by delivering written notice of same to Licensee pursuant to the terms of the License. In the notice, Licensor must identify the proposed Relocation Premises (including approximate dimensions) on Licensor's Property to which Licensee may relocate Licensee's Facilities;

(7) Upon Licensee's completion of the relocation, the Parties agree to add the lesser of (i) five (5) additional Renewal Terms of five (5) years each to the then-existing Renewal Terms; and (ii) the maximum number of five (5) year Renewal Terms so that when added to the then-existing Term remaining, the aggregate duration of the Term (including the additional Renewal Terms) would be less than thirty-five (35) years as of the effective date of the amendment to the License referenced in Section 11(a)(8) below. Accordingly, at the end of the final Renewal Term then set forth in the License, the License will automatically renew for such additional five (5) year Renewal Terms, upon the same terms and conditions as set forth in the License unless Licensee notifies Licensor in writing of Licensee's intention not to renew the License at least sixty (60) days prior to the expiration of the then-existing Renewal Term; and

(8) Upon permanent relocation of the Premises to the Relocation Premises pursuant to this Section 11, (i) Licensee's access and utility rights of way will be relocated as required, to operate and maintain Licensee's Facilities; and (ii) the Parties shall execute an amendment to the License which (A) redefines the Premises as the Relocation Premises, (B) redefines the relocated access and utility rights of way, (C) replaces **Exhibit B-2** (or any successor exhibit) with a revised exhibit, and (D) memorializes the addition of the additional Renewal Terms set forth in Section 11(a)(7) above.

(b) If in Licensee's reasonable judgment no suitable Relocation Premises can be found, Licensee shall have the right to terminate this License upon written notice to Licensor, without penalty or further obligation. Nothing in this Section 11 shall (i) in any way limit, impair, or in any other way affect the Parties' respective rights to terminate the License pursuant to the terms of the License; or (ii) in any way limit, impair, bar or in any other way affect Licensor's right to offer to Licensee relocation of the Premises as an alternative to any termination of the License to which Licensor may be entitled pursuant to the terms of the License. Except as otherwise provided in this Section 11, all other terms and conditions of the License shall remain in full force and effect upon relocation of the Premises to the Relocation Premises.

12. 24-Hour and Business Hours Contacts. Licensor designates the following individual to be available twenty-four (24) hours a day to respond to emergencies at the Premises: CENTER JOINT UNIFIED SCHOOL LICENSOR SECURITY (916) 417-2559. Licensee designates the following individual to be available during normal business hours, defined as 7:30 a.m. to 5:30 p.m. to respond to any Licensor inquiries or concerns at the Premises: Mobility Network Reliability Center: (800) 638-2822.

13. Licensee Notice Addresses. Licensee's addresses set forth in the License for the receipt of notices from Licensor under the License are hereby deleted in their entirety, and replaced with the following:

"As to Licensee:
New Cingular Wireless PCS, LLC
Attn: Tower Asset Group – Lease Administration
Re: Cell Site No. CVL01586
Cell Site Name: Dry Creek-Watt (CA)
Fixed Asset No. 10101678
1025 Lenox Park Blvd. NE, 3rd Floor
Atlanta, GA 30319

With a required copy to:
New Cingular Wireless PCS, LLC
Attn: Legal Department – Network Operations
Re: Cell Site No. CVL01586
Cell Site Name: Dry Creek-Watt (CA)
Fixed Asset No. 10101678
208 S. Akard Street
Dallas, TX 75202"

14. Legal Interpretation of Instrument. The Parties expressly understand and agree that the License, as amended by this Third Amendment, constitutes a license for use of the Premises, and a non-exclusive license for any associated ingress and egress to the Premises, and is neither intended by the Parties, nor shall it be legally construed to convey a leasehold, easement, or other interest in real property. Should either Party be compelled to institute arbitration, legal, or other proceedings against the other for or on account of the other Party's failure or refusal to perform or fulfill any of the covenants or conditions of the License on its part to be performed or fulfilled, the Parties agree that the rules and principles applicable to licenses shall govern such actions or

proceedings. The License shall be governed by the laws of the State of California with venue in Sacramento County, California.

15. Other Terms and Conditions Remain. In the event of any inconsistencies between the License and this Third Amendment, the terms of this Third Amendment shall control. Except as expressly set forth in this Third Amendment, the License otherwise is unmodified and remains in full force and effect. Each reference in the License to itself shall be deemed also to refer to this Third Amendment.

16. Capitalized Terms. All capitalized terms used but not defined herein shall have the same meanings as defined in the License.

17. Signatures. This Third Amendment may be executed in counterpart with the same effect as if all Parties hereto had executed the same document. Each counterpart shall be construed together and shall constitute a single document. The Parties hereto consent and agree that this Third Amendment may be signed via electronic signature (e.g., DocuSign and Adobe Sign) and that such signed electronic record shall be valid and as effective to bind the Party so signing as a paper copy bearing such Party's handwritten signature. The Parties further consent and agree that the electronic signatures appearing on this Third Amendment shall be treated, for purposes of validity, enforceability and admissibility, the same as handwritten signatures.

18. Existing Licensee Tower Mounts. Licensor hereby confirms to Licensee the following: (a) Licensor has no right, title and/or interest in and to the existing tower mounts connecting Licensee's antennas and/or other equipment to the Tower (collectively, the "**Tower Mounts**") as of the Third Amendment Effective Date; (b) Licensor has not assigned or otherwise transferred any right, title and/or interest in and to the Tower Mounts prior to the Third Amendment Effective Date; and (c) Licensor shall deem Licensee to be the sole owner of the Tower Mounts as of the Third Amendment Effective Date for all purposes under the License as amended by this Third Amendment.

IN WITNESS WHEREOF, the Parties have caused their properly authorized representatives to execute and seal this Third Amendment as of the Third Amendment Effective Date.

"LICENSOR"

Center Joint Unified School District,
a California public school district

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

"LICENSEE"

New Cingular Wireless PCS, LLC,
a Delaware limited liability company

By: AT&T Mobility Corporation
Its: Manager

By: Kevin Kehrron
Name: KEVIN KEHRRON
Title: PRINCIPAL Project MANAGER
Date: 7/31/2024

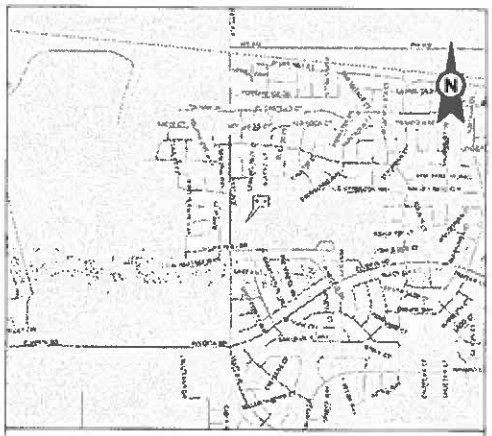
EXHIBIT B-2

DESCRIPTION & DEPICTION OF PREMISES &
LICENSEE'S COMMUNICATION FACILITY

[100% Construction Drawings dated July 28, 2022, prepared by KP Design, and consisting of twenty-five (25) pages, appear on following pages]

MasTec Network Solutions
As-Built-Redline CD

MasTec Approver: Paul Jensen
Date: 7/6/2023



VICINITY MAP

DBA APPLICATION HP HISTORY

DBA APP #	DATE PERMITTED	DATE CERTIFIED	SCOPE OF WORK
02-102563	05-25-2001	11-16-2005	CONSTRUCTION OF ORIGINAL SURVEYWEST LIGHT-ANTENNA POLE
02-107249	11-21-2005	10-30-2006	AT&T (OMNIDIRECTIONAL) COLOCATES ON POLE #31 OF RETAINING WALL ALTERATION TO MONOPOLE)
02-109001	10-01-2006	10-01-2010	AT&T AND SURVEYWEST EQUIPMENT UNDER NEW BLEACHERS
02-111753	10-06-2010	01-31-2012	SPRINT COLOCATES ON POLE AND SURVEYWEST (VERIZON) IS REMOVED
02-111120	10-19-2011	02-06-2013	AT&T ANTENNA MODIFICATION
02-116167	04-26-2018	10-09-2019	ADDITIONS TO 3-STAGE RAD LIGHTED CELLULAR POLE

AMERICAN TOWER®

ATC SITE NAME: CENTER UNIFIED SCHOOL
ATC SITE NUMBER: 370500
AT&T PACE NUMBERS: 5G NR 1SR CBAND (MRSFR079242), BBU RECONFIGURATION WITH NEW IDs (MRSFR079206)
AT&T SITE ID: CVL01586
AT&T FA CODE: 10101678
AT&T SITE NAME: DRY CREEK - WATT
SITE ADDRESS: 3111 CENTER COURT LN
ANTELOPE, CA 95843-0000
AT&T MOBILITY
ANTENNA AMENDMENT PLAN

SHEET INDEX

SHEET NO.	DESCRIPTION	REV.	DATE	BY
G-001	TITLE SHEET	0	07/28/22	SRZ
G-002	GENERAL NOTES	0	07/28/22	SRZ
C-001	OVERALL SITE PLAN	0	07/28/22	SRZ
C-101	DETAILED SITE PLAN	0	07/28/22	SRZ
C-102	DETAILED EQUIPMENT LAYOUT	0	07/28/22	SRZ
C-201	NORTH TOWER ELEVATION	0	07/28/22	SRZ
C-202	EAST TOWER ELEVATION	0	07/28/22	SRZ
C-203	SOUTH TOWER ELEVATION	0	07/28/22	SRZ
C-204	WEST TOWER ELEVATION	0	07/28/22	SRZ
C-401	ANTENNA INFORMATION & SCHEDULE	0	07/28/22	SRZ
C-501	CONSTRUCTION DETAILS	0	07/28/22	SRZ
C-502	CONSTRUCTION DETAILS	0	07/28/22	SRZ
E-101	ELECTRICAL DETAILS	0	07/28/22	SRZ
E-501	GROUNDING DETAILS	0	07/28/22	SRZ
R-601	SUPPLEMENTAL	0	07/28/22	SRZ
R-602	SUPPLEMENTAL	0	07/28/22	SRZ
R-603	SUPPLEMENTAL	0	07/28/22	SRZ
R-604	SUPPLEMENTAL	0	07/28/22	SRZ
R-605	SUPPLEMENTAL	0	07/28/22	SRZ
R-606	SUPPLEMENTAL	0	07/28/22	SRZ
R-607	SUPPLEMENTAL	0	07/28/22	SRZ
R-608	SUPPLEMENTAL	0	07/28/22	SRZ
R-609	SUPPLEMENTAL	0	07/28/22	SRZ
R-610	SUPPLEMENTAL	0	07/28/22	SRZ
R-611	SUPPLEMENTAL	0	07/28/22	SRZ
R-612	SUPPLEMENTAL	0	07/28/22	SRZ
	TOTAL SHEETS = 25			

COMPLIANCE CODE

PARTIAL LIST OF APPLICABLE CODES AS OF JANUARY 1, 2020:
CCR, CALIFORNIA ADMINISTRATIVE CODE, (1 JAN), PART 1, TITLE 24 CCR*
2019 CALIFORNIA BUILDING CODE (CBC) PART 2 TITLE 24 CCR*
(2018 INTERNATIONAL BUILDING CODE VOL 1 & 2 AND 2019 CALIFORNIA AMENDMENTS)
2019 CALIFORNIA ELECTRICAL CODE (CEC) PART 3 TITLE 24 CCR
(NFPA 70 NATIONAL ELECTRICAL CODE AND 2013 CALIFORNIA AMENDMENTS)
2019 CALIFORNIA MECHANICAL CODE (CMC) PART 4 TITLE 24 CCR
(2018 IAPMO UNIFORM MECHANICAL CODE AND 2019 CALIFORNIA AMENDMENTS)
2019 CALIFORNIA PLUMBING CODE (CPC) PART 5 TITLE 24 CCR
(2018 IAPMO UNIFORM PLUMBING CODE AND 2019 CALIFORNIA AMENDMENTS)
2019 CALIFORNIA ENERGY CODE (CEC) PART 6 TITLE 24 CCR
2019 CALIFORNIA FIRE CODE (CFC) PART 9 TITLE 24 CCR
(2018 INTERNATIONAL FIRE CODE AND 2019 CALIFORNIA AMENDMENTS)
2019 CALIFORNIA EXISTING BUILDING CODE (CEBC) PART 10 TITLE 24 CCR
(2018 INTERNATIONAL EXISTING BUILDING CODE AND 2019 CALIFORNIA AMENDMENTS)
2019 CALIFORNIA GREEN BUILDING STANDARDS CODE (CALGREEN) PART 11 TITLE 24 CCR
2019 CALIFORNIA REFERENCED STANDARDS CODE PART 12 TITLE 24 CCR
TITLE 19 CCR PUBLIC SAFETY STATE FIRE MARSHAL REGULATIONS
2015 ASME A17.1/CSA B44-13 SAFETY CODE FOR ELEVATORS AND ESCALATORS (PER 2019 CBC PART 2 CH 35)
NOTE: CALIFORNIA ELEVATOR UNIT ENFORCES CCR TITLE 8 AND USES THE 2004 ASME A17.1 B9 ADOPTION

PARTIAL LIST OF APPLICABLE STANDARDS
NFPA 13 - STANDARD FOR THE INSTALLATION OF SPRINKLER SYSTEMS (CA AMENDED) ..... 2016 EDITION
NFPA 14 - STANDARD FOR THE INSTALLATION OF STANDPIPE AND HOSE SYSTEMS (CA AMENDED) ..... 2016 EDITION
NFPA 17 - STANDARD FOR DRY CHEMICAL EXTINGUISHING SYSTEMS ..... 2017 EDITION
NFPA 17A - STANDARD FOR WET CHEMICAL EXTINGUISHING SYSTEMS ..... 2017 EDITION
NFPA 20 - STANDARD FOR THE INSTALLATION OF STATIONARY PUMPS FOR FIRE PROTECTION ..... 2016 EDITION
NFPA 22 - STANDARD FOR WATER TANKS FOR PRIVATE FIRE PROTECTION ..... 2018 EDITION
NFPA 24 - STANDARD FOR THE INSTALLATION OF PRIVATE FIRE SERVICE MAINS AND THEIR APPURTENANCES (CA AMENDED) ..... 2016 EDITION
NFPA 72 - NATIONAL FIRE ALARM AND SIGNALING CODE (CA AMENDED) ..... 2016 EDITION
NFPA 80 - STANDARD FOR FIRE DOORS AND OTHER OPENING PROTECTIVES ..... 2016 EDITION
NFPA 2001 - STANDARD ON CLEAN AGENT FIRE EXTINGUISHING SYSTEMS (CA AMENDED) ..... 2015 EDITION
UL 300 - STANDARD FOR FIRE TESTING OF FIRE EXTINGUISHING SYSTEMS FOR PROTECTION OF COMMERCIAL COOKING EQUIPMENT 2005 (R2010)
UL 464 - AUDIBLE SIGNALING DEVICES FOR FIRE ALARM AND SIGNALING SYSTEMS INCLUDING ACCESSORIES ..... 2003 EDITION
UL 521 - STANDARD FOR HEAT DETECTORS FOR FIRE PROTECTIVE SIGNALING SYSTEMS ..... 1999 EDITION
UL 1971 - STANDARD FOR SIGNALING DEVICES FOR THE HEARING IMPAIRED 2002, (R2010)
ICC 300 - STANDARD FOR BLEACHERS, FOLDING AND TELESCOPIC SEATING, AND GRANDSTANDS ..... 2012 EDITION

FOR A COMPLETE LIST OF APPLICABLE NFPA STANDARDS REFER TO 2019 CBC (SFM) CHAPTER 15 AND CALIFORNIA FIRE CODE CHAPTER 80

SEE CALIFORNIA BUILDING CODE CHAPTER 35 FOR STATE OF CALIFORNIA AMENDMENTS TO THE NFPA STANDARDS.

*ALL PARTS OF THE 2019 CALIFORNIA BUILDING CODE BECOME EFFECTIVE JANUARY 1 2020 EXCEPT THE EFFECTIVE DATE FOR THE USE OF THE 2019 BUILDING ENERGY EFFICIENCY STANDARDS (TITLE 24 PART 1, CHAPTER 10) IS JANUARY 1, 2019 AND THE EFFECTIVE DATE FOR THE USE OF THE CALIFORNIA ADMINISTRATIVE CODE (TITLE 24 PART 1, CHAPTER 8) IS JANUARY 1, 2019

PROJECT SUMMARY

SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000
COUNTY: SACRAMENTO

GEOGRAPHIC COORDINATES
LATITUDE: 38.72032
LONGITUDE: -121.39153
GROUND ELEVATION: 89' AMSL

ZONING INFORMATION
JURISDICTION: SACRAMENTO COUNTY
PARCEL ID: 20300601230000
ZONING CODE: UR

PROJECT TEAM

TOWER OWNER
AMERICAN TOWER
10 PRESIDENTIAL WAY
WOBURN, MA 01801

APPLICANT
AT&T MOBILITY
2700 WATT AVE
SACRAMENTO, CA 95821

ENGINEER
TOWER ENGINEERING PROFESSIONALS
326 TRYON ROAD
RALEIGH, NC 27603-3530

ARCHITECT OF RECORD
KEN PURTELL
KP DESIGN
821 RYAN PL., #93
PLEASANT HILL, CA 94523
PHONE: (650) 796-4995
EMAIL: K8114P@GMAIL.COM

PROPERTY OWNER:
CENTER UNIFIED SCHOOL DISTRICT
8408 WATT AVE
ANTELOPE, CA 95843

NOTE

IF THERE IS ANY DISCREPANCY FOUND AT CVL01586 ON THE RECTIFIER OR BATTERY COUNT IN RELATION TO THE SPCT PLEASE CONTACT DAVE THOMAS IMMEDIATELY 925.314.6210

PROJECT DESCRIPTION

THE PROPOSED PROJECT INCLUDES MODIFYING GROUND BASED AND TOWER MOUNTED EQUIPMENT AS INDICATED PER BELOW

TOWER WORK
REMOVE (3) ANTENNA(S).

INSTALL (3) ANTENNA(S), (1) SQUID(S), AND (1) 6 AWG 3 DC TRUNK(S).

EXISTING (6) ANTENNA(S), (15) RRU(s), (3) SQUID(S), (3) 16 PAIR FIBER TRUNK(S), (12) 7/8" COAX CABLE(S), (4) 2" CONDUIT(S), AND (6) 8 AWG 6 CABLE(S) TO REMAIN.

GROUND WORK
REMOVE (3) RRU(s) AND (1) 3518 UMTS CABINET(S).

INSTALL (1) FLX21 PURCELL CABINET(S), (2) RECTIFIER(S), (1) DAFI(s), (1) BATTERY STRING(S), (1) XMU(s), (1) FIRE EXTINGUISHER(S), AND (1) SURFACE MOUNT CABINET(S).

NOTE: THIS CONSTRUCTION DRAWING SET IS NOT INTENDED TO REPRESENT ANY ELECTRICAL DESIGN OTHER THAN THE GROUNDING SHOWN, OR TO BE USED TO OBTAIN AN ELECTRICAL PERMIT. AN ELECTRICAL PERMIT IS REQUIRED TO WIRE UP THE PROPOSED CABINETS. ANY ELECTRICAL UPGRADES WILL BE ENGINEERED AND PERMITTED IN A SEPARATE CONSTRUCTION DRAWING SET.

PROJECT NOTES

1. THE FACILITY IS UNMANNED.
2. A TECHNICIAN WILL VISIT THE SITE APPROXIMATELY ONCE A MONTH FOR ROUTINE INSPECTION AND MAINTENANCE.
3. THE PROJECT WILL NOT RESULT IN ANY SIGNIFICANT LAND DISTURBANCE OR EFFECT OF STORM WATER DRAINAGE.
4. NO SANITARY SEWER, POTABLE WATER OR TRASH DISPOSAL IS REQUIRED.
5. HANDICAP ACCESS IS NOT REQUIRED.
6. THE PROJECT DEPICTED IN THESE PLANS QUALIFIES AS AN ELIGIBLE FACILITIES REQUEST ENTITLED TO EXPEDITED REVIEW UNDER 47 U.S.C. § 1455(A) AS A MODIFICATION OF AN EXISTING WIRELESS TOWER THAT INVOLVES THE COLLOCATION, REMOVAL, AND/OR REPLACEMENT OF TRANSMISSION EQUIPMENT THAT IS NOT A SUBSTANTIAL CHANGE UNDER CFR § 1.61000 (B)(7).

