

RINCON VALLEY UNION SCHOOL DISTRICT
Regular Board Meeting, Board of Trustees
District Office, 1000 Yulupa Avenue
March 8, 2016

AGENDA

The Rincon Valley Union School District complies with ADA requirements and upon request, will attempt to reasonably accommodate individuals with disabilities by making meeting material available in appropriate alternative formats (pursuant to Government Code Section 54953.2). Anyone requiring reasonable accommodation to participate in the meeting should contact the Rincon Valley Union School District at 542-7375, 48 hours prior to the meeting.

- 1. OPEN SESSION** **5:00 p.m.**
CALL TO ORDER, PUBLIC COMMENTS
- 2. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD ON CLOSED SESSION ITEMS**
This time is reserved for citizens, employees, and representatives of school groups to address the Board on items that are on the closed session agenda. Persons addressing the Board are requested to state their names and whether or not they are a resident of the district. The Board President reserves the right to limit comments from the public as well as limit the total number of minutes used on any one topic.
- 3. CLOSED SESSION**
 - 3.1 Conference with the Board's labor negotiator, Tony Roehrick, regarding Gov. Code 54957.6):**
 - 3.1 a Negotiations with Rincon Valley Union Teachers' Association (represented certificated employees)**
 - 3.1 b Negotiations with California School Employees Association (CSEA) Chapter #284**
 - 3.2 Personnel issues, Gov. Code 54957**
 - 3.3 Request for Leaves and Shared Contract for 2016-2017 school year, Gov. Code 54957**
 - 3.4 Resolution 03-16-11, Public Employee-Discipline/Dismissal/Release, Notice of Non-Reelect Temporary Certificated Employees (75% or more), Gov. Code 54957**

3.5 Resolution 03-16-14, Public Employee-Discipline/Dismissal/Release, Notice of Non-Reelect Temporary Certificated Employees (less than 75%), Gov. Code 54957

3.6 Conference with Real Property Negotiators, Gov. Code 54956.8

Negotiator: Dr. Joe Pandolfo

Address: 4669 Badger Road, Santa Rosa, CA 95409

**4. OPEN SESSION: PLEDGE OF ALLEGIANCE, 6:00 p.m.
ROLL CALL**

5. ANNOUNCEMENT OF CLOSED SESSION DECISIONS

6. AGENDA MODIFICATIONS/ADDITIONS

7. AGENDA AND CONSENT ITEM APPROVAL

(Consent Items a Board Member wishes to discuss will be moved to the Action Item section)

**7.1 Minutes of February 9, 2016 Regular Board Meeting
Minutes of February 11, 2016, Special Board Meeting**

7.2 Declaration of Surplus Property

The Board will declare the following as surplus property:

- 41 HP Compaq Computers
- 20 HP monitors

7.3 Adoption of Board Policy Revisions from December 2015

Adopt Revised:

BP 2121, Superintendent's Contract

BP/AR 4030, Nondiscrimination in Employment

BP 4121, Temporary/Substitute Personnel

AR 4261.1, Personal Illness/Injury Leave

BP/AR 5111.1, District Residency

BP/AR 5141, Health Care and Emergencies

BP/AR 6142.1, Sexual Health and HIV/AIDS Prevention Instruction

AR 6173, Education for Homeless Children

AR 6173.1, Education for Foster Youth

BP 6179, Supplemental Instruction

Adopt Minor Revisions:

AR 4032, Reasonable Accommodation

BP 4119.11, Sexual Harassment

BP 5117, Interdistrict Attendance

BP 5123, Promotion/Acceleration/Retention

Delete:

AR 4031, Complaints Concerning Discrimination in Employment
AR 5111.12, Residency Based on Parent/Guardian Employment
E 5141.6, School Health Services
E 9150, Student Board Members

7.4 Approval of Warrants:

02/05/16	-	1464574 – 1464631
02/17/16	-	1466370 – 1466436
02/19/16	-	1467142 – 1467234
03/02/16	-	1469981 – 1470078

8. ANNOUNCEMENTS AND CALENDAR

Fine Arts Day – Binkley	March 9
Fine Arts Day – Madrone	March 11
RVEF Meeting	March 14, 7:00 p.m., District Office
Future Chef Competition	March 15, 3:30 – 5:30, Village
Community LCAP Meeting	March 15, 6:30 – 8:00 p.m., Matanzas March 16, 6:30 – 8:00 p.m., Sequoia
RVUTA Negotiations	March 17, 8:00 am – 3:00 p.m., District Office
Spring Break	March 21– 25
Agenda Setting	March 31, 8:00 a.m., District Office
Site Visits	March 31, 9:00 a.m. – 1:00 p.m.
Fine Arts Day – Spring Creek	April 1
Community Solar Meeting	April 5, 6:00 – 7:00 p.m., District Office 7:00 – 8:00 p.m., Sequoia
Science Fair – Whited	April 7, 5:30 – 7:00 p.m.
RVEF Meeting	April 11, 7:00 – 8:00 pm, District Office
Regular Board Meeting	April 12, 2016, 6:00 pm, District Office

9. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD

This time is reserved for citizens, employees, and representatives of school groups to address the Board on items that are not on the agenda. By law, the Board cannot take action upon or discuss items that are not on the approved agenda, but welcomes your comments. Persons addressing the Board are requested to state their names and whether or not they are a resident of the district.