PROJECT LOCATION DIRECTIONS

CA 99 N TO I-80, I-80 TO WATT AVE N, WATT AVE TO 8408 WATT AVE.

WIND AND SEISMIC DESIGN CRITERIA

TIA-222 EDITION	TIA-222-H
RISK CATEGORY	II
ULTIMATE WIND SPEED	94 MPH (3-SECOND GUST)
EXPOSURE CATEGORY	C
TOPOGRAPHIC FACTOR AT BASE	1.0
TOPOGRAPHIC FACTOR AT MOUNT	1.0
SEISMIC Ss	0.478
SEISMIC S1	0.232
LIVE LOADING WIND SPEED	30 MPH
MAN LIVE LOAD AT MIDPOINTS	250 lbs
MAN LIVE LOAD AT MOUNT PIPES	500 lbs

UTILITY COMPANIES

POWER COMPANY: UNKNOWN
PHONE: UNKNOWN

TELEPHONE COMPANY: AT&T
PHONE: (800) 301-0500

811
Know what's below.
Call before you dig.

APP: 02-170264 INC
REVIEWED FOR
AA ☑ P&B ☑ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SQQ	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22
△			
△			

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
07/28/2023
STATE OF CALIFORNIA

AT&T

DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

TITLE SHEET

SHEET NUMBER	REVISION
G-001	0

GENERAL CONSTRUCTION NOTES:

1. OWNER FURNISHED MATERIALS AT&T MOBILITY "THE COMPANY" WILL PROVIDE AND THE CONTRACTOR WILL INSTALL
   - A. BTS EQUIPMENT FRAME (PLATFORM AND ICEBRIDGE SHELTER (GROUND BUILDING-LOCATE ONLY)
   - B. ACITELCO INTERFACE BOX (IPC)
   - C. ICE BRIDGE (CABLE TRAY WITH COVER) (GROUND BUILDING-LOCATE ONLY OR TO FURNISH AND INSTALL FOR ROOFTOP INSTALLATION)
   - D. TOWERS, MONOPOLES
   - E. TOWER LIGHTING
   - F. GENERATORS & LIQUID PROPANE TANK
   - G. ANTENNA STANDARD BRACKETS, FRAMES AND PIPES FOR MOUNTING
   - H. ANTENNAS (INSTALLED BY OTHERS)
   - I. TRANSMISSION LINE
   - J. TRANSMISSION LINE JUMPERS
   - K. TRANSMISSION LINE CONNECTORS WITH WEATHERPROOFING KITS
   - L. TRANSMISSION LINE GROUND KITS
   - M. HANGERS
   - N. HOISTING GRIPS
   - O. BTS EQUIPMENT
2. THE CONTRACTOR IS RESPONSIBLE TO PROVIDE ALL OTHER MATERIALS FOR THE COMPLETE INSTALLATION OF THE SITE INCLUDING, BUT NOT LIMITED TO: SUCH MATERIALS AS FENCING, STRUCTURAL STEEL SUPPORTING SUB-FRAME FOR PLATFORM ROOFING LABOR AND MATERIALS, GROUNDING RINGS, GROUNDING WIRES, COPPER-CLAD OR KIT CHEMICAL GROUND RODS(8), BUSS BARS, TRANSFORMERS AND DISCONNECT SWITCHES WHERE APPLICABLE, TEMPORARY ELECTRICAL POWER, CONDUIT, LANDSCAPING COMPOUND STONE, CRANES, CORE DRILLING, SLEEPERS AND RUBBER MATTING, REBAR, CONCRETE CAISSONS, PADS AND/OR AUGER MOUNTS, MISCELLANEOUS FASTENERS, CABLE TRAYS, NON-STANDARD ANTENNA FRAMES AND ALL OTHER MATERIAL AND LABOR REQUIRED TO COMPLETE THE JOB ACCORDING TO THE DRAWINGS AND SPECIFICATIONS. IT IS THE POSITION OF AT&T MOBILITY TO APPLY FOR PERMITTING AND CONTRACTOR RESPONSIBLE FOR PICKUP AND PAYMENT OF REQUIRED PERMITS.
3. ALL WORK SHALL CONFORM TO ALL CURRENT APPLICABLE FEDERAL, STATE, AND LOCAL CODES INCLUDING ANSI/EIA/TIA-222 AND COMPLY WITH ATC CONSTRUCTION SPECIFICATIONS.
4. CONTRACTOR SHALL CONTACT LOCAL 411 FOR IDENTIFICATION OF UNDERGROUND UTILITIES PRIOR TO START OF CONSTRUCTION.
5. CONTRACTOR SHALL BE RESPONSIBLE FOR COORDINATING ALL REQUIRED INSPECTIONS.
6. ALL DIMENSIONS TO, OF, AND ON EXISTING BUILDINGS, DRAINAGE STRUCTURES, AND SITE IMPROVEMENTS SHALL BE VERIFIED IN FIELD BY CONTRACTOR WITH ALL DISCREPANCIES REPORTED TO THE ENGINEER.
7. DO NOT CHANGE SIZE OR SPACING OF STRUCTURAL ELEMENTS.
8. DETAILS SHOWN ARE TYPICAL. SIMILAR DETAILS APPLY TO SIMILAR CONDITIONS UNLESS OTHERWISE NOTED.
9. THESE DRAWINGS DO NOT INCLUDE NECESSARY COMPONENTS FOR CONSTRUCTION SAFETY WHICH SHALL BE THE SOLE RESPONSIBILITY OF THE CONTRACTOR.
10. CONTRACTOR SHALL BRACE STRUCTURES UNTIL ALL STRUCTURAL ELEMENTS NEEDED FOR STABILITY ARE INSTALLED. THESE ELEMENTS ARE AS FOLLOWS: LATERAL BRACING, ANCHOR BOLTS, ETC.
11. CONTRACTOR SHALL DETERMINE EXACT LOCATION OF EXISTING UTILITIES, GROUNDS, DRAINS, DRAIN PIPES, VENTS, ETC. BEFORE COMMENCING WORK.
12. INCORRECTLY FABRICATED, DAMAGED, OR OTHERWISE MISFITTING OR NONCONFORMING MATERIALS OR CONDITIONS SHALL BE REPORTED TO THE AT&T MOBILITY REP PRIOR TO REMEDIAL OR CORRECTIVE ACTION. ANY SUCH REMEDIAL ACTION SHALL REQUIRE WRITTEN APPROVAL BY THE AT&T MOBILITY REP PRIOR TO PROCEEDING.
13. EACH CONTRACTOR SHALL COOPERATE WITH THE AT&T MOBILITY REP. AND COORDINATE HIS WORK WITH THE WORK OF OTHERS.
14. CONTRACTOR SHALL REPAIR ANY DAMAGE CAUSED BY CONSTRUCTION OF THIS PROJECT TO MATCH EXISTING PRE-CONSTRUCTION CONDITIONS TO THE SATISFACTION OF THE AT&T MOBILITY CONSTRUCTION MANAGER.
15. ALL CABLE/CONDUIT ENTRY/EXIT PORTS SHALL BE WEATHERPROOFED DURING INSTALLATION USING A SILICONE SEALANT.
16. WHERE EXISTING CONDITIONS DO NOT MATCH THOSE SHOWN IN THIS PLAN SET, CONTRACTOR SHALL NOTIFY THE AT&T MOBILITY REP. AND ENGINEER OF RECORD IMMEDIATELY.
17. CONTRACTOR SHALL ENSURE ALL SUBCONTRACTORS ARE PROVIDED WITH A COMPLETE AND CURRENT SET OF DRAWINGS AND SPECIFICATIONS FOR THIS PROJECT.
18. CONTRACTOR SHALL REMOVE ALL RUBBISH AND DEBRIS FROM THE SITE AT THE END OF EACH DAY.
19. CONTRACTOR SHALL COORDINATE WORK SCHEDULE WITH AMERICAN TOWER CORPORATION (ATC) AND TAKE PRECAUTIONS TO MINIMIZE IMPACT AND DISRUPTION OF OTHER OCCUPANTS OF THE FACILITY.
20. CONTRACTOR SHALL FURNISH AT&T MOBILITY AND AMERICAN TOWER CORPORATION (ATC) WITH A PDF MARKED UP AS-BUILT SET OF DRAWINGS UPON COMPLETION OF WORK.
21. PRIOR TO SUBMISSION OF BID, CONTRACTOR SHALL COORDINATE WITH AT&T MOBILITY REP TO DETERMINE WHAT, IF ANY, ITEMS WILL BE PROVIDED. ALL ITEMS NOT PROVIDED SHALL BE PROVIDED AND INSTALLED BY THE CONTRACTOR. CONTRACTOR WILL INSTALL ALL ITEMS PROVIDED.
22. PRIOR TO SUBMISSION OF BID, CONTRACTOR SHALL COORDINATE WITH AT&T MOBILITY REP TO DETERMINE IF ANY PERMITS WILL BE OBTAINED BY CONTRACTOR. ALL REQUIRED PERMITS NOT OBTAINED BY AT&T MOBILITY MUST BE OBTAINED AND PAID FOR BY THE CONTRACTOR.
23. CONTRACTOR SHALL INSTALL ALL SITE SIGNAGE IN ACCORDANCE WITH AT&T MOBILITY SPECIFICATIONS AND REQUIREMENTS.
24. CONTRACTOR SHALL SUBMIT ALL SHOP DRAWINGS TO AT&T MOBILITY FOR REVIEW AND APPROVAL PRIOR TO FABRICATION.
25. ALL EQUIPMENT SHALL BE INSTALLED ACCORDING TO MANUFACTURER'S SPECIFICATIONS AND LOCATED ACCORDING TO AT&T MOBILITY SPECIFICATIONS AND AS SHOWN IN THESE PLANS.
26. THE CONTRACTOR SHALL SUPERVISE AND DIRECT THE PROJECT DESCRIBED HEREIN. THE CONTRACTOR SHALL BE SOLELY RESPONSIBLE FOR ALL THE CONSTRUCTION MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES AND FOR COORDINATING ALL PORTIONS OF THE WORK UNDER THE CONTRACT.
27. CONTRACTOR SHALL NOTIFY AT&T MOBILITY REP A MINIMUM OF 48 HOURS IN ADVANCE OF POURING CONCRETE OR BACKFILLING ANY UNDERGROUND UTILITIES, FOUNDATIONS OR SEALING ANY WALL, FLOOR OR ROOF PENETRATIONS FOR ENGINEERING REVIEW AND APPROVAL.
28. CONTRACTOR SHALL BE RESPONSIBLE FOR SITE SAFETY INCLUDING COMPLIANCE WITH ALL APPLICABLE OSHA STANDARDS AND RECOMMENDATIONS AND SHALL PROVIDE ALL NECESSARY SAFETY DEVICES INCLUDING PPE AND PPM AND CONSTRUCTION DEVICES SUCH AS WELDING AND FIRE PREVENTION, TEMPORARY SHORING, SCAFFOLDING, TRENCH BOXES/SLOPING, BARRIERS, ETC.
29. THE CONTRACTOR SHALL PROTECT AT HIS OWN EXPENSE, ALL EXISTING FACILITIES AND SUCH OF HIS NEW WORK LIABLE TO INJURY DURING THE CONSTRUCTION PERIOD. ANY DAMAGE CAUSED BY NEGLECT ON THE PART OF THIS CONTRACTOR OR HIS REPRESENTATIVES, EITHER TO THE EXISTING WORK OR TO HIS WORK OR THE WORK OF ANY OTHER CONTRACTOR, SHALL BE REPAIRED AT HIS EXPENSE TO THE OWNER'S SATISFACTION.
30. ALL WORK SHALL BE INSTALLED IN A FIRST CLASS, NEAT AND WORKMANLIKE MANNER BY MECHANICS SKILLED IN THE TRADE INVOLVED. THE QUALITY OF WORKMANSHIP SHALL BE SUBJECT TO THE APPROVAL OF THE AT&T MOBILITY REP. ANY WORK FOUND BY THE AT&T MOBILITY REP TO BE OF INFERIOR QUALITY AND/OR WORKMANSHIP SHALL BE REPLACED AND/OR REWORKED AT CONTRACTOR EXPENSE UNTIL APPROVAL IS OBTAINED.
31. IN ORDER TO ESTABLISH STANDARDS OF QUALITY AND PERFORMANCE, ALL TYPES OF MATERIALS LISTED HEREINAFTER BY MANUFACTURER'S NAMES AND/OR MANUFACTURER'S CATALOG NUMBER SHALL BE PROVIDED BY THESE MANUFACTURERS AS SPECIFIED.
32. AT&T MOBILITY FURNISHED EQUIPMENT SHALL BE PICKED UP AT THE AT&T MOBILITY WAREHOUSE NO LATER THAN 48HR AFTER BEING NOTIFIED INSURED, STORED, UNCRATE, PROTECTED AND INSTALLED BY THE CONTRACTOR WITH ALL APPURTENANCES REQUIRED TO PLACE THE EQUIPMENT IN OPERATION READY FOR USE. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE EQUIPMENT AFTER PICKING IT UP.
33. AT&T MOBILITY OR HIS ARCHITECT/ENGINEER RESERVES THE RIGHT TO REJECT ANY EQUIPMENT OR MATERIALS WHICH, IN HIS OWN OPINION, ARE NOT IN COMPLIANCE WITH THE CONTRACT DOCUMENTS. EITHER BEFORE OR AFTER INSTALLATION AND THE EQUIPMENT SHALL BE REPLACED WITH EQUIPMENT CONFORMING TO THE REQUIREMENTS OF THE CONTRACT DOCUMENTS BY THE CONTRACTOR AT NO COST TO AT&T MOBILITY OR THEIR ARCHITECT/ENGINEER.

SPECIAL CONSTRUCTION
ANTENNA INSTALLATION NOTES:

1. WORK INCLUDED:

   A. ANTENNA AND COAXIAL CABLES ARE FURNISHED BY AT&T MOBILITY UNDER A SEPARATE CONTRACT. THE CONTRACTOR SHALL ASSIST ANTENNA INSTALLATION CONTRACTOR IN TERMS OF COORDINATION AND SITE ACCESS. ERECTION SUBCONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF PERSONNEL AND

   B. INSTALL ANTENNA AS INDICATE ON DRAWINGS AND AT&T MOBILITY SPECIFICATIONS.

   C. INSTALL GALVANIZED STEEL ANTENNA MOUNTS AS INDICATED ON DRAWINGS

   D. INSTALL FURNISHED GALVANIZED STEEL OR ALUMINUM WAVEGUIDE.

   E. CONTRACTOR SHALL PROVIDE FOUR (4) SETS OF SWEEP TESTS USING ANRITZU/HEWLETT-PACKARD 8713B RF SCALAR NETWORK ANALYZER. SUBMIT FREQUENCY DOMAIN REFLECTOMETER (FDR) TESTS RESULTS TO THE PROJECT MANAGER. SWEEP TESTS SHALL BE AS PER ATTACHED RFDS "MINIMUM FIELD TESTING RECOMMENDED FOR ANTENNA AND HELIAX COAXIAL CABLE SYSTEMS" DATED 10/5/93. TESTING SHALL BE PERFORMED BY AN INDEPENDENT TESTING SERVICE AND BE BOUND AND SUBMITTED WITHIN ONE WEEK OF WORK COMPLETION.

   F. INSTALL COAXIAL CABLES AND TERMINATING BETWEEN ANTENNAS AND EQUIPMENT PER MANUFACTURER'S RECOMMENDATIONS. WEATHERPROOF ALL CONNECTIONS BETWEEN THE ANTENNA AND EQUIPMENT PER MANUFACTURER'S REQUIREMENTS. TERMINATE ALL COAXIAL CABLE THREE (3) FEET IN EXCESS OF ENTRY PORT LOCATION UNLESS OTHERWISE STATED.

   G. ANTENNA AND COAXIAL CABLE GROUNDING

2. ALL EXTERIOR #6 GREED GROUND WIRE "DAISY CHAIN" CONNECTIONS ARE TO BE WEATHER SEALED WITH RFS CONNECTORS/SPLICE WEATHERPROOFING KIT #ZF12T3 OR EQUAL.
3. ALL COAXIAL CABLE GROUNDING KITS ARE TO BE INSTALLED ON STRAIGHT RUNS OF COAXIAL CABLE (NOT WITHIN BENDS).

ADDITIONAL NOTES:

1. THE FACILITY IS UNMANNED AND NOT FOR HUMAN HABITATION. A TECHNICIAN WILL VISIT THE SITE AS REQUIRED FOR ROUTINE MAINTENANCE. THE PROJECT WILL NOT RESULT IN ANY SIGNIFICANT DISTURBANCE OR EFFECT ON DRAINAGE. NO SANITARY SEWER SERVICE, PORTABLE WATER OR TRASH DISPOSAL IS REQUIRED AND NO COMMERCIAL SIGNAGE IS PROPOSED.
2. CHANGES TO THE APPROVED DRAWINGS AND SPECIFICATIONS SHALL BE MADE BY AN ADDENDUM OR A CONSTRUCTION CHANGED DOCUMENT (CCD) APPROVED BY THE DIVISION OF THE STATE ARCHITECT AS REQUIRED BY SECTION 4-338, PART 1, TITLE 24 CCR.
3. A "DSA CERTIFIED" PROJECT INSPECTOR (CLASS 2) EMPLOYED BY THE DISTRICT (OWNER) AND APPROVED BY THE DSA SHALL PROVIDE CONTINUOUS INSPECTION OF THE WORK. THE DUTIES OF THE INSPECTOR ARE DEFINED IN SECTION 4-342, PART 1, TITLE 24, CCR.
4. A DSA ACCEPTED TESTING LABORATORY DIRECTLY EMPLOYED BY THE DISTRICT (OWNER) SHALL CONDUCT ALL THE REQUIRED TESTS AND INSPECTIONS FOR THE PROJECT.
5. THE INTENT OF THESE DRAWINGS AND SPECIFICATIONS IS THAT THE WORK OF THE ALTERATION, REHABILITATION OR RECONSTRUCTION IS TO BE IN ACCORDANCE WITH TITLE 24, CCR, SHOULD ANY EXISTING CONDITIONS SUCH AS DETERIORATION OR NON-COMPLYING CONSTRUCTION BE DISCOVERED WHICH IS NOT COVERED BY THE CONTRACT DOCUMENTS WHEREIN THE FINISHED WORK WILL NOT COMPLY WITH TITLE 24, CCR, A CONSTRUCTION CHANGE DOCUMENT (CCD), OR A SEPARATE SET OF PLANS AND SPECIFICATIONS, DETAILING AND SPECIFYING THE REQUIRED WORK SHALL BE SUBMITTED TO AND APPROVED BY DSA BEFORE PROCEEDING WITH THE WORK. (SECTION 4-317(C), PART 1, TITLE 24, CCR)
6. GRADING PLANS, DRAINAGE IMPROVEMENTS, ROAD AND ACCESS REQUIREMENTS AND ENVIRONMENTAL HEALTH CONSIDERATIONS SHALL COMPLY WITH ALL LOCAL ORDINANANCES.
7. FIRE SAFETY DURING CONSTRUCTION & DEMOLITION WILL BE ENFORCED IN ACCORDANCE WITH CBC & CFC CHAPTER 33.
8. SUBSTITUTIONS AFFECTING DSA REGULATED ITEMS SHALL BE CONSIDERED AS A CONSTRUCTION CHANGE DOCUMENT OR ADDENDUM AND SHALL BE APPROVED BY DSA PRIOR TO FABRICATION AND INSTALLATION PER DSA IR A-6 AND SECTION 336(C) PART 1, TITLE 24 CCR.

MasTec Network Solutions
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MasTec Approver: Paul Jensen
Date: 7/6/2023

ALL DISCREPANCIES FROM WHAT IS SHOWN ON THESE CONSTRUCTION DRAWINGS SHALL BE COMMUNICATED TO ATC ENGINEERING IMMEDIATELY FOR CORRECTION OR RE-DESIGN. FAILURE TO COMMUNICATE DIRECTLY WITH ATC ENGINEERING OR ANY CHANGES FROM THE DESIGN CONDUCTED WITHOUT PRIOR APPROVAL FROM ATC ENGINEERING SHALL BE THE SOLE RESPONSIBILITY OF THE GENERAL CONTRACTOR.

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC: 0
REVIEWED FOR:
SS ☒ FLS ☒ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
RENEWAL 08/31/2023
STATE OF CALIFORNIA

AT&T

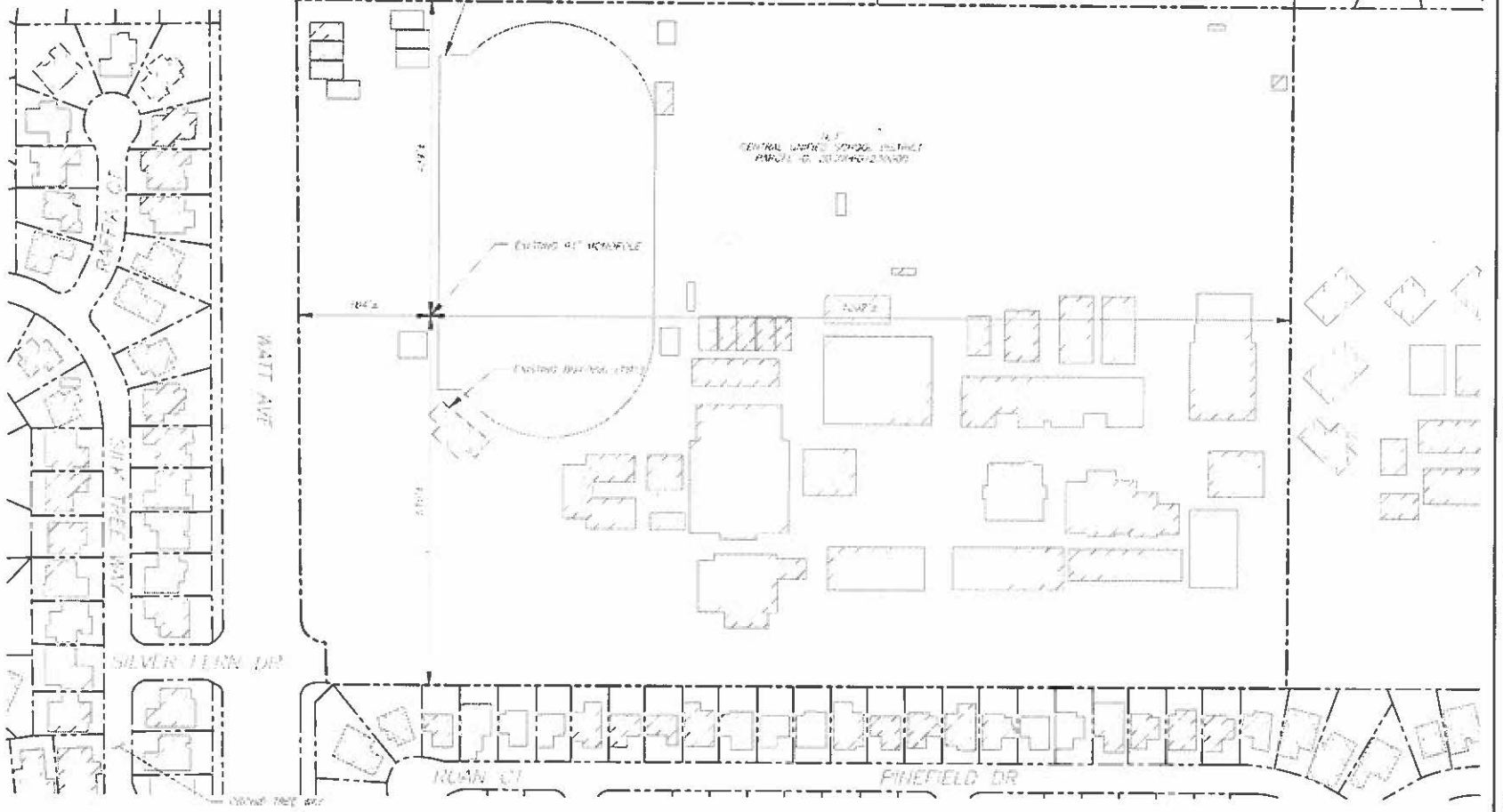
DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

GENERAL NOTES

SHEET NUMBER	REVISION
G-002	0

NOTES:

1. BOUNDARY LINES OBTAINED FROM SACREMENTO COUNTY ONLINE GIS.
2. ZONING INFORMATION OBTAINED FROM SACREMENTO COUNTY.
3. THE TOWER IS LOCATED IN ZONE "X," AREAS DETERMINED TO BE OUTSIDE THE 0.2% ANNUAL CHANCE FLOODPLAIN ACCORDING TO FEMA COMMUNITY PANEL #06067C0050H, DATED AUGUST 16, 2012.



MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Date: 7/6/2023

LEGEND
EXISTING PROPERTY LINE
EXISTING ADJACENT PROPERTY LINE
EXISTING LEASE AREA

1 OVERALL SITE PLAN
SCALE 1"=150'
0 150' 300'
SCALE: 1"=250' (11X17)
1"=125' (22X34)

VERIFICATION STAMP
ON OF THE STATE ARCHITECT
APP: 02-120264 INC:
REVIEWED FOR
MI FIS ACS
DATE: 08/23/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER 370500
ATC SITE NAME CENTER UNFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
02/28/2023
STATE OF CALIFORNIA

AT&T

DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

OVERALL SITE PLAN

SHEET NUMBER	REVISION
C-001	0

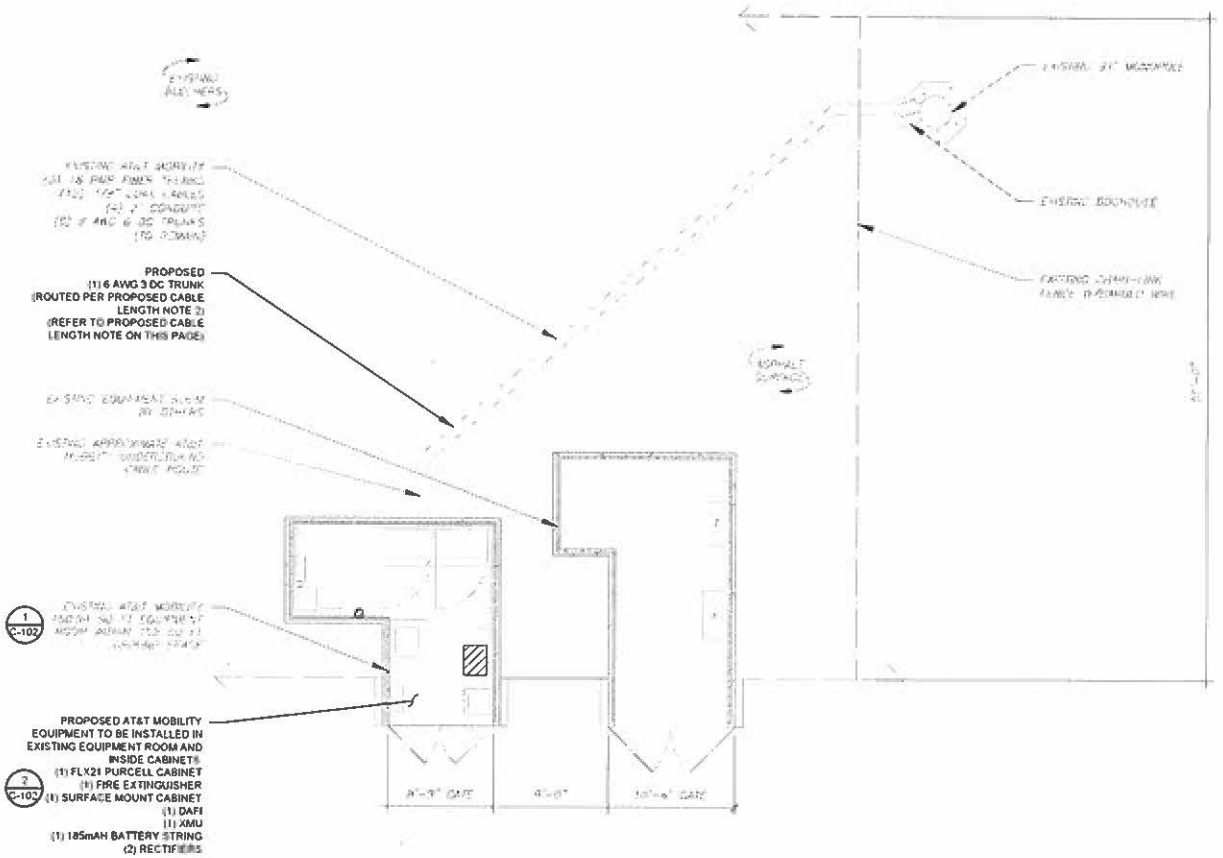
SITE PLAN NOTES

1. THIS SITE PLAN REPRESENTS THE BEST PRESENT KNOWLEDGE AVAILABLE TO THE ENGINEER AT THE TIME OF THIS DESIGN. THE CONTRACTOR SHALL VISIT THE SITE PRIOR TO CONSTRUCTION AND VERIFY ALL EXISTING CONDITIONS RELATED TO THE SCOPE OF WORK FOR THIS PROJECT.
2. ICE BRIDGE, CABLE LADDER, COAX PORT, AND COAX CABLE ARE SHOWN FOR REFERENCE ONLY. CONTRACTOR SHALL CONFIRM THE EXACT LOCATION OF ALL PROPOSED AND EXISTING EQUIPMENT AND STRUCTURES DEPICTED ON THIS PLAN. BEFORE UTILIZING EXISTING CABLE SUPPORTS, COAX PORTS, INSTALLING NEW PORTS OR ANY OTHER EQUIPMENT, CONTRACTOR SHALL VERIFY ALL ASPECTS OF THE COMPONENTS MEET THE ATC SPECIFICATIONS.
3. THIS CONSTRUCTION DRAWING SET IS NOT INTENDED TO REPRESENT ANY ELECTRICAL DESIGN OTHER THAN THE GROUNDING SHOWN, OR TO BE USED TO OBTAIN AN ELECTRICAL PERMIT. AN ELECTRICAL PERMIT IS REQUIRED TO WIRE UP THE PROPOSED CABINETS. ANY ELECTRICAL UPGRADES WILL BE ENGINEERED AND PERMITTED IN A SEPARATE CONSTRUCTION DRAWING SET.

MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Date: 7/6/2023

LEGEND

⊗	GROUNDING TEST WELL
ATS	AUTOMATIC TRANSFER SWITCH
B	BOLLARD
CSC	CELL SITE CABINET
D	DISCONNECT
E	ELECTRICAL
F	FIBER
GEN	GENERATOR
G	GENERATOR RECEPTACAL
HH, V	HAND HOLE, VAULT
IB	ICE BRIDGE
K	KENTROX BOX
LC	LIGHTING CONTROL
M	METER
PB	PULL BOX
PP	POWER POLE
T	TELCO
TRN	TRANSFORMER
—— ——	CHAINLINK FENCE



1 DETAILED SITE PLAN
SCALE 1"=10'

0 5' 10'

SCALE 1"=5' (11X17)
1"=2.5' (22X34)

PROPOSED CABLE LENGTH:

1. ESTIMATED LENGTH OF PROPOSED CABLE IS 160'. ESTIMATED LENGTH OF CABLE WAS PROVIDED BY CUSTOMER OR CALCULATED BY ADDING THE RAD CENTER AND THE DISTANCE FROM THE SHELTER ENTRY PLATE TO THE TOWER (ALONG THE ICE BRIDGE) AND A SAFETY FACTOR MEASUREMENT OF 15% (OF THE TWO PREVIOUS VALUES). CDS DEFER TO GREATEST CABLE LENGTH.
2. ROUTE PROPOSED CABLES ALONG SAME PATH AS EXISTING CABLES AND IN ACCORDANCE WITH STRUCTURAL ANALYSIS. IF ADEQUATE SPACE EXISTS, ROUTE CABLES THROUGH ENTRY PORT HOLE, UP INSIDE OF MONOPOLE, AND THROUGH EXIT PORT HOLE. IF ROUTING OUTSIDE THE MONOPOLE, ATTACH CABLES USING STAND-OFF ADAPTERS MOUNTED TO TOWER USING STAINLESS STEEL BANDING. ADEQUATELY SECURE CABLES USING EITHER APPROPRIATELY SIZED STAINLESS STEEL SNAP-INS OR MOUNTING HARDWARE AND BRACKETS AS SPECIFIED BY CABLE MANUFACTURER.

IRRIGATION STAMP
DIV. OF THE STATE ARCHITECT
APP#: 02-120264 INC
REVIEWED FOR:
SPK ☑ FSB ☑ ACS ☐
DATE 06/22/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA. 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14366
07/28/2023
STATE OF CALIFORNIA

AT&T

DATE DRAWN	07/28/22
ATC JOB NO.	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

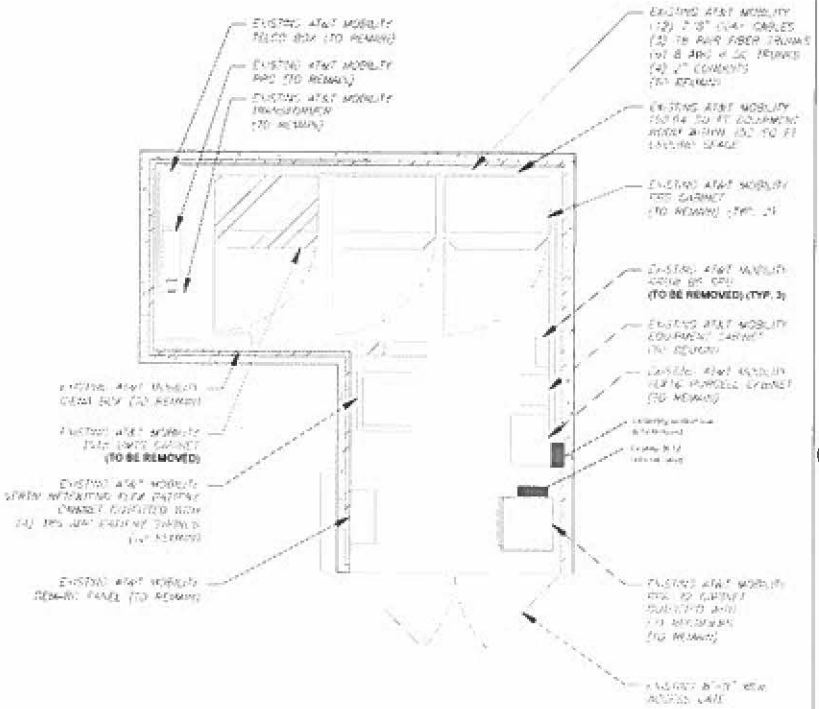
DETAILED SITE PLAN

SHEET NUMBER	REVISION
C-101	0

MasTec Network Solutions
As-Built-Redline CD

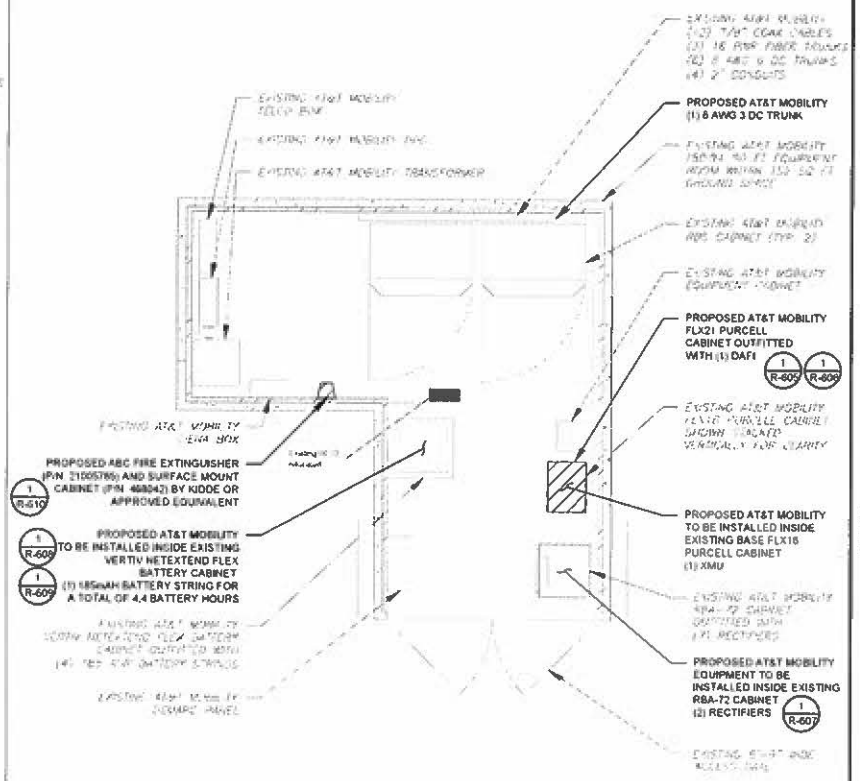
MasTec Approver: Paul Jensen
Date: 7/6/2023

NOTE
THIS CONSTRUCTION DRAWING SET IS NOT INTENDED TO REPRESENT ANY ELECTRICAL DESIGN OTHER THAN THE GROUNDING SHOWN, OR TO BE USED TO OBTAIN AN ELECTRICAL PERMIT. AN ELCTRICAL PERMIT IS REQUIRED TO WIRE UP THE PROPOSED CABINETS. AND ELECTRICAL UPGRADES WILL BE ENGINEERED AND PERMITTED IN A SEPERATE CONSTRUCTION DRAWING SET.