The Board President reserves the right to limit comments from the public as well as limit the total number of minutes used on any one topic. If you wish to address the Board on any item on the agenda, please make your request at the time the item is being discussed.

10. SUPERINTENDENT'S COMMENTS, LEGISLATIVE UPDATE, CORRESPONDENCE

11. AWARDS

11.1 Classified Employee of the Month

Recommend Approval of the Resolution for Joe Aldridge
Classified Employee of the Month of March, 2016

11.2 Certificated Employee of the Month

Recommend Approval of the Resolution for Halley McKenzie
Certificated Employee of the Month of March, 2016

12. INFORMATION

12.1 Parcel Tax Renewal

Mr. Connell Lindh, Campaign Advisor, will discuss the renewal of the district's existing parcel tax.

--Dr. Tony Roehrick/Mr. Connell Lindh

12.2 EMC Research Survey Update – Middle School Program

Dr. Roehrick will provide a progress update on the EMC Research Project

--Dr. Tony Roehrick

12.3 Rincon Valley Charter School Registration Update

Dr. Roehrick will report on the 2016-2017 Rincon Valley Charter School Registration results.

--Dr. Tony Roehrick

12.4 Curriculum and Instruction Report

Dr. Metzger will report on the following curriculum and instruction goals:

- *STAR Reading and Math (1a)*
- *Tech Summary Report*

--Dr. Terry Metzger

12.5 Student Services Report

Mrs. Cathy Myhers, Student Services Director, will report on the following:

- *Student Support Updates*

--Cathy Myhers

12.6 District Emergency Plan

Board of Trustees will discuss the District Emergency Plan modeled after RESIG.

---Dr. Tony Roehrick

12.7 Facility Construction Update (3d)

Dr. Pandolfo will give an update on facility construction.

--Dr. Joe Pandolfo

12.8 State of Schools Report (Goals 4c,d)

Dr. Roehrick will report on the "State of Schools" regarding opportunities to increase participation and communication with staff and parents through various committees and information evenings.

--Dr. Tony Roehrick

13. ACTION

13.1 2nd Interim Rincon Valley Union School District Budget 2015-2016

Board of Trustees will consider approving 2nd Interim Budget 2015-16.

--Dr. Joe Pandolfo

13.2 Request for Leaves and Shared Contract for 2016-2017 school year

Board of Trustees will consider approving the requests for leaves and shared contracts for the 2016-17 school year.

--Dr. Tony Roehrick

13.3 Certificated Layoffs, Resolution #03-16-12

Consideration of and possible action on Resolution 03-16-12, regarding Certificated Reduction in Force.

--Dr. Tony Roehrick

13.4 Classified Layoffs, Resolution #03-16-13

Consideration of and possible action on Resolution 03-16-13 regarding Reduction/Elimination of Classified Employee Services.

--Dr. Tony Roehrick

13.5 Safe Schools Plans

Board of Trustees will consider approving the Safe Schools Plan for Austin Creek, Binkley, Madrone, Sequoia and RVCS Sequoia, Spring Creek/ Matanzas and RVCS Matanzas, Village, and Whited.

--Dr. Tony Roehrick

13.6 Facilities Lease-Leaseback Agreement with Arntz Construction

Board of Trustees will consider approving the Facilities Lease and Lease-Leaseback agreement with Arntz Construction for Binkley and Madrone.

--Dr. Joe Pandolfo

13.7 Rincon Valley Union School District and Rincon Valley Charter School Calendars 2016-2017

Board of Trustees will consider approving the RVUSD and RVCS academic calendars for 2016-2017.

--Dr. Tony Roehrick

13.8 Approval of Blue Bird Bus Purchase from A-Z Bus Sales, Inc.

Board of Trustees will consider approving the purchase of a Blue Bird Diesel Bus from A-Z Bus sales, Inc. in the amount of \$161,880.

--Dr. Joe Pandolfo

13.9 CSBA Delegate Assembly Election

Board of Trustees will vote for a candidate to fill vacancy on the CSBA Delegate Assembly.