1 EXISTING DETAILED EQUIPMENT LAYOUT
SCALE: 1" = 5'

0 5' 10'
SCALE: 1"=5' (11X17)
1"=2.5' (22X34)



2 PROPOSED DETAILED EQUIPMENT LAYOUT
SCALE: 1" = 5'

0 5' 10'
SCALE: 1"=5' (11X17)
1"=2.5' (22X34)

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC
RETURNED FOR
SS ☑ FLS ☑ ACS ☐
DATE 08/23/2023

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4095
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDR	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER 370500
ATC SITE NAME CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT Kenneth Purtell C-14365 STATE OF CALIFORNIA

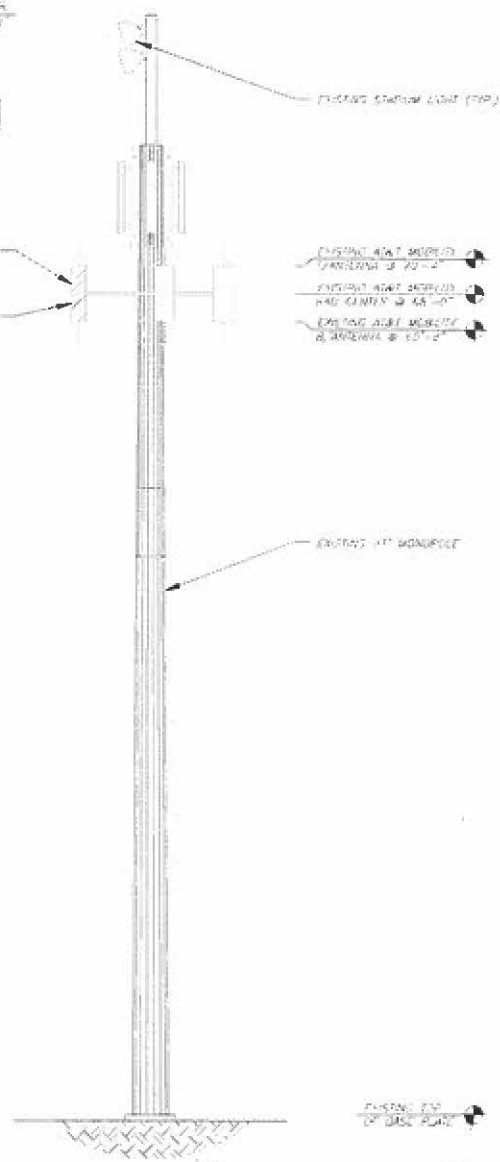
AT&T

DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

DETAILED EQUIPMENT LAYOUT

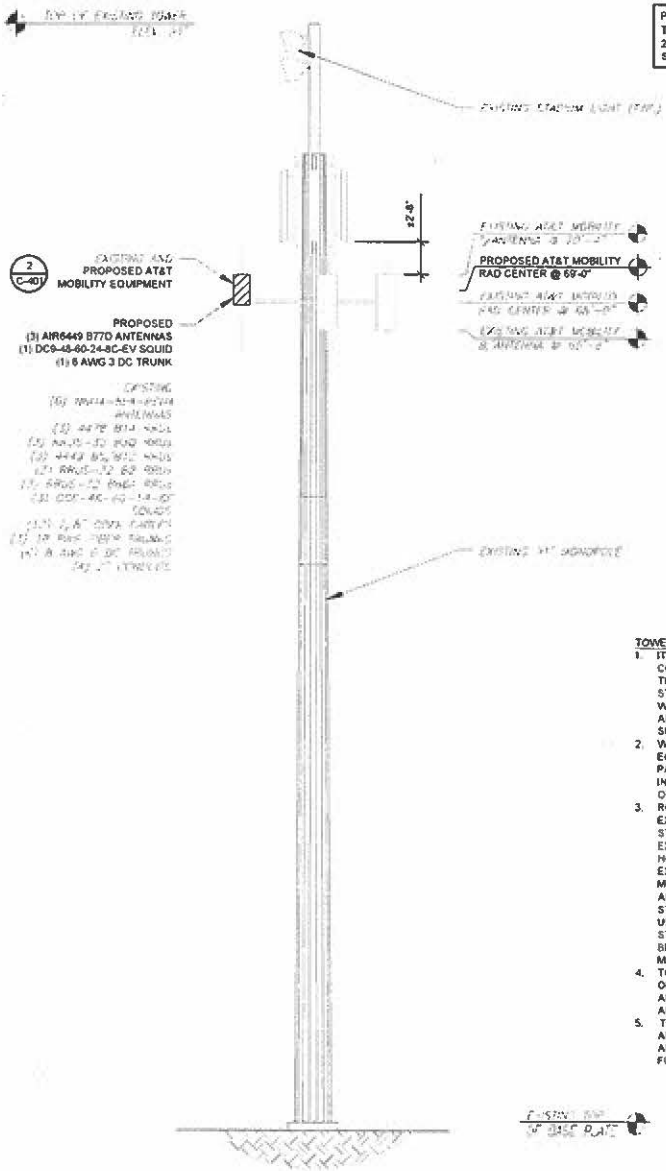
SHEET NUMBER	REVISION
C-102	0

MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Data: 7/8/2022



1 EXISTING NORTH TOWER ELEVATION
SCALE: 1"=10'
0 10' 20'
SCALE: 1"=10' (11X17)
1"=5' (22X34)

PER MOUNT ANALYSIS COMPLETED BY AMERICAN TOWER CORPORATION, DATED FEBRUARY 11, 2022, THE EXISTING MOUNT CAN ADEQUATELY SUPPORT THE PROPOSED LOADING.



TOWER NOTE:
1. IT IS THE CONTRACTOR'S RESPONSIBILITY TO CONFIRM WITH THE PROJECT MANAGER THAT THEY HAVE THE MOST RECENT VERSION OF THE STRUCTURAL ANALYSIS BEFORE COMMENCING WORK. EXISTING AND PROPOSED TOWER APPURTENANCES, MOUNTS, AND ANTENNAS ARE SHOWN BASED ON THE STRUCTURAL ANALYSIS.
2. WHERE APPLICABLE, ALL NEW ANTENNAS, EQUIPMENT, MOUNTS, CABLING, ETC. SHALL BE PAINTED/SOCKED TO MATCH EXISTING EQUIPMENT IN ACCORDANCE WITH FAA, JURISDICTION, AND/OR OTHER LOCAL REQUIREMENTS.
3. ROUTE PROPOSED CABLES ALONG SAME PATH AS EXISTING CABLES AND IN ACCORDANCE WITH STRUCTURAL ANALYSIS. IF ADEQUATE SPACE EXISTS, ROUTE CABLES THROUGH ENTRY PORT HOLE, UP INSIDE OF MONOPOLE, AND THROUGH EXIT PORT HOLE. IF ROUTING OUTSIDE THE MONOPOLE, ATTACH CABLES USING STAND-OFF ADAPTERS MOUNTED TO TOWER USING STAINLESS STEEL BANDING. ADEQUATELY SECURE CABLES USING EITHER APPROPRIATELY SIZED STAINLESS STEEL SNAP-INS OR MOUNTING HARDWARE AND BRACKETS AS SPECIFIED BY CABLE MANUFACTURER.
4. TOWER ELEVATIONS ARE MEASURED FROM TOP OF BASE PLATE TO MATCH STRUCTURAL ANALYSIS. ELEVATIONS DO NOT REFLECT TRUE ABOVE GROUND LEVEL (A.G.L.)
5. TOWER ELEVATION DEPICTION MAY NOT REFLECT ALL EQUIPMENT INCLUDED IN STRUCTURAL ANALYSIS. REFER TO STRUCTURAL ANALYSIS FOR FULL TOWER LOADING.

2 PROPOSED NORTH TOWER ELEVATION
SCALE: 1"=10'
0 10' 20'
SCALE: 1"=10' (11X17)
1"=5' (22X34)

DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC
DATE 08/23/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650 796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/26/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS:
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

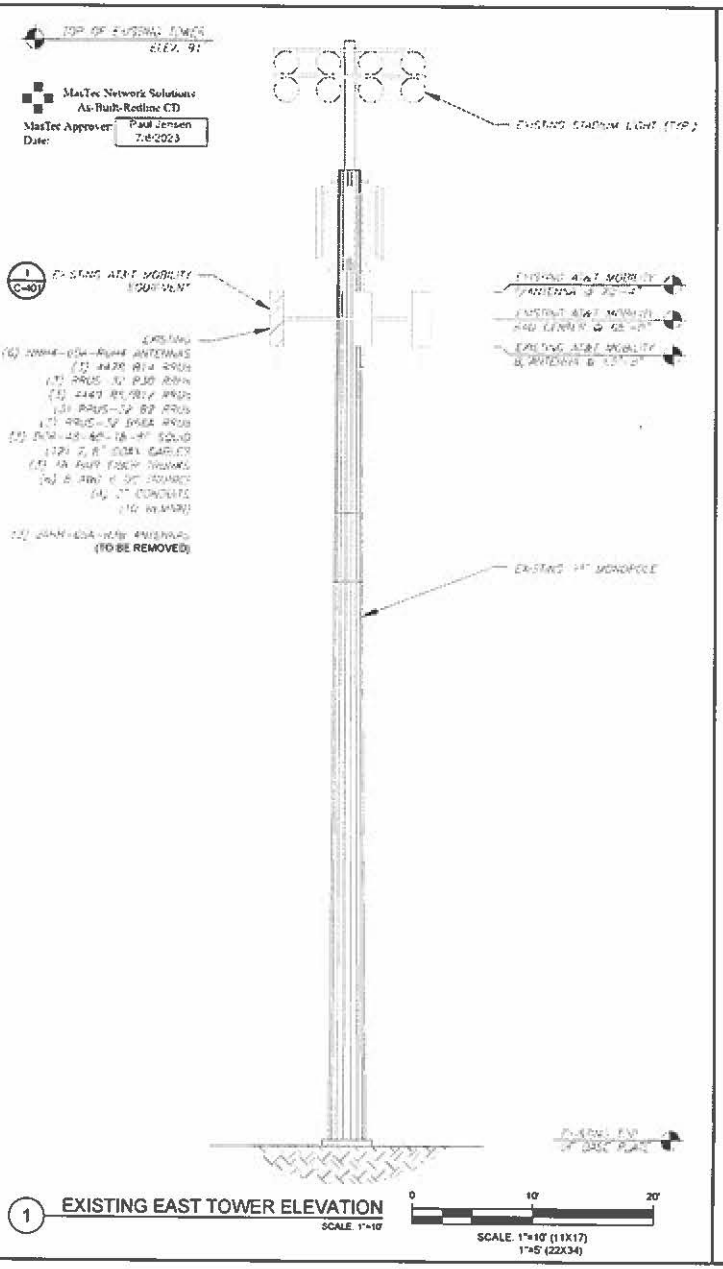
LICENSED ARCHITECT
Kenneth Purtell
C-14366
07/26/2022
STATE OF CALIFORNIA

AT&T

DATE DRAWN	07/26/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

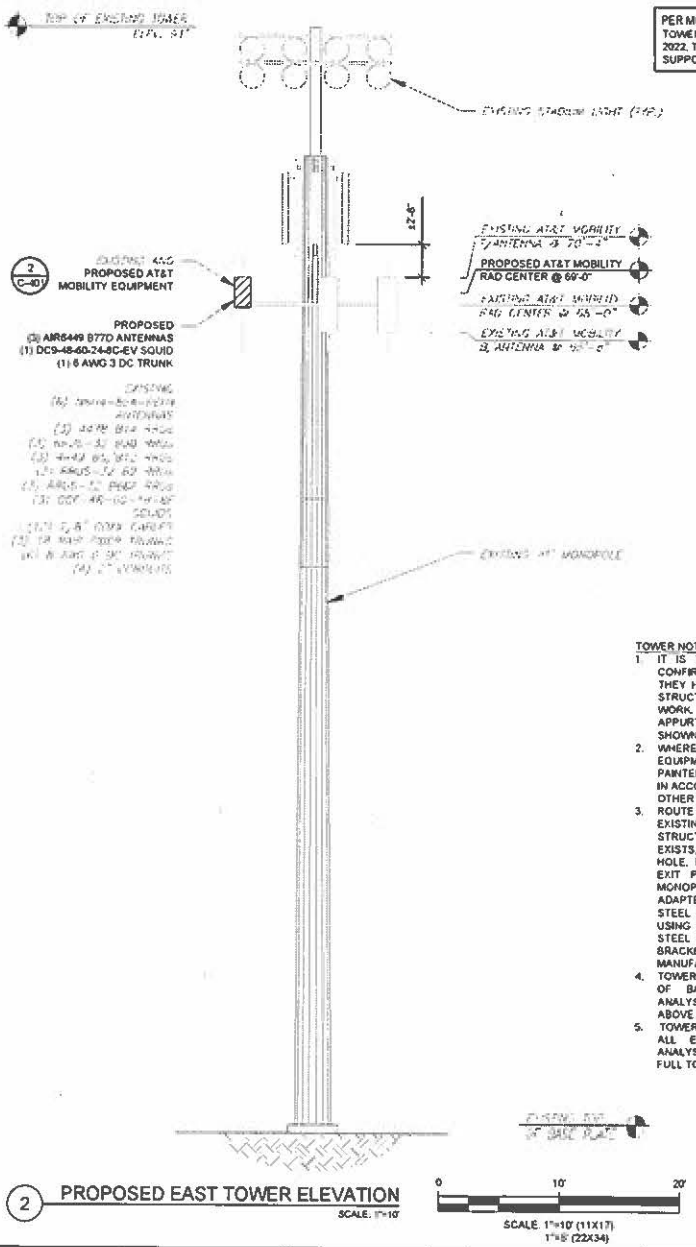
NORTH TOWER ELEVATION

SHEET NUMBER	REVISION
C-201	0



1 EXISTING EAST TOWER ELEVATION
SCALE: 1"=10'

0 10' 20'
SCALE: 1"=10' (11X17)
1"=5' (22X34)



PER MOUNT ANALYSIS COMPLETED BY AMERICAN TOWER CORPORATION, DATED FEBRUARY 11, 2022, THE EXISTING MOUNT CAN ADEQUATELY SUPPORT THE PROPOSED LOADING.

TOWER NOTE

1. IT IS THE CONTRACTOR'S RESPONSIBILITY TO CONFIRM WITH THE PROJECT MANAGER THAT THEY HAVE THE MOST RECENT VERSION OF THE STRUCTURAL ANALYSIS BEFORE COMMENCING WORK. EXISTING AND PROPOSED TOWER APPURTENANCES, MOUNTS, AND ANTENNAS ARE SHOWN BASED ON THE STRUCTURAL ANALYSIS.
2. WHERE APPLICABLE, ALL NEW ANTENNAS, EQUIPMENT, MOUNTS, CABLING, ETC. SHALL BE PAINTED/SOCKED TO MATCH EXISTING EQUIPMENT IN ACCORDANCE WITH FAA JURISDICTION, AND/OR OTHER LOCAL REQUIREMENTS.
3. ROUTE PROPOSED CABLES ALONG SAME PATH AS EXISTING CABLES AND IN ACCORDANCE WITH STRUCTURAL ANALYSIS. IF ADEQUATE SPACE EXISTS, ROUTE CABLES THROUGH ENTRY PORT HOLE, UP INSIDE OF MONOPOLE, AND THROUGH EXIT PORT HOLE. IF ROUTING OUTSIDE THE MONOPOLE, ATTACH CABLES USING STAND-OFF ADAPTERS MOUNTED TO TOWER USING STAINLESS STEEL BANDING. ADEQUATELY SECURE CABLES USING EITHER APPROPRIATELY SIZED STAINLESS STEEL SNAP-INS OR MOUNTING HARDWARE AND BRACKETS AS SPECIFIED BY CABLE MANUFACTURER.
4. TOWER ELEVATIONS ARE MEASURED FROM TOP OF BASE PLATE TO MATCH STRUCTURAL ANALYSIS. ELEVATIONS DO NOT REFLECT TRUE ABOVE GROUND LEVEL (A.G.L.)
5. TOWER ELEVATION DEPICTION MAY NOT REFLECT ALL EQUIPMENT INCLUDED IN STRUCTURAL ANALYSIS. REFER TO STRUCTURAL ANALYSIS FOR FULL TOWER LOADING.

2 PROPOSED EAST TOWER ELEVATION
SCALE: 1"=10'

0 10' 20'
SCALE: 1"=10' (11X17)
1"=5' (22X34)

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-170264 INC
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS:
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

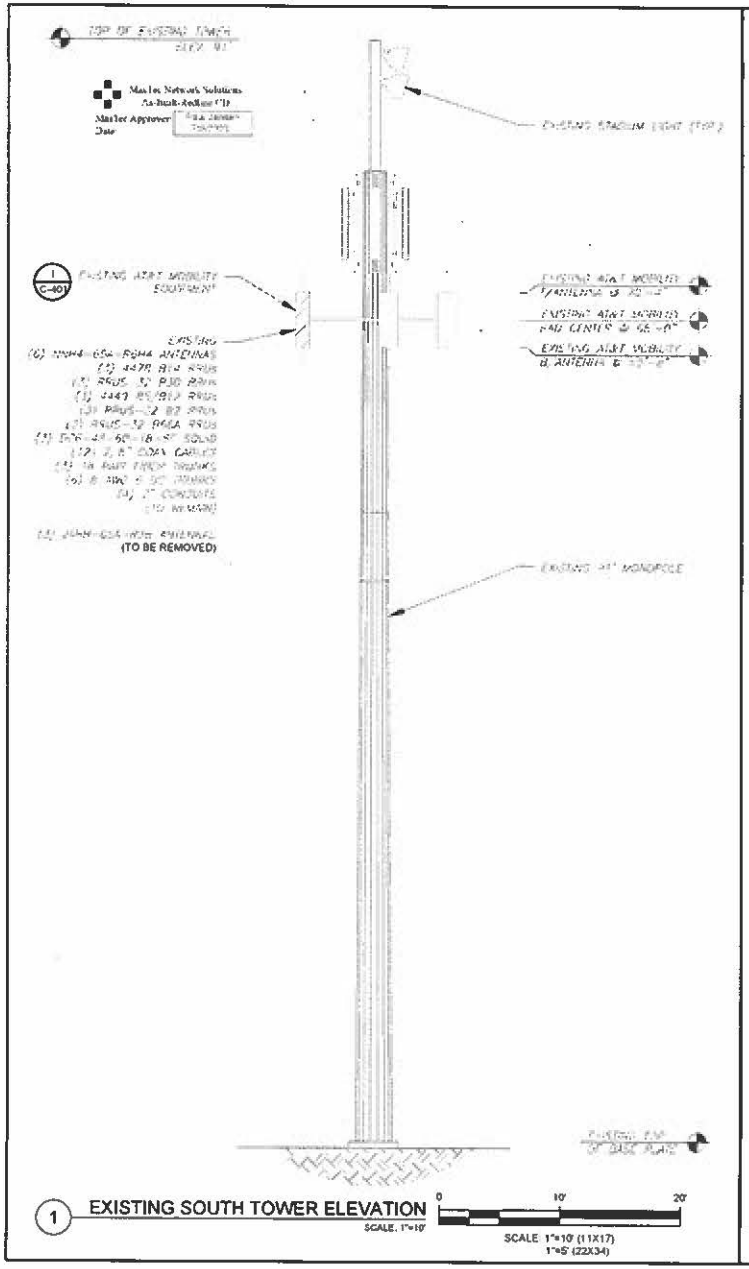
LICENSED ARCHITECT
Kenneth Purtell
C-14365
07/28/2022
STATE OF CALIFORNIA

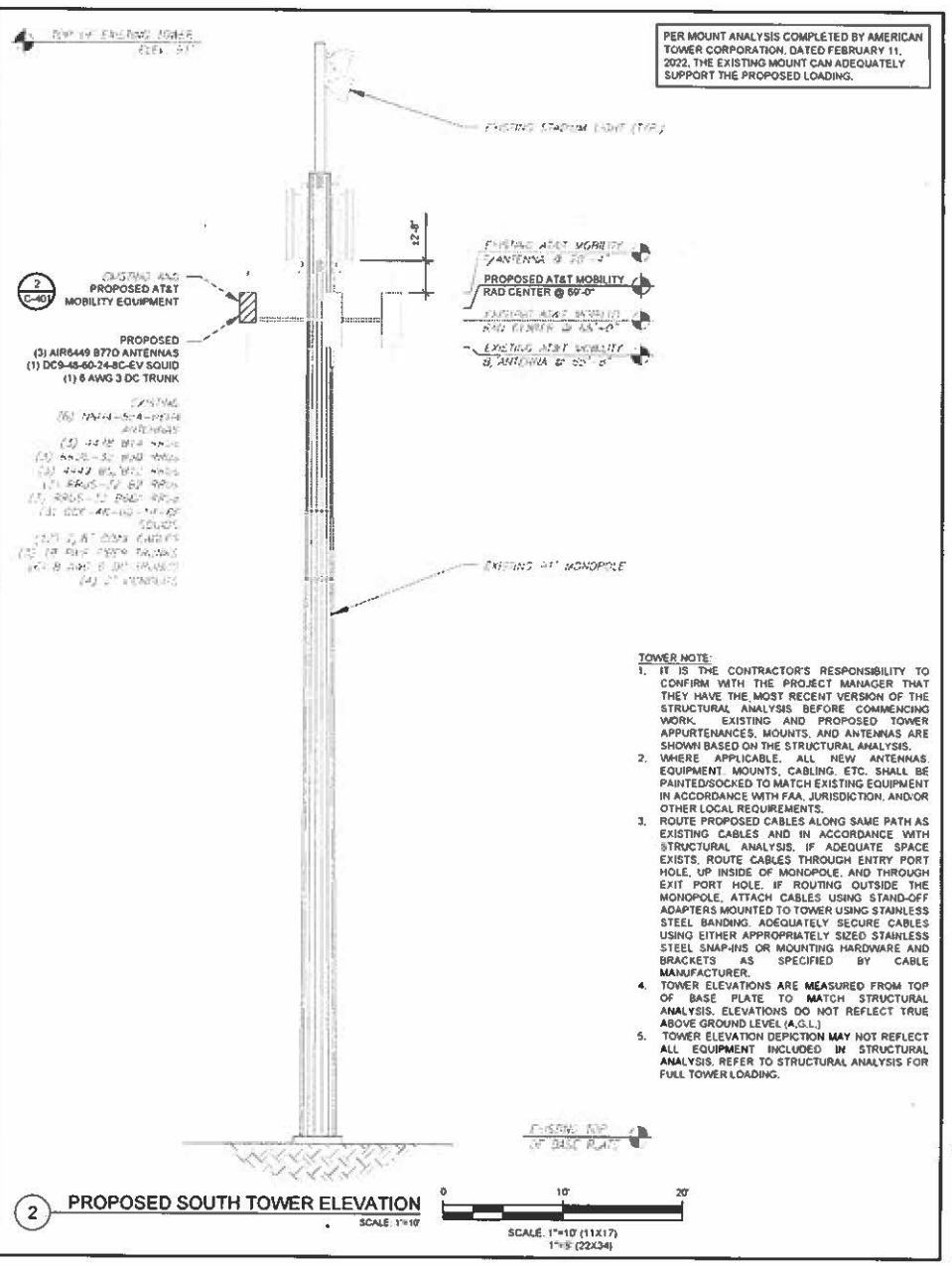
AT&T

DATE DRAWN	07/28/22
ATC JOB NO:	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

EAST TOWER ELEVATION

SHEET NUMBER:	REVISION:
C-202	0





PER MOUNT ANALYSIS COMPLETED BY AMERICAN TOWER CORPORATION, DATED FEBRUARY 11, 2022, THE EXISTING MOUNT CAN ADEQUATELY SUPPORT THE PROPOSED LOADING.

TOWER NOTE:

1. IT IS THE CONTRACTOR'S RESPONSIBILITY TO CONFIRM WITH THE PROJECT MANAGER THAT THEY HAVE THE MOST RECENT VERSION OF THE STRUCTURAL ANALYSIS BEFORE COMMENCING WORK. EXISTING AND PROPOSED TOWER APPURTENANCES, MOUNTS, AND ANTENNAS ARE SHOWN BASED ON THE STRUCTURAL ANALYSIS.
2. WHERE APPLICABLE, ALL NEW ANTENNAS, EQUIPMENT MOUNTS, CABLING, ETC. SHALL BE PAINTED/SOCKED TO MATCH EXISTING EQUIPMENT IN ACCORDANCE WITH FAA, JURISDICTION, AND/OR OTHER LOCAL REQUIREMENTS.
3. ROUTE PROPOSED CABLES ALONG SAME PATH AS EXISTING CABLES AND IN ACCORDANCE WITH STRUCTURAL ANALYSIS. IF ADEQUATE SPACE EXISTS, ROUTE CABLES THROUGH ENTRY PORT HOLE, UP INSIDE OF MONOPOLE, AND THROUGH EXIT PORT HOLE. IF ROUTING OUTSIDE THE MONOPOLE, ATTACH CABLES USING STAND-OFF ADAPTERS MOUNTED TO TOWER USING STAINLESS STEEL BANDING. ADEQUATELY SECURE CABLES USING EITHER APPROPRIATELY SIZED STAINLESS STEEL SNAP-INS OR MOUNTING HARDWARE AND BRACKETS AS SPECIFIED BY CABLE MANUFACTURER.
4. TOWER ELEVATIONS ARE MEASURED FROM TOP OF BASE PLATE TO MATCH STRUCTURAL ANALYSIS. ELEVATIONS DO NOT REFLECT TRUE ABOVE GROUND LEVEL (A.G.L.)
5. TOWER ELEVATION DEPICTION MAY NOT REFLECT ALL EQUIPMENT INCLUDED IN STRUCTURAL ANALYSIS. REFER TO STRUCTURAL ANALYSIS FOR FULL TOWER LOADING.

JURISDICTION STAMP
OFFICE OF THE STATE ARCHITECT
APP: 07-176264 INC
REVIEWED FOR:
SS ☒ FLS ☒ ACS ☐
DATE 06/22/2022

PLANS PREPARED BY:

KP Design

821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995

Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDR	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500

ATC SITE NAME: CENTER UNIFIED SCHOOL

AT&T MOBILITY MOBILITY SITE NUMBER:

CVL01586

AT&T MOBILITY MOBILITY SITE NAME:

DRY CREEK - WATT

SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

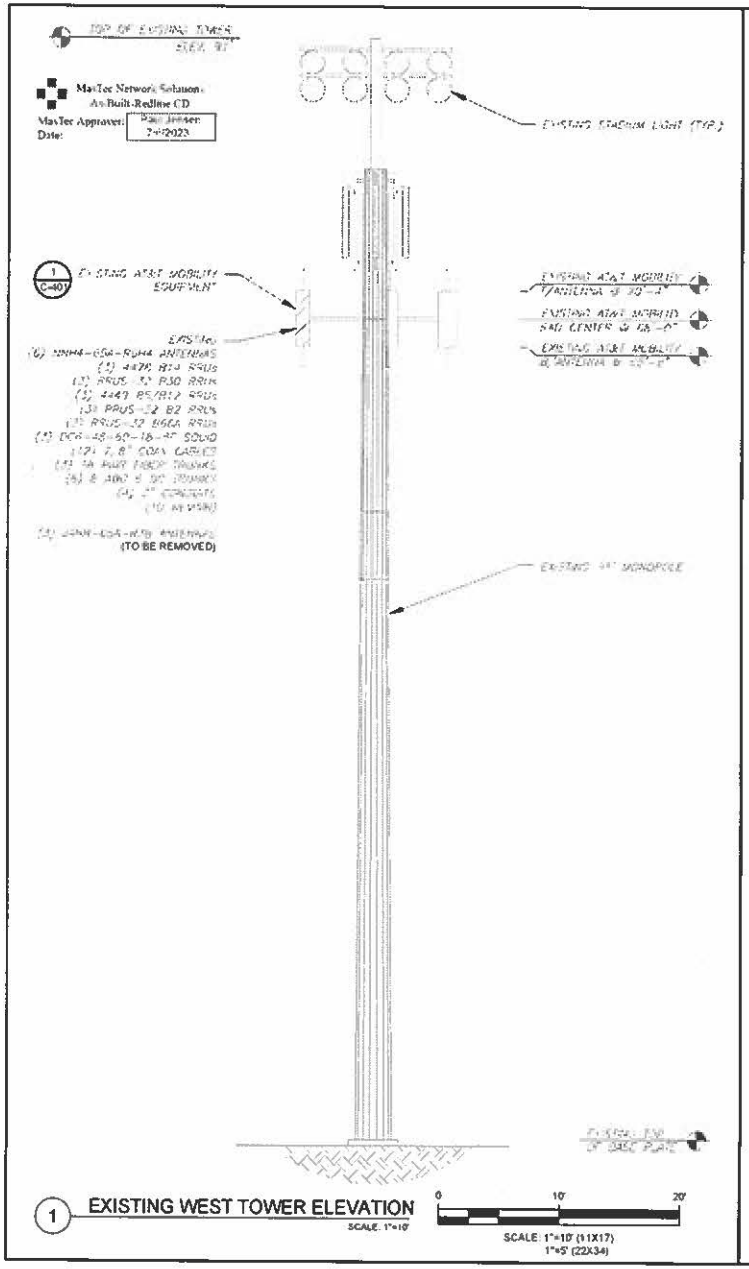
LICENSED ARCHITECT
Kenneth Purtell
C-14365
02/28/2023
RENEWAL DATE
STATE OF CALIFORNIA

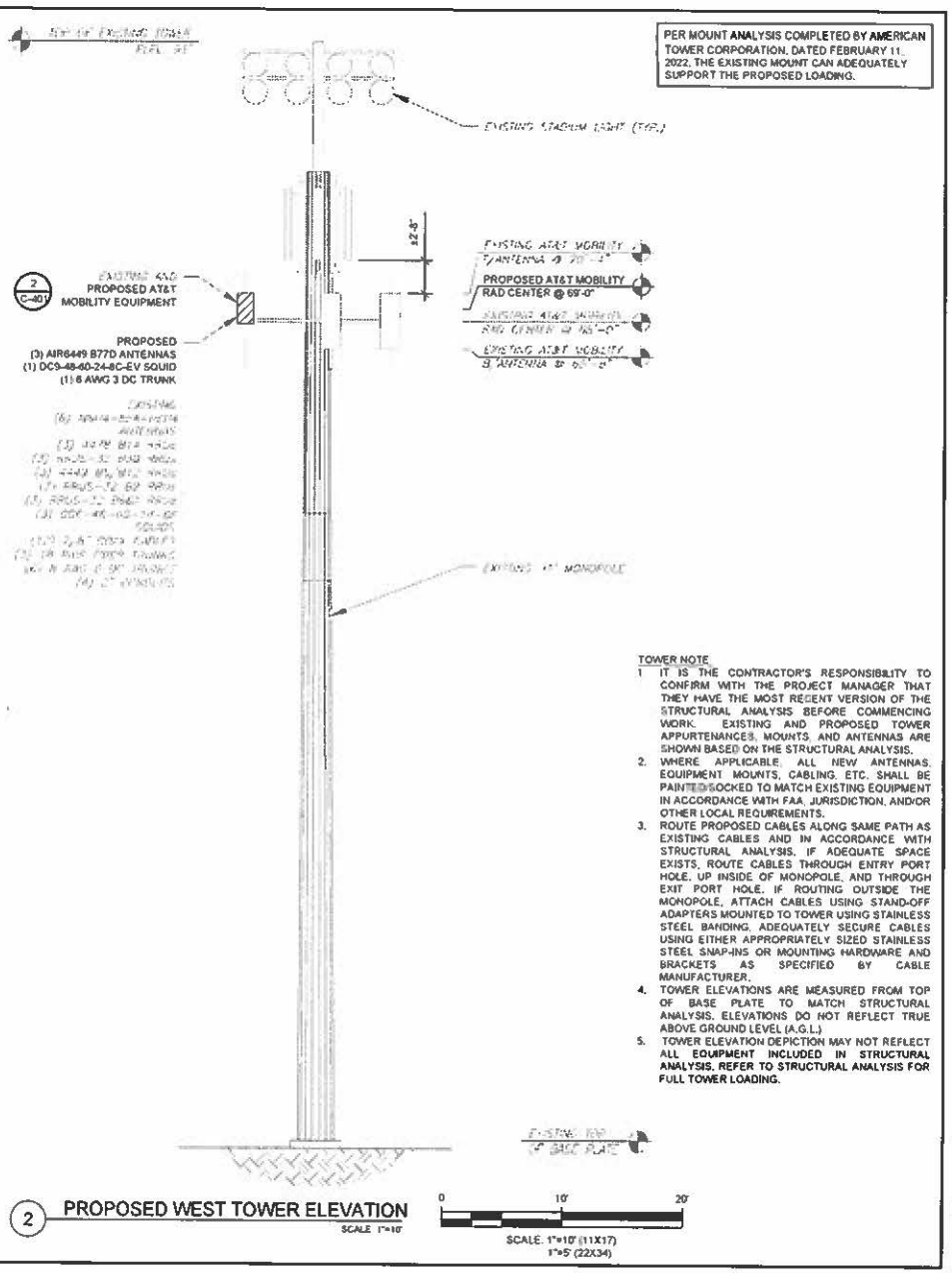
AT&T

DATE DRAWN	07/28/22
ATC JOB NO.	13667030
CUSTOMER NAME:	DRY CREEK - WATT
CUSTOMER ID	CVL01586

SOUTH TOWER ELEVATION

SHEET NUMBER	REVISION
C-203	0





PER MOUNT ANALYSIS COMPLETED BY AMERICAN TOWER CORPORATION, DATED FEBRUARY 11, 2022, THE EXISTING MOUNT CAN ADEQUATELY SUPPORT THE PROPOSED LOADING.

TOWER NOTE

1. IT IS THE CONTRACTOR'S RESPONSIBILITY TO CONFIRM WITH THE PROJECT MANAGER THAT THEY HAVE THE MOST RECENT VERSION OF THE STRUCTURAL ANALYSIS BEFORE COMMENCING WORK. EXISTING AND PROPOSED TOWER APPURTENANCES, MOUNTS, AND ANTENNAS ARE SHOWN BASED ON THE STRUCTURAL ANALYSIS.
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5. TOWER ELEVATION DEPICTION MAY NOT REFLECT ALL EQUIPMENT INCLUDED IN STRUCTURAL ANALYSIS. REFER TO STRUCTURAL ANALYSIS FOR FULL TOWER LOADING.

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 07-120264 INC
REVIEWED FOR:
SS ☑ FLS ☑ ACS ☐
DATE 04/24/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl., #93 Pleasant Hill CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
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0	100% CONSTRUCTION	SRZ	07/28/22

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ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
07/28/2023
STATE OF CALIFORNIA

AT&T

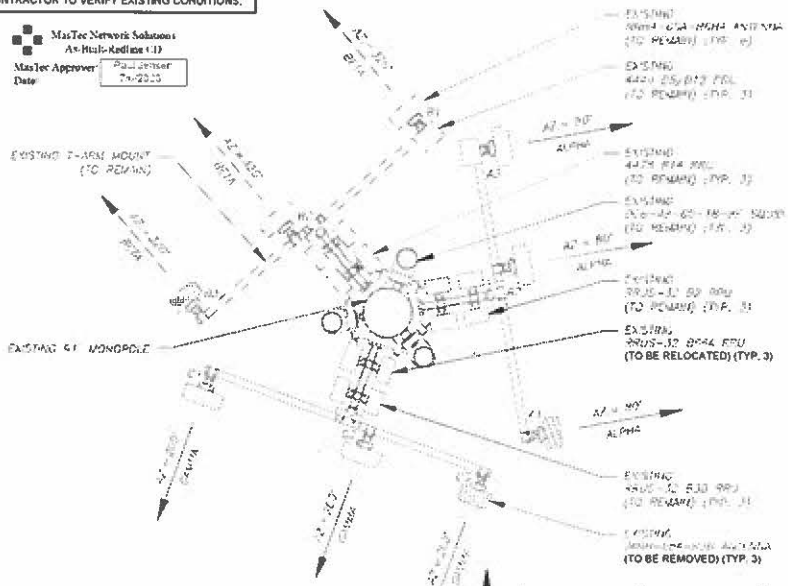
DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

WEST TOWER ELEVATION

SHEET NUMBER	REVISION
C-204	0

EXISTING CONFIGURATIONS ARE BASED ON RFDS. CONTRACTOR TO VERIFY EXISTING CONDITIONS.

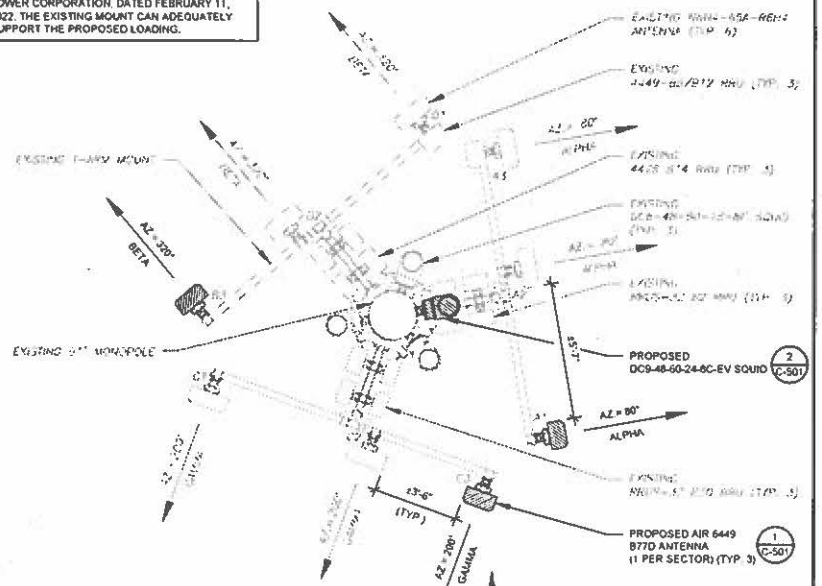
MasTec Network Solutions
As-Built-Redline (-D)
MasTec Approver: Paul Jensen
Date: 7-7-2023



1 EXISTING ANTENNA PLAN
SCALE: 1"=5'

SCALE: 1"=5' (11X17)
1"=2.5' (22X34)

PER MOUNT ANALYSIS COMPLETED BY AMERICAN TOWER CORPORATION, DATED FEBRUARY 11, 2022, THE EXISTING MOUNT CAN ADEQUATELY SUPPORT THE PROPOSED LOADING.



PROPOSED RRUs MUST BE INSTALLED A MINIMUM OF 12" AWAY FROM ALL ANTENNAS

2 FINAL ANTENNA PLAN
SCALE: 1"=5'

SCALE: 1"=5' (11X17)
1"=2.5' (22X34)

EXISTING ANTENNA SCHEDULE

LOCATION			ANTENNA SUMMARY				NON ANTENNA SUMMARY	
SECTOR	RAD	AZ	POS	ANTENNA	BAND	STATUS	ADDITIONAL TOWER MOUNTED EQUIPMENT	STATUS
ALPHA	64'	80°	A1	JAHH-65A-R3B	UMTS 850/LTE AWS	RMV	(1) RRUS-32 B66A	REL
			A2	[illegible]	[illegible]	RAD	[illegible]	RAD
			A3	[illegible]	[illegible]	RAD	[illegible]	RAD
BETA	62'	320°	B1	[illegible]	[illegible]	RAD	[illegible]	RAD
			B2	[illegible]	[illegible]	RAD	[illegible]	RAD
			B3	JAHH-65A-R3B	UMTS 850/LTE AWS	RMV	(1) RRUS-32 B66A	REL
GAMMA	64'	200°	C1	[illegible]	[illegible]	RAD	[illegible]	RAD
			C2	[illegible]	[illegible]	RAD	[illegible]	RAD
			C3	JAHH-65A-R3B	UMTS 850/LTE AWS	RMV	(1) RRUS-32 B66A	REL

NOTES

1. CONFIRM WITH AT&T MOBILITY REP FOR APPLICABLE UPDATES/REVISIONS AND MOST RECENT RFDS FOR NSN CONFIGURATION (CONFIG). GC TO CAP ALL UNUSED PORTS.
2. CONFIRM SPACING OF PROPOSED EQUIP DOES NOT CAUSE TOWER CONFLICTS NOR IMPEDE TOWER CLIMBING PEGS.
3. THE ANTENNA ORIENTATION PLAN IS A SCHEMATIC. ATC DID NOT CONFIRM EXISTING SITE CONDITIONS INCLUDING, BUT NOT LIMITED TO, ANTENNA AZIMUTHS, MOUNT CONFIGURATIONS AND TOWER ORIENTATION. SCALES SHOWN ARE FOR REFERENCE ONLY AND EXISTING DIMENSIONS ARE APPROXIMATE. THE CONTRACTOR SHALL VERIFY ALL EXISTING CONDITIONS PRIOR TO INSTALLATION AND NOTIFY ATC OF ANY DISCREPANCIES.
4. CONTRACTOR TO ENSURE PROPER SEPARATION IN ACCORDANCE WITH AT&T'S FIRSTNET REQUIREMENTS (SEE SHEET R-611)

STATUS ABBREVIATIONS
RMV: TO BE REMOVED
RAD: TO REMAIN
REL: TO BE RELOCATED
ADD: TO BE ADDED

CABLE LENGTHS FOR JUMPERS
JUNCTION BOX TO RRU: 15'
RRU TO ANTENNA: 10'

FINAL ANTENNA SCHEDULE

LOCATION			ANTENNA SUMMARY				NON ANTENNA SUMMARY	
SECTOR	RAD	AZ	POS	ANTENNA	BAND	STATUS	ADDITIONAL TOWER MOUNTED EQUIPMENT	STATUS
ALPHA	69'	80°	A1	AIR6449 B77D	5G CBAND	ADD	-	-
	68'		A2	[illegible]	LTE AWS/5G AWS	RAD	[illegible]	RAD
			A3	[illegible]	[illegible]	RAD	[illegible]	RAD
BETA	68'	320°	B1	[illegible]	[illegible]	RAD	[illegible]	RAD
			B2	[illegible]	LTE AWS/5G AWS	RAD	[illegible]	RAD
	69'		B3	AIR6449 B77D	5G CBAND	ADD	-	-
GAMMA	68'	200°	C1	[illegible]	[illegible]	RAD	[illegible]	RAD
			C2	[illegible]	LTE AWS/5G AWS	RAD	[illegible]	RAD
	69'		C3	AIR6449 B77D	5G CBAND	ADD	-	-

EXISTING FIBER DISTRIBUTION/SQUID

MODEL NUMBER	STATUS
[illegible]	RAD
-	-

EXISTING CABLING SUMMARY

COAX	DC	FIBER	STATUS
[illegible]	[illegible]	[illegible]	RAD
[illegible]	-	-	RAD

FINAL FIBER DISTRIBUTION/SQUID

MODEL NUMBER	STATUS
[illegible]	RAD
-	-
(1) DC9-48-60-24-8C-EV	ADD

FINAL CABLING SUMMARY

COAX	DC	FIBER	STATUS
[illegible]	[illegible]	[illegible]	RAD
[illegible]	-	-	RAD
-	(1) 6 AWG 3	-	ADD

3 EQUIPMENT SCHEDULES

STATE OF CALIFORNIA — DEPT. OF THE STATE ARCHITECT
APP: 02-120264 INC
REVIEWED FOR: SS ☑ FLS ☑ ACS ☐
DATE: 08/22/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4595
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS:
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT — Kenneth Purtell — C-14365 — 02/28/2023 — STATE OF CALIFORNIA

AT&T

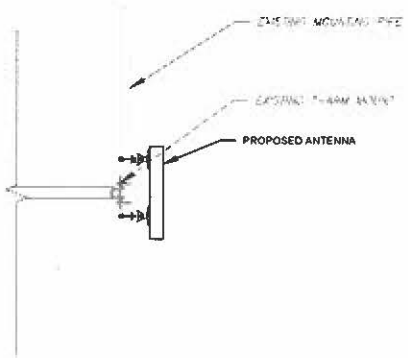
DATE DRAWN	07/28/22
ATC JOB NO:	13667030
CUSTOMER NAME:	DRY CREEK - WATT
CUSTOMER ID:	CVL01586

RF SCHEDULE AND ANTENNA INSTALLATION

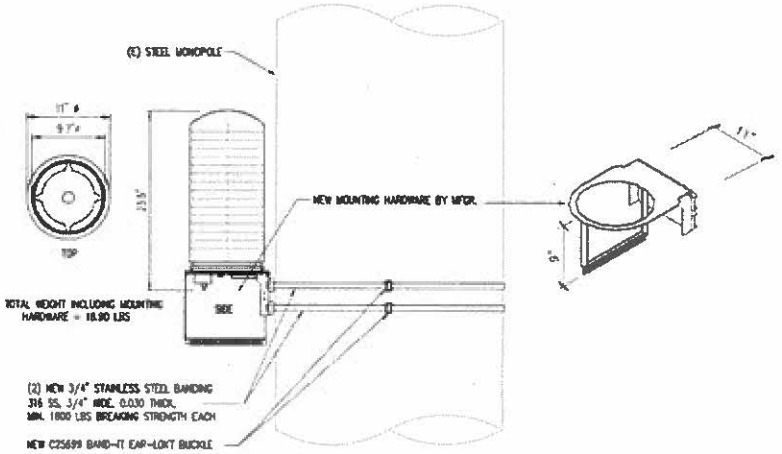
SHEET NUMBER	REVISION
C-401	0

MasTec Network Solutions
As-Built-Redline CD

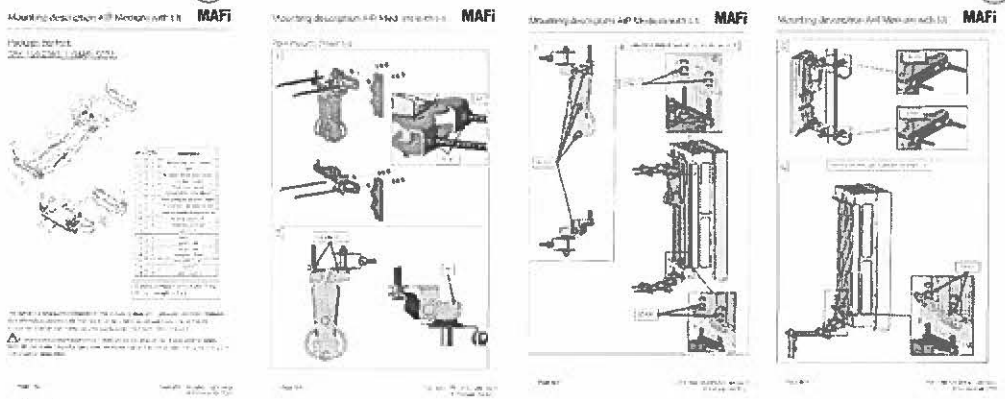
MasTec Approver: Paul Jensen
Date: 7/27/2023



1 PROPOSED ANTENNA MOUNTING DETAIL
SCALE N.T.S.



2 PROPOSED SQUID MOUNTING DETAIL
SCALE N.T.S.



PROPOSED ANTENNA DOWNTILT MOUNTING KIT DETAIL

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC
REVIEWED FOR
SS ☑ PLB ☑ ACS ☐
DATE 04/22/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #03 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 850-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/26/22
△			
△			

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

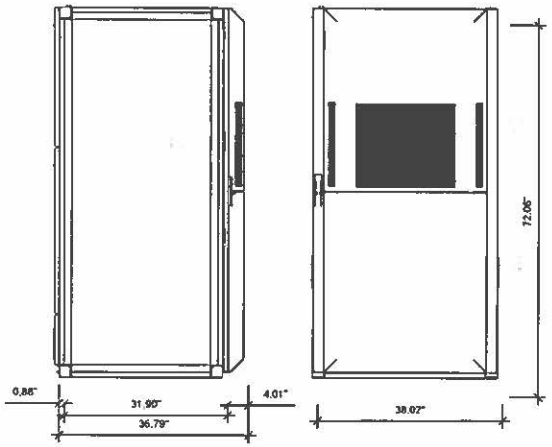


AT&T

DATE DRAWN	07/26/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

CONSTRUCTION DETAILS

SHEET NUMBER	REVISION
C-501	0



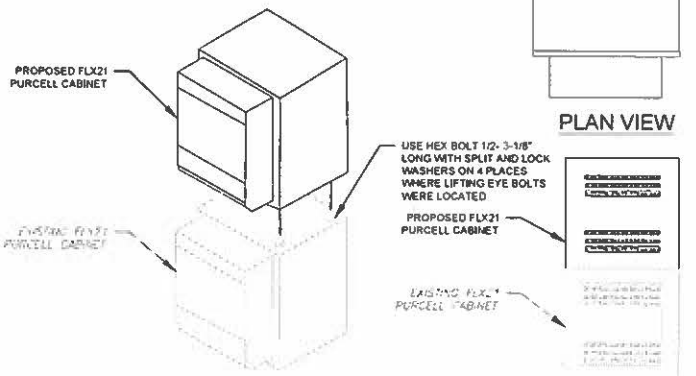
LEFT SIDE VIEW FRONT VIEW



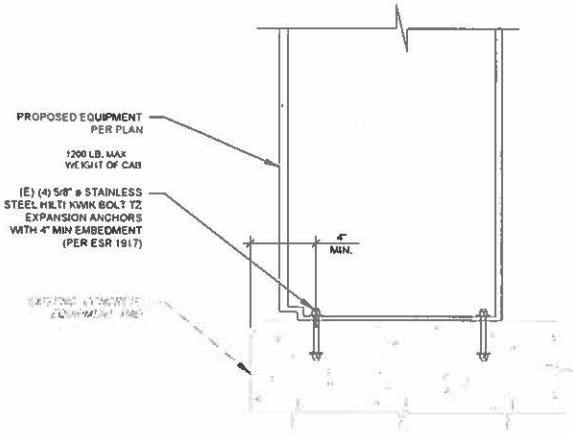
OPTIONAL PLINTH

1 BATTERY CABINET DETAIL
SCALE: N.T.S.

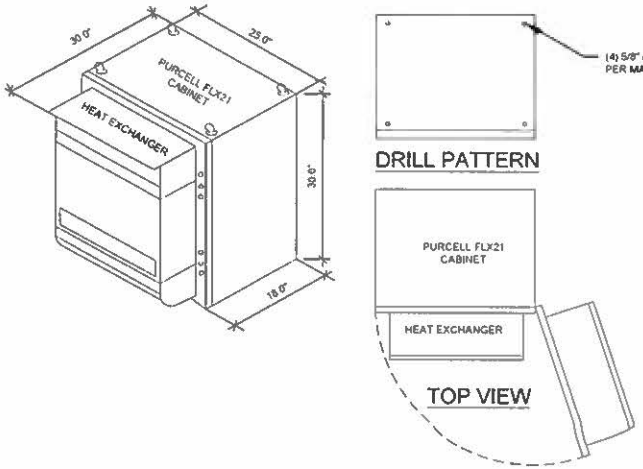
MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Date: 7/8/2022



2 STACKED PURCELL CABINET DETAIL
SCALE: N.T.S.



3 EQUIPMENT ANCHORAGE DETAIL
SCALE: N.T.S.



4 PURCELL CABINET DETAIL
SCALE: N.T.S.

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC
REVIEWED FOR
SS ☒ FLS ☒ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

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D			
E			

ATC SITE NUMBER 370500
ATC SITE NAME CENTER UNIFIED SCHOOL
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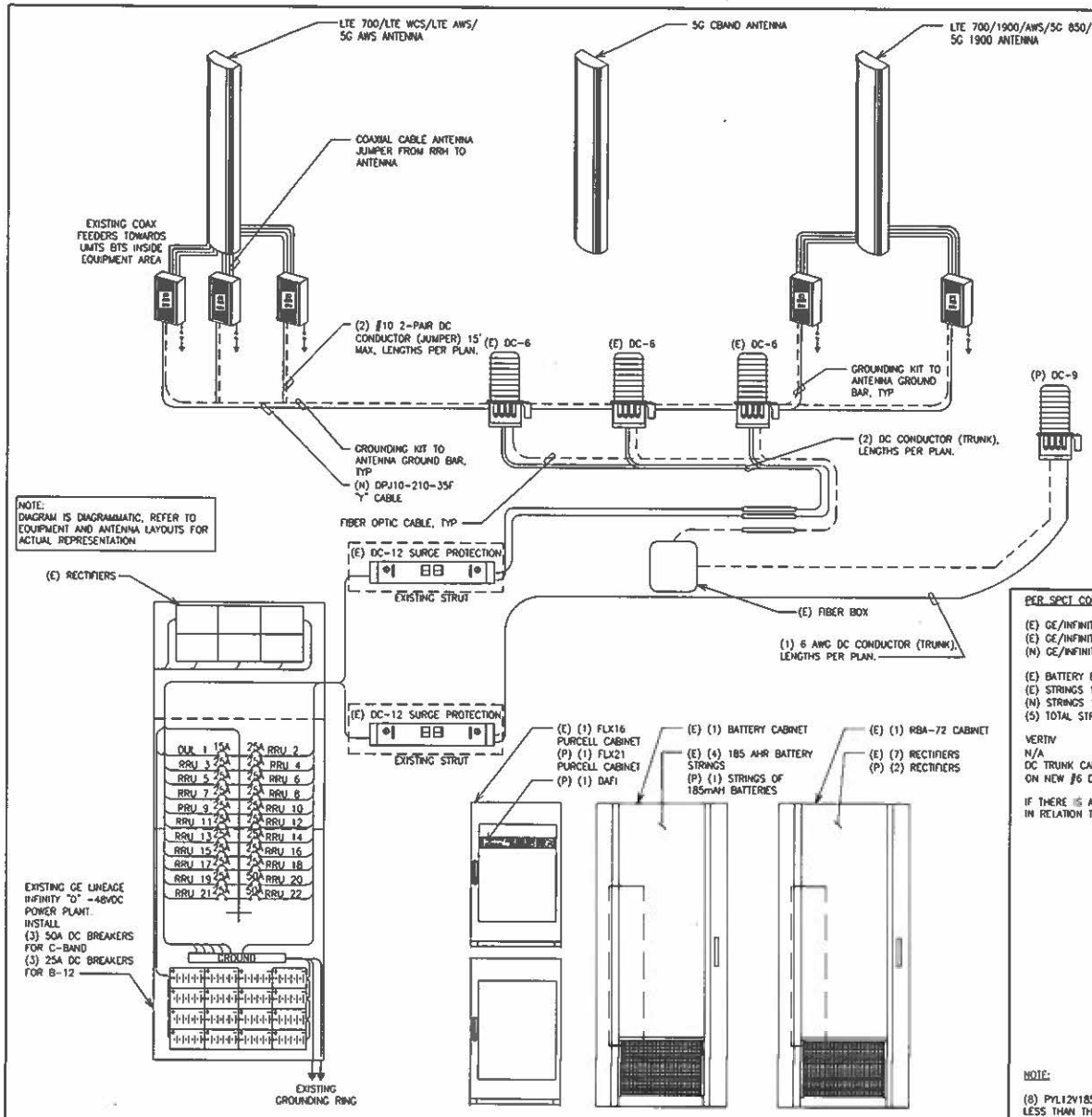
LICENSED ARCHITECT
Kenneth Purtell
C-14365
02/28/2023
STATE OF CALIFORNIA

AT&T

DATE DRAWN:	07/26/22
ATC JOB NO:	13667030
CUSTOMER NAME:	DRY CREEK - WATT
CUSTOMER ID:	CVL01586

CONSTRUCTION DETAILS

SHEET NUMBER:	REVISION:
C-502	0



1 ELECTRICAL DIAGRAM
SCALE: N.T.S.

MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Date: 7/6/2022

NOTES:

1. DC POWER WIRING SHALL BE COLOR CODED AT EAC END FOR IDENTIFYING +24V AND -48V CONDUCTORS. RED MARKINGS SHALL IDENTIFY +24V AND BLUE MARKINGS SHALL IDENTIFY -48V. REFER TO ATT-002-290-701
2. LTE POWER WIRING SHALL BE IN ACCORDANCE WITH ATT-002-290-531
3. REFER TO PLANS FOR TABLE OF ESTIMATED CABLE LENGTHS.
4. REFER TO PLANS FOR ANTENNA AND RRH CONFIGURATION.
5. CONTRACTOR SHALL REFER TO MOST CURRENT RFDS PRIOR TO ORDERING MATERIALS OR STARTING CONSTRUCTION.
6. CABLE LENTHS WERE DETERMINED BASED ON VISUAL INSPECTION ONLY DURING SITEWALK. CONTRACTOR SHALL FIELD VERIFY ACTUAL LENGTHS DURING PRE-CONSTRUCTION WALK.
7. "CARLON FLEX PLUS" ELECTRICAL NON-METALLIC TUBING (ENT). MINIMUM 9 1/2" BENDING RADIUS. U/:E73317

ENT	MONOPOLE	CABLE TRAY	INSIDE CEILING & SHAFT	PLENUM
STD HDPE*	X	X	X	
RISER RATED			X	
PLENUM RATED				X

PER SPCT COMPLETED ON 1-7-2022:

(E) GE/INFINITY RBA72 POWER PLANT
(E) GE/INFINITY -48 RECTIFIERS (7) TOTAL
(N) GE/INFINITY -48 RECTIFIERS (20) TOTAL (9) REQUIRED

(E) BATTERY BACK UP CABINET : (1) TOTAL
(E) STRINGS 185AH BATTERIES (4) TOTAL
(N) STRINGS 185AH BATTERIES (1) TOTAL
(5) TOTAL STRINGS 185AH BATTERIES FOR 4.4 HOURS BACK UP POWER.

VERTIV
N/A
DC TRUNK CALCULATOR RAN, NO VERIV UPCADNVERTERS REQUIRED FOR NEW AIR NATENNA ON NEW #6 DC TRUNK.

IF THERE IS ANY DISCREPANCY FOUND AT CVL01586 ON THE RECTIFIER OR BATTERY COUNT IN RELATION TO THE SPCT PLEASE CONACT DAVE THOMAS IMMEDIATELY

NOTE:

(8) PYL12V185FT BATTERIES OF PURE LEAD ACM 13 IS EQUAL TO 17.76KWH. THIS VALUE IS LESS THAN THE LEAD ACID CAPACITY OF 70KWH EXTRACTED FROM CFC TABLE 1206.2.

2 POWER PLANT/BATTERY DETAILS
SCALE: N.T.S.

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE 06/23/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/23/22
0	100% CONSTRUCTION	SRZ	07/26/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS:
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

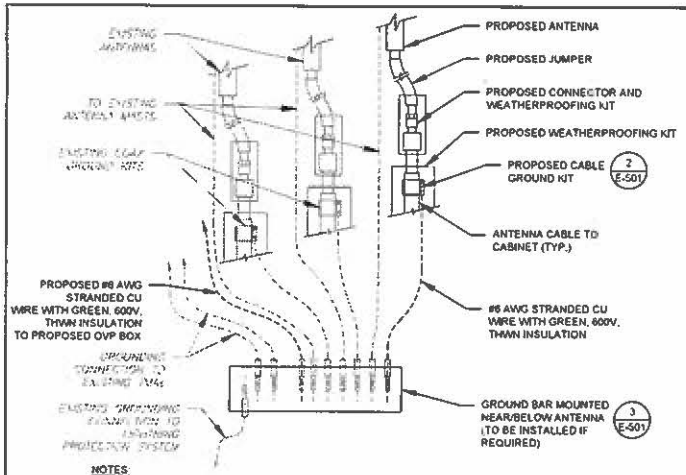
LICENSED ARCHITECT
Kenneth Purtell
C-14365
02/28/2023
RENEWAL
STATE OF CALIFORNIA

AT&T

DATE DRAWN	07/26/22
ATC JOB NO	13667030
CUSTOMER NAME:	DRY CREEK - WATT
CUSTOMER ID	CVL01586

ELECTRICAL DETAILS

SHEET NUMBER	REVISION
E-101	0

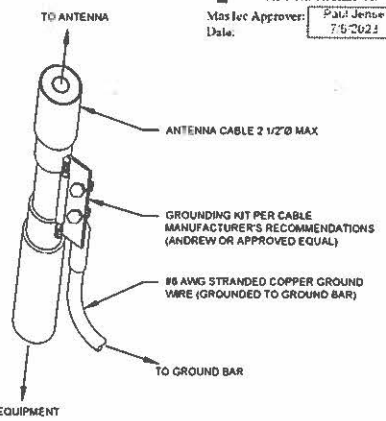


NOTES:

1. THIS DETAIL IS INTENDED TO SHOW THE GENERAL GROUNDING REQUIREMENTS. SLIGHT ADJUSTMENTS MAY BE REQUIRED BASED ON EXISTING SITE CONDITIONS. THE CONTRACTOR SHALL MAKE FIELD ADJUSTMENTS AS NEEDED AND INFORM THE CONSTRUCTION MANAGER OF ANY CONFLICTS.
2. SITE GROUNDING SHALL COMPLY WITH AT&T MOBILITY GROUNDING STANDARDS, LATEST EDITION, AND COMPLY WITH AT&T MOBILITY GROUNDING CHECKLIST, LATEST VERSION. WHEN NATIONAL AND LOCAL GROUNDING CODES ARE MORE STRINGENT THEY SHALL GOVERN.

1 TYPICAL ANTENNA GROUNDING DIAGRAM
SCALE: N.T.S.

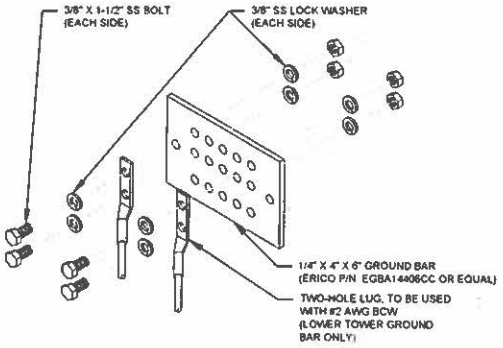
MasTec Network Solutions
As-Built-Redline (AB)
MasTec Approver: Paul Jensen
Date: 7/5/2022



GROUND KIT NOTES:

1. DO NOT INSTALL CABLE GROUND KIT AT A BEND AND ALWAYS DIRECT GROUND WIRE DOWN TO GROUND BAR.
2. CONTRACTOR SHALL PROVIDE WEATHERPROOFING KIT (ANDREW PART NUMBER 221213) AND INSTALL/TAPE PER MANUFACTURER'S SPECIFICATIONS.

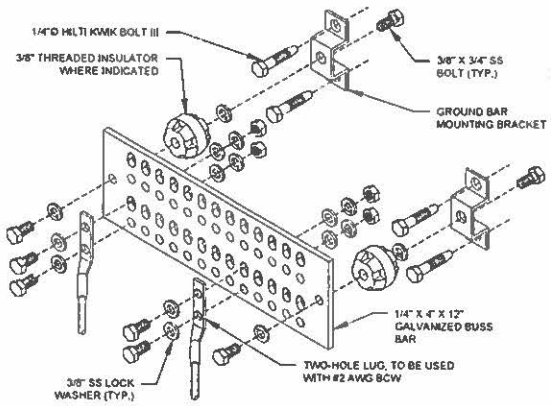
2 CABLE GROUND KIT CONNECTION DETAIL
SCALE: N.T.S.



GROUND BAR NOTES:

1. GROUND BAR KITS COME WITH ALL HARDWARE, NUTS, BOLTS, WASHERS, ETC. EXCEPT THE STRUCTURAL MOUNTING MEMBER(S).
2. GROUND BAR TO BE BONDED DIRECTLY TO TOWER.

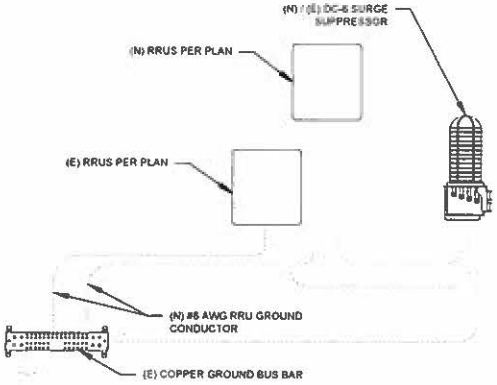
3 TOWER GROUND BAR DETAIL
SCALE: N.T.S.



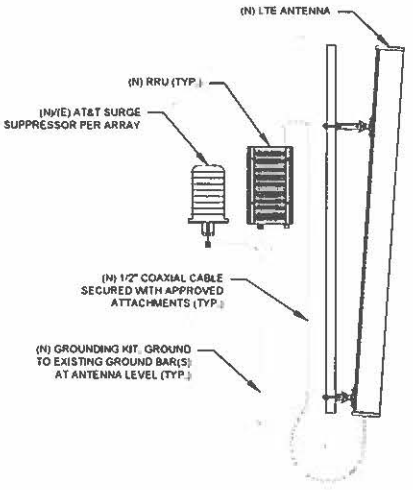
GROUND BAR NOTES

1. GROUND KITS COME WITH ALL HARDWARE, NUTS, BOLTS, WASHERS, ETC. EXCEPT THE STRUCTURAL MOUNTING MEMBER(S).
2. GROUND BAR SHALL BE BOLTED TO STRUCTURAL MEMBER OR ANCHORED TO CONCRETE SLAB W/ HILTI KWIK BOLT III.

4 MAIN GROUND BAR DETAIL
SCALE: N.T.S.



5 RRU GROUNDING
SCALE: N.T.S.



6 ANTENNA/RRU GROUNDING
SCALE: N.T.S.

BRENDA KENSINGER
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
02/28/2023
STATE OF CALIFORNIA

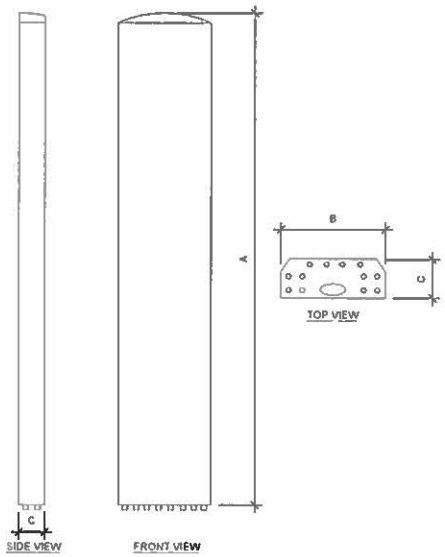
AT&T

DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

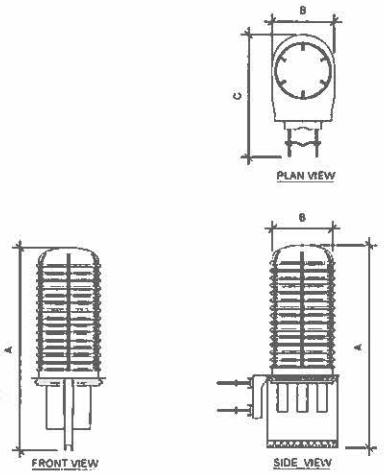
GROUNDING DETAILS

SHEET NUMBER	REVISION
E-501	0

MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Date: 7/6/2023



ANTENNA SPECIFICATIONS				
ANTENNA MODEL	A	B	C	WEIGHT (LBS)
AIR6449 B77D	30.4"	15.9"	8.1"	81.6



RAYCAP SPECIFICATIONS				
RAYCAP MODEL	A	B	C	WEIGHT (LBS)
DC9-48-60-24-8C-EV	31.4"	18.3"	10.2"	18.0

EQUIPMENT SPECIFICATIONS

SCALE: N.T.S.

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC
REVIEWED FOR
DSA ☑ FLS ☑ ACS ☐
DATE 06/22/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
02/28/2023
STATE OF CALIFORNIA

AT&T

DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

SUPPLEMENTAL

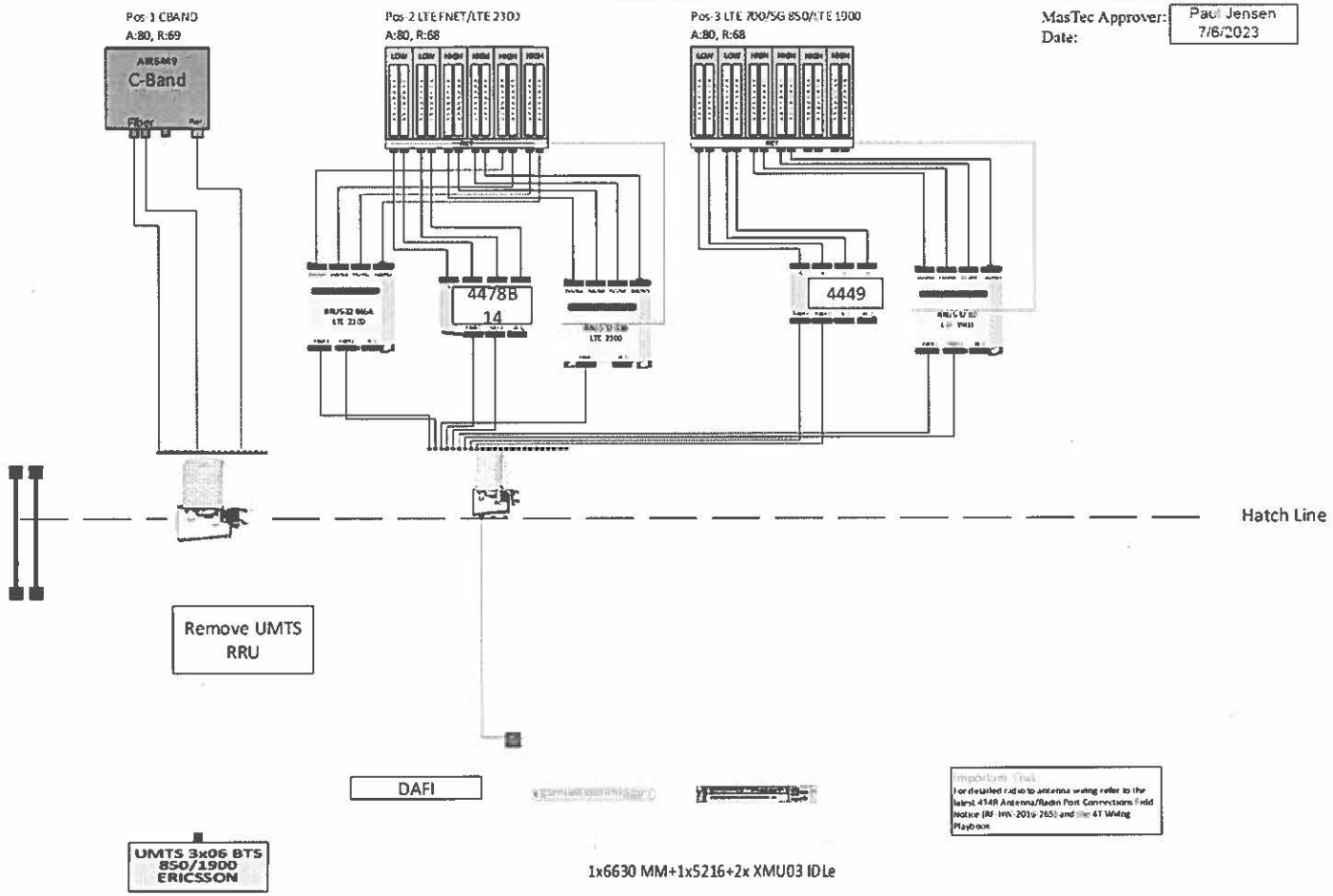
SHEET NUMBER	REVISION
R-601	0

Diagram - Sector	A	Diagram File Name - 27334-CNU1586-3738669-SFO.vsdx					
Atoll Site Name -	CNU1586	Location Name -	DRY CREEK - WATT	Market -	SACRAMENTO	Market Cluster -	SAN FRANCISCO/SACRAMENTO
Comments:							

ALPHA

MasTec Network Solutions
As-Built-Redline CD

MasTec Approver: Paul Jensen
Date: 7/6/2023



RFDS PLUMBING DIAGRAM

NOTE THIS SHEET WAS CREATED BY OTHERS AND PROVIDED AT THE REQUEST OF THE CUSTOMER WITHOUT EDIT. GENERAL CONTRACTOR IS TO CHECK WITH THE AT&T MOBILITY CM TO ENSURE THIS IS THE MOST RECENT VERSION OF THE RFDS.

IDENTIFICATION STAMP
OFFICE OF THE STATE ARCHITECT
APP: 02-126264 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE 06/22/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL



AT&T

DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

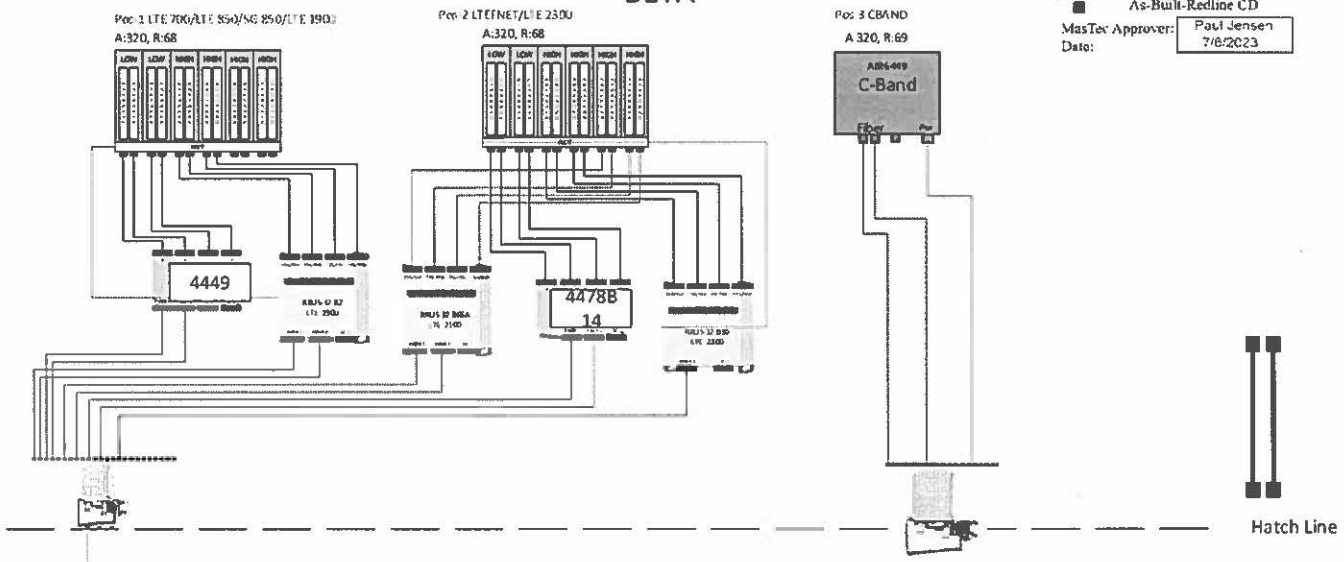
SUPPLEMENTAL

SHEET NUMBER	REVISION
R-602	0

Diagram - Sector	A	Diagram File Name - 27334-CNU1586-3738560-SFO.vsdx					
Mstl Site Name -	CNU1586	Location Name -	DRY CREEK - WATT	Market -	SACRAMENTO	Market Cluster -	SAN FRANCISCO:SACRAMENTO
Comments							

BETA

MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Date: 7/6/2023



Remove UMTS RRU

UMTS 3x06 BTS 850/1900 ERICSSON

DAFI

1x6630 MM+1x5216+2x XMU03 IDLe

RFDS PLUMBING DIAGRAM

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IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC:
REVIEWED FOR:
SS ☑ FLS ☑ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22
△			
△			

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
07/28/2023
DATE
STATE OF CALIFORNIA

AT&T

DATE DRAWN:	07/28/22
ATC JOB NO:	13667030
CUSTOMER NAME:	DRY CREEK - WATT
CUSTOMER ID:	CVL01586

SUPPLEMENTAL

SHEET NUMBER	REVISION
R-603	0

Diagram - Sector	A	Diagram File Name - 27334-CNU1586-373866-SFO.vedx					
Atoll Site Name -	CNU1586	Location Name -	DRY CREEK - WATT	Market -	SACRAMENTO	Market Cluster -	SAN FRANCISCO/SACRAMENTO
Comments:							

GAMMA

MasTec Network Solutions
As-Built-Redline CD
MasTec Approver: Paul Jensen
Date: 7/6/2023

Pos-1 LTE 700/LTE 850/5G 850/LTE 1900
A:320, R:68

Pos-2 LTE/NET/LTE 2300
A:320, R:68

Pos-3 CBAND
A:320, R:69

C-Band

4449

4478B
14

Hatch Line

Remove UMTS RRU

UMTS 3x06 BTS
850/1900
ERICSSON

DAFI

1x6630 MM+1x5216+2x XMU03 IDLe

RFDS PLUMBING DIAGRAM

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PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
C	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
07/28/2023
STATE OF CALIFORNIA

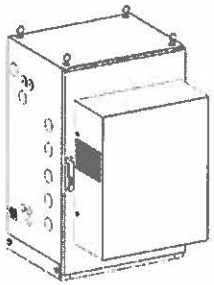
AT&T

DATE DRAWN	07/28/22
ATC JOB NO.	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

SUPPLEMENTAL

SHEET NUMBER	REVISION
R-604	0

FlexSure®



FLX21-2520

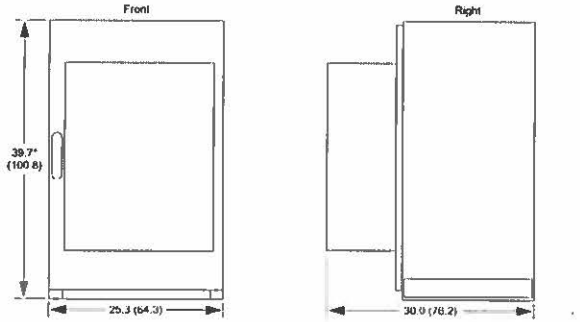
Installation Manual

Purcell SYSTEMS an EnerSys company

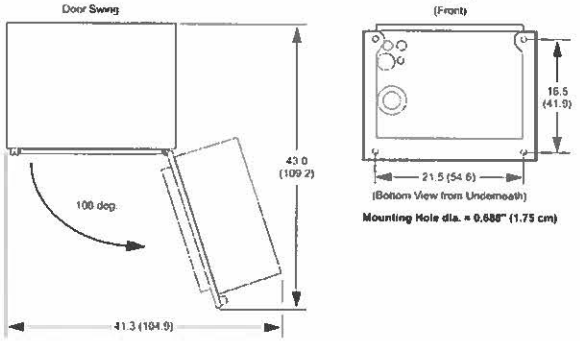
Cabinet Dimensions

Important! *If site requires a stacked configuration, see "Preparing a Stacked Configuration"* SEE SHT. R-606

Inches (centimeters)



*Height dimension increased by use of 4 in. or 14 in. plinth



Mounting Hole dia. = 0.688" (1.75 cm)

1 PROPOSED FLX21 PURCELL CABINET DETAIL
SCALE N.T.S.

NOTE THIS SHEET CREATED BY OTHERS AND PROVIDED BY REQUEST OF CUSTOMER WITHOUT EDIT.

EXHIBIT A STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl., #93 Pleasant Hill CA 94523
Email: kp1114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SR2	07/26/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS:
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT Kenneth Purtell C-13265 07/26/2023 STATE OF CALIFORNIA

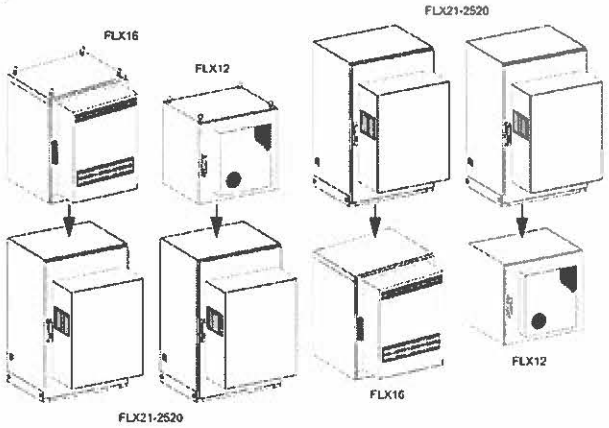
AT&T

DATE DRAWN	07/26/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

SUPPLEMENTAL

SHEET NUMBER:	REVISION
R-605	0

Preparing a Stacked Configuration



If you are stacking an FLX21-2520 on top of another FlexSure® cabinet, the pad must be prepared for the bottom cabinet. See the appropriate manual for mounting footprint dimensions.

- FLX12-2420, PN 1000010699
- FLX16-2520, PN 1000017261

If you are mounting FLX16-2520 with threaded inserts in the base on top of the FLX21-2520, a 4-in. plinth (PN 2000003206) is required for the FLX16-2520.

External Cable Routing to the Cabinet

Note *No roof-to-floor routing in stacked configurations. Customer site plan determines any cable routing between cabinets through side panel knockouts.*

1 PROPOSED FLX21 PURCELL CABINET DETAIL
SCALE N.T.S.

NOTE THIS SHEET CREATED BY OTHERS AND PROVIDED BY REQUEST OF CUSTOMER WITHOUT EDIT.

VERIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC:
REVIEWED FOR:
SS ☑ FLS ☑ ACS ☐
DATE 08/22/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
D	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER 370500
ATC SITE NAME CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
AT&T MOBILITY MOBILITY SITE NAME
DRY CREEK - WATT
SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL



AT&T

DATE DRAWN	07/28/22
ATC JOB NO.	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID.	CVL01586

SUPPLEMENTAL

SHEET NUMBER	REVISION
R-606	0

R48-3200

DC Power
for Business Critical Continuity™

Rectifier
-48 V DC, 3200 W

Features and Benefits

- Optimized depth-reduced footprint allows installation in short-depth racks and cabinets
- DSP (Digital Signaling Processor)-means fewer components, optimized operation and active load sharing for increased reliability
- Compliant with global standards-delivers quality, performance and reliability no matter where the application or location demands
- High efficiency, up to 93%-reduces power consumption for lower operating costs
- Hot pluggable-facilitates future expansion
- Wide input voltage range-operates in the most demanding environments where input voltage changes
- Wide temperature operating range (-40°C / -40 °F to +75°C / 167°F) meets the toughest climatic environment requirements

Description

The R48-3200 rectifier converts standard AC supply voltages into stable nominal -48V DC voltage adjustable to the needs of the application. The R48-3200 is a constant power rectifier designed with the latest patented switch-mode technology using DSP (Digital Signaling Processor) functionality for efficient operation.

For a higher load capacity, rectifiers can be connected in parallel and intelligent control can be added with the help of a separate controller.

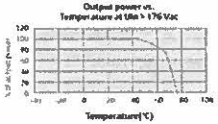


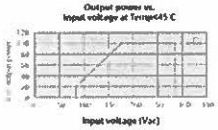
EMERSON
Network Power

R48-3200

Technical Specifications, R48-3200

AC Input	
Input voltage, nominal	200 to 250 VAC
Input voltage, permitted variation	85 to 300 VAC
Line frequency	45 to 55 Hz
Max input current	20A
Power factor	0.99
THD, Total harmonic distortion	<5% from 50 to 100% of rated load
DC Output	
Output voltage, adjustment range	-42 to -56 VDC
Output power	3200 W @ Vout =48 VDC
Output power, derated for input voltage	See diagram
Output current	67 A
Output current limit set point	0 to 67 A
Efficiency	93%
Psophometric noise (system)	<1mW -32 dBm
Temperature derating	See diagram
Control and Monitoring	
Rectifier Alarm and Signaling	Alarm and status reported via CAN bus to system Controller
Visual Indications	Green LED: Normal Operation Yellow LED: Alarm Red LED: Failure Flashing Red LED: Fan Failure
Environmental	
Temperature Range, Operating	-40 to +75°C, -40 to +167°F
Temperature Range, Storage	-40 to +75°C, -40 to +167°F
Relative Humidity	0 to 95%
Altitude	2000 m, 6560 ft at full power
EMC	ETSI EN 300 386 class B, FCC CFR 47 Part 15 class B. Telcordia GR-1089 CORE class B
Safety	IEC 60950, EN 60950, UL 60950
Mechanics	
Dimensions (H - W - D)	132 x 85.3 x 267mm, 5.20 x 3.36 x 10.5 inches
Weight	3.5kg, 7.7lbs
Other parts	
Controller Units	See separate ACU, SCU, ACU+ and SCU+ datasheets
Ordering Information	
Product Name	Product Code
Rectifier -48V, 3200W	R48-3200x.xxx







Emerson Network Power.
The global leader in enabling Business Critical Continuity™.

- AC Power
- Connectivity
- DC Power
- Embedded Computing
- Embedded Power
- Infrastructure Management & Monitoring
- Outside Plant
- Power Switching & Control
- Precision Cooling
- Racks & Integrated Cabinets
- Services
- Surge Protection

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www.DCpowerlicensing.com

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2010.4

1 PROPOSED RECTIFIER DETAIL
SCALE: N.T.S.

NOTE: THIS SHEET CREATED BY OTHERS AND PROVIDED BY REQUEST OF CUSTOMER WITHOUT EDIT.

ENGINEERING STAMP
DIV. OF THE STATE ARCHITECT
APP#: 02-120264 INC:
REVIEWED FOR
ADS ☒ FLS ☒ ACS ☐
DATE 04/29/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
0	100% CONSTRUCTION	SRZ	07/28/22

ATC SITE NUMBER: 370500
ATC SITE NAME: CENTER UNIFIED SCHOOL
AT&T MOBILITY MOBILITY SITE NUMBER:
CVL01586
AT&T MOBILITY MOBILITY SITE NAME:
DRY CREEK - WATT
SITE ADDRESS:
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
07/28/2022
STATE OF CALIFORNIA

AT&T

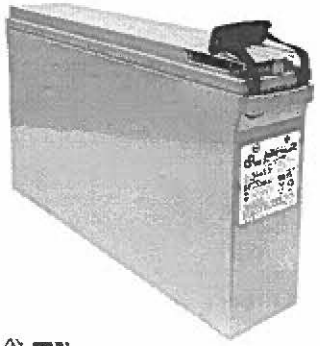
DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

SUPPLEMENTAL

SHEET NUMBER	REVISION
R-607	0

PYL12V185FT 12V 185Ah-8Hr
HIGH TEMPERATURE SUPER LONG LIFE
BATTERY with *HT Element X Alloy™*

TECHNICAL DATA SHEET



HIGH TEMPERATURE LONG LIFE DESIGN
+ *HT Element X Alloy™* extends life in high temp applications
+ Additives to maintain compression
+ Designed to control charging current as temperature increases
+ No thermal runaway
+ Epoxy sealed terminals to prevent post leaks
+ Rugged ABS cases to maximize handling damage

10+ YEAR DESIGN LIFE
+ Exceeds Telcordia GR-1200 criteria
+ Greater than 5 years at 35°C

COMPLIANCE
+ VZTPR-9802
+ GR-4228
+ GR-1089
+ GR-63 NEBS

SAFETY
+ UL 94V-0
+ UL 1989

Pb

SPECIFICATIONS

MODEL	NOMINAL VOLTAGE (V)	*RATED CAPACITY at 0.5hr (Ah)	** OPERATING RANGE	L		W		H		TH		WEIGHT		TERMINAL
				mm	in.	mm	in.	mm	in.	mm	in.	kg	lbs.	
PYL12V185FT	12	185	-40 to 65°C (-40 to 149°F)	556	21.9	125	4.9	317	12.5	317	12.5	60.7	133.8	Insert M6 Bolt Style Lead Lock

*Maximum Charge Current is 25% of the 8 Hr Rate **Refer to Product Manual for optimum temperature range

AMPERES TO FINAL VOLTAGE: 1.75V@25°C (77°F)

MODEL	DISCHARGE TIME (Hr)										
	2	3	4	5	6	7	8	9	10	12	20
PYL12V185FT	71.2	52.0	41.3	34.4	30.0	26.0	23.1	21.0	19.3	17.7	10.2

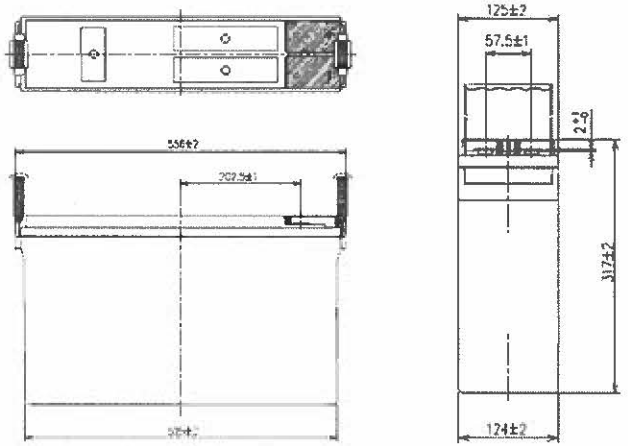
WATTS TO FINAL VOLTAGE: 1.75V@25°C (77°F)

MODEL	DISCHARGE TIME (Hr)										
	2	3	4	5	6	7	8	9	10	12	20
PYL12V185FT	829	609	487	407	351	315	275	250	232	215	123

GS YUASA
Creating the Future of Energy

PYL12V185FT 12V 185Ah-8Hr
HIGH TEMPERATURE SUPER LONG LIFE
BATTERY with *HT Element X Alloy™*

units: mm



- **Float Charge Voltage: 13.65 ±0.15 @ 25°C**
- **Temperature Compensation: Adjust float charge voltage +3mV/°C/cell for temperatures <25°C; -3mV/°C/cell for temperatures >25°C.**
- **Internal Resistance: Approximately 3.5mΩ measured with 1kHz AC bridge**
- **Terminal Hardware Torque: (Top, 8mm): 90 in-lbs. (10.17 Nm)**
  (Front, 6mm): 43.4 in-lbs. (4.9 Nm)

ABOUT GS YUASA ENERGY SOLUTIONS, INC.

GS Yuasa Energy Solutions, Inc. is an American subsidiary of GS Yuasa Corporation, the world's second largest battery company and a 100+ year old Japanese corporation. GS Yuasa Energy Solutions (GYES) was formed in 2019 to address the growing energy storage and reserve power markets. GYES brings together and leverages GS Yuasa Group's advanced technologies with proven American market successes in lithium, telecom, UPS, alarm & security, and energy storage into a single business unit.

GS YUASA
Creating the Future of Energy

GS Yuasa Energy Solutions, Inc.
1150 Northmeadow Pkwy. Suite 110
Roswell, GA 30076 (800) 472-2879
www.gsyuasa-es.com

500-100-022 rev 3.0 7-2020

(1) PROPOSED GS PORTALAC PYL12V185FTB BATTERY DETAIL
SCALE: N.T.S.

NOTES
- THIS SHEET CREATED BY OTHERS AND PROVIDED BY REQUEST OF CUSTOMER WITHOUT EDIT.
- (8) PYL12V185FT BATTERIES OF PURE LEAD AGM I3 IS EQUAL TO 17.76KWH. THIS VALUE IS LESS THAN THE LEAD ACID CAPACITY OF 70KWH EXTRACTED FROM CFC TABLE 1206.1.1

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DATE 04/27/2022

PLANS PREPARED BY:

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Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

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C	100% CONSTRUCTION	SRZ	07/28/22

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AT&T MOBILITY MOBILITY SITE NUMBER
CVL01586
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ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14365
07/29/2022
STATE OF CALIFORNIA

AT&T

DATE DRAWN	07/28/22
ATC JOB NO	13667030
CUSTOMER NAME	DRY CREEK - WATT
CUSTOMER ID	CVL01586

SUPPLEMENTAL

SHEET NUMBER	REVISION
R-608	0

CFC CHAPTER 12 SECTION 1206 COMPLIANCE

BATTER INFORMATION

ALL TYPE BATTERY CAPACITY DATA 12V MONOBLOCKS, BATTERY CAPACITY ALLOWED - kWh (252 MEGAJOULES)

BATTERY MODEL	TOTAL # OF BATTERY UNITS INSTALLED	TOTAL NOMINAL VOLTAGE	RATED CAPACITY (8 HOUR RATE)	kWh OF SINGLE BATTERRY = (RATED CAPACITY) x (NOMINAL VOLTAGE) / 1000
		AH - VOLATAGE (AH)/1000		
PYL12V185FT	20	12V	185 Ah	2.22kWh = 185Ah x 12V / 1000
NETXTEND FLEX BATTERY CABINET	TOTAL	44.4kWh - 20 UNITS x 2.22kWh / UNIT (44.4 < 70 kWh - SECTION NOT APPLICABLE)		
TOTAL BATTERY WEIGHT (20 BATTERIES) = 2,676 LBS			TOTAL ELECTROLYTE GALLONS (20 BATTERIES) = 52.43 GALLONS	

ELECTRICAL DATA

BATTERY MODEL: PYL12V185FT	SHORT CIRCUIT CURRENT: N/A	INTERNAL RESISTANCE (mOhms): 3.5mΩ @25° C (77°F)

CFC SECTION 1208 BATTERY REQUIREMENTS

REQUIREMENT	NONRECOMMBINANT BATTERIES		RECOMMBINANT BATTERIES		OTHER BATTERIES
	VENTED (FLOODED) LEAD ACID BATTERIES	VENTED (FLOODED) NICKEL CADMIUM BATTERIES	VALVE REGULATED LEAD ACID (VRLA) BATTERIES	LITHIUM ION CELLS	LITHIUM METAL CELLS
SAFETY CAPS	FLAME - ARRESTING CAPS (608.4.6)	FLAME - ARRESTING CAPS (608.4.6)	NOT REQUIRED	NO CAPS	NO CAPS
THERMAL RUNAWAY MANAGEMENT	REQUIRED (608.6.1)	REQUIRED (608.6.1)	REQUIRED (608.4.7)	NOT REQUIRED	NOT REQUIRED
SPILL CONTROL	REQUIRED (608.5.5)	REQUIRED (608.5.5)	REQUIRED (608.5.5)	REQUIRED (608.5.5)	REQUIRED (608.5.5)
NEUTRALIZATION	REQUIRED (608.5.5)	REQUIRED (608.5.5)	REQUIRED (608.5.5)	REQUIRED (608.5.5)	REQUIRED (608.5.5)
VENTILATION	REQUIRED (608.6.1)	REQUIRED (608.6.2)	REQUIRED (608.6.1)	NOT REQUIRED	REQUIRED (608.6.6)
SIGNAGE	REQUIRED (608.2.6)	REQUIRED (608.2.6)	REQUIRED (608.2.6)	REQUIRED (608.2.6)	REQUIRED (608.2.6)
SEISMIC PROTECTION	REQUIRED (608.1.4)	REQUIRED (608.1.4)	REQUIRED (608.1.4)	REQUIRED (608.1.4)	REQUIRED (608.1.4)
SMOKE DETECTION	REQUIRED (608.5.2)	REQUIRED (608.5.2)	REQUIRED (608.5.2)	REQUIRED (608.5.2)	REQUIRED (608.5.2)

1 CFC TABLE
SCALE: N.T.S.

NOTE: THIS SHEET CREATED BY OTHERS AND PROVIDED BY REQUEST OF CUSTOMER WITHOUT EDIT.

EXHIBICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 02-120264 INC:
REVIEWED FOR
DSA ☑ PUB ☑ ACS ☐
DATE 08/23/2022

PLANS PREPARED BY:
KP Design
821 Ryan Pl. #93 Pleasant Hill, CA 94523
Email: kb114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
B	90% CONSTRUCTION	GV	06/22/22
B	100% CONSTRUCTION	SRZ	07/28/22

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AT&T MOBILITY MOBILITY SITE NAME:
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SITE ADDRESS
3111 CENTER COURT LN
ANTELOPE, CA 95843-0000

SEAL

LICENSED ARCHITECT
Kenneth Purtell
C-14065
07/28/2023
STATE OF CALIFORNIA

AT&T

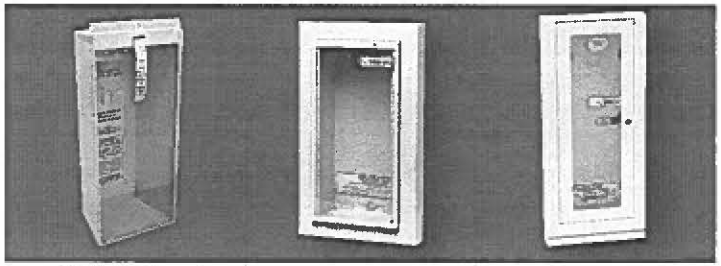
DATE DRAWN:	07/28/22
ATC JOB NO:	13667030
CUSTOMER NAME:	DRY CREEK - WATT
CUSTOMER ID:	CVL01586

SUPPLEMENTAL

SHEET NUMBER:	REVISION:
R-609	0

Kidde

Fire Extinguisher Wall Cabinets



SURFACE-MOUNTED	SEMI-RECESSED	SEMI-RECESSED
• Heavy-duty Steel • Tempered Safety Glass • Break Rite™ Handle • Long-life Coating • Vandal-resistant assembly	• Heavy-duty Steel • Tempered Safety Glass • Break Rite™ Handle • Long-life Coating • Vandal-resistant assembly	• Heavy-duty Steel • Tempered Safety Glass • Break Rite™ Handle • Long-life Coating • Keyed Steel Cam Lock

Compact, Value-oriented Cabinets.

Ideal for apartments, condos and strip malls.

Features

- Heavy-gauge, galvanized steel construction
- Tempered safety glass – far safer than standard plate glass during emergencies, and in case of accidental breakage
- Patented Break RiteTM non-removable handle–eliminates the need for hammer or breaker-bar
- Electrostatically-applied, thermally-fused, recoatable finish, for longer life
- 9700 Series: Vandal-resistant, unitized assembly with provision for optional padlock
- 7000 Series: Keyed steel cam lock

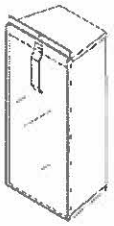
Benefits

- Longer life in outdoor applications
- Safe tempered glass
- Resists chipping, peeling and flaking like enamel
- Contents kept safe and secure
- Reduced accidental breakage

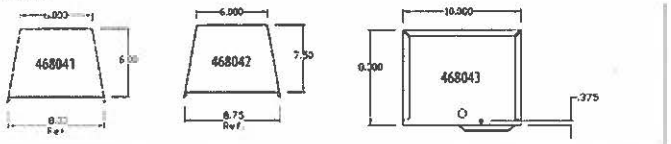
SPECIFICATIONS AND ORDER INFORMATION

Fire Extinguisher Wall Cabinets

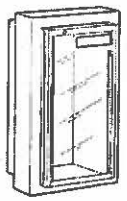
Surface Mount Cabinets				
Part No.	Model No.	Wall Mounting	Inside Box W x H x D	For Use With Extinguishers (max. size)
468041	[illegible]	Surface	[illegible]	5 lb. Dry Chemical
468042	[illegible]	Surface	[illegible]	10 lb. Dry Chemical
468043	[illegible]	Surface	[illegible]	20 lb. Dry Chemical or 3 Gallon Water



TOP VIEWS



Semi-recessed Cabinets						
Part No.	Model No.	Wall Mounting	Inside Box Dimension W x H x D	Overall Frame W x H	Wall Opening Required W x H x D	For Use With Extinguishers (max. size)
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Semi-recessed Cabinets/Keyed Steel Cam Lock						
468046	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
468047	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]



Kidde

1016 Corporation Park Drive
Mebane, NC 27302

www.kidde.com

1 PROPOSED FIRE EXTINGUISHER WALL CABINET DETAIL

SCALE N.T.S.

NOTE: THIS SHEET CREATED BY OTHERS AND PROVIDED BY REQUEST OF CUSTOMER WITHOUT EDIT.

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 07-120264 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE: 08/30/2022

PLANS PREPARED BY:

KP Design
821 Ryan Pl., #93 Pleasant Hill, CA 94523
Email: k8114p@gmail.com Cell: 650-796-4995
Ken Purtell Architect

REV.	DESCRIPTION	BY	DATE
A	PRELIMINARY	SDD	02/15/22
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△			
△			

ATC SITE NUMBER: 370500

ATC SITE NAME: CENTER UNIFIED SCHOOL

AT&T MOBILITY MOBILITY SITE NUMBER:

CVL01586

AT&T MOBILITY MOBILITY SITE NAME:

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C-14365
02/28/2023
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AT&T

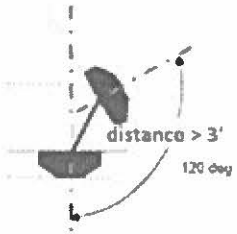
DATE DRAWN	07/26/22
ATC JOB NO:	13667030
CUSTOMER NAME:	DRY CREEK - WATT
CUSTOMER ID:	CVL01586

SUPPLEMENTAL

SHEET NUMBER:	REVISION
R-610	0

RF REQUIREMENTS FOR 700 B14 FIRSTNET, 700 B12, 700D B29 ANTENNA SEPARATION

- ❑ Horizontal separation (side to side of antenna): >= 3'
- ❑ Vertical separation (between the tips of the antennas): > 3'
- ❑ Inter-sector separation: > 3' between the center of the antenna backplanes.



- ❑ Please note additional horizontal separation may be required if B14 antennas azimuth are different from others or antennas are severely angled with respect to the mount.
- ❑ Typical 3' horizontal separation can tolerate skew angle up to 6°.

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D			
E			

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C-14365
STATE OF CALIFORNIA

AT&T

DATE DRAWN:	07/28/22
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CUSTOMER ID:	CVL01586

SUPPLEMENTAL

SHEET NUMBER	REVISION
R-611	0

EXHIBIT C

FINGERPRINTING REQUIREMENTS

Licensee Certification

With respect to the Communications Site License Agreement dated as of December 7, 2005 by and between the Center Joint Unified School District, a California public school district ("District"), and New Cingular Wireless PCS, LLC, a Delaware limited liability company ("Licensee") and subsequent amendments (collectively, the "License"), Licensee hereby certifies to the District's governing board that it has complied with the criminal background check requirements of Education Code section 45125.1 and that none of its employees and/or consultants that may come into contact with District pupils have been convicted of a violent felony listed in Penal Code section 667(c) or a serious felony listed in Penal Code section 1192.7(c).

_____ _____

Licensee's Representative Date

Licensee Exemption

Pursuant to Education Code section 45125.1, the Center Joint Unified School District, a California public school district ("District"), has determined that New Cingular Wireless PCS, LLC, a Delaware limited liability company ("Licensee"), is exempt from the criminal background check certification requirements for the Communications Site License Agreement dated as of December 7, 2005, and subsequent amendments, by and between the District and Licensee (collectively, the "License") because:

____ Licensee's employees and/or consultants will have limited contact with District students during the course of the License; or

____ Emergency or exceptional circumstances exist.

_____ _____

District Official Date