--Dr. Tony Roehrick

14. PERSONNEL

14.1 Certificated Management – Resignation

- Colleen Clements, Vice Principal, RVCS – Sequoia, effective June 30, 2016

14.2 Certificated – Retirements

- Alice Ford-Sala, SDC Teacher, RCSS, effective June 3, 2016
- Bob Rubin, Adaptive PE Teacher, District, effective June 3, 2016
- Debi Shippey, Student Support Coordinator, District, effective June 3, 2016

14.3 Certificated – Resignations

- Erin Johnston, Teacher, Binkley, effective February 23, 2016
- Maria Roncone, Teacher, Village, effective February 19, 2016

14.4 Certificated – Leave of Absence Requests

- Larkin O’Leary, Teacher, RVCS – Sequoia, February 10, 2016 – June 3, 2016
- Ashley Klaus, Teacher, Austin Creek, April 25, 2016 – June 3, 2016
- Rhiannon King, Teacher, Sequoia, August 10, 2016 – December 22, 2016

14.5 Classified – New Hires

- Maricela Garcia-Millan, Substitute Special Ed. Instructional Assistant III, RCSS, effective February 3, 2016

- Holly McNatt, Substitute Special Ed. Instructional Assistant, RCSS, effective February 9, 2016
- Phaedra Powell, Substitute Food Service, District, effective February 19, 2016
- Danayara Jorge, Day Care Assistant, Whited, effective February 22, 2016
- Lola Ruzzo, Substitute Food Service, District, effective February 24, 2016

14.6 Classified – Retirements

- Margie Shufro, RSP Assistant, Matanzas, effective June 3, 2016

14.7 Classified - Resignations

- Jeff Catomer, Noon Duty II, Austin Creek, effective June 3, 2016

14.8 Classified – Leave of Absence Request

- Tanya Casarez, Bus Driver, District, February 5, 2016 – March 18, 2016

15. CSEA / RVUTA COMMENTS

16. BOARD OF TRUSTEE COMMENTS/COMMITTEE REPORTS/REQUESTS FOR INFORMATION

17. NEXT BOARD MEETING AGENDA ITEMS

- Library/Lab Plan
- Student Survey
- Summer School Plan
- Student Support Updates
- Site Visits Report
- K and KB Enrollment Update
- Teacher Evaluation Process
- Facility Update
- District Emergency Plan
- LCAP Review and Update
- Food Service Report
- Facility Use Fee Schedule
- Williams Quarterly Report

18. FUTURE BOARD MEETING AGENDA ITEMS

- Arts Participation
- GATE Report
- Professional Development Summary
- Differentiated Instruction Report
- Facility Update
- District Program Fees
- Categorical III
- Education Protection Account

- Public Hearing – Preliminary Budget
- Public Hearing- LCAP
- Community Input Summary Report
- Food Service Contract
- Community Service Recognition
- Board Goals
- Truancy and Attendance Report
- Resolution for Employees of the Year
- Administrator Contracts
- Declaration of Need

19. ADJOURN

RINCON VALLEY UNION SCHOOL DISTRICT
Regular Board Meeting, Board of Trustees
District Office, 1000 Yulupa Avenue
February 9, 2016

MINUTES

Present: Mrs. Carol Lynn Wood
Mrs. Cynthia Evers
Mr. Jeff Gospe
Mrs. Katie Barr
Mr. Chris Rafanelli

Administrators: Dr. Tony Roehrick, Superintendent
Dr. Joe Pandolfo, Deputy Superintendent, Business
Dr. Terry Metzger, Assistant Superintendent, Curriculum
Mrs. Cathy Myhers, Student Services Director

Others: Interested staff and parents

1. OPEN SESSION:

Mrs. Wood called the meeting to order at 5:00 p.m.

2. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD ON CLOSED SESSION ITEMS

None

3. CLOSED SESSION

Mr. Rafanelli moved and Mr. Gospe seconded to recess to closed session at 5:01 p.m. to discuss the following: Unanimous.

3.1 Conference with the Board's labor negotiator, Tony Roehrick, regarding Gov. Code 54957.6):

3.1 a Negotiations with Rincon Valley Union Teachers' Association (represented certificated employees)

3.1 b Negotiations with California School Employees Association (CSEA) Chapter #284

3.2 Personnel Issues, Gov. Code 54957

**4. OPEN SESSION: PLEDGE OF ALLEGIANCE,
CALL TO ORDER AND ROLL CALL**

6:00 p.m.

Mrs. Evers moved and Mr. Rafanelli seconded to adjourn closed session and return to open session at 6:00 p.m.: Unanimous.

5. ANNOUNCEMENT OF CLOSED SESSION DECISIONS

Mrs. Wood announced that the Board gave staff direction on the items discussed in closed session. No action was taken.

6. AGENDA MODIFICATIONS/ADDITIONS

None

7. AGENDA AND CONSENT ITEM APPROVAL

Mrs. Evers moved and Mr. Gospe seconded to approve the agenda and following consent items: Unanimous.

**7.1 Minutes of January 12, 2016, Regular Board Meeting
Minutes of January 14, 2016, Board Study Session**

7.2 Criteria to Determine the Order of Termination among Certificated Employees with the Same Date of Paid Service
Board of Trustees will consider ratifying the Annual Criteria Order of Termination for Certificated Employees.

7.3 Consolidated Application Part II- Rincon Valley Union School District 2015-16

7.4 Contract between Rincon Valley Union School District and California Financial Services, Inc.
This is a five-year contract for consulting services for capital facilities financial management and reporting.

7.5 Contract between USA Shade & Fabric Structures and Rincon Valley Union School District
This is a contract for the Whited Elementary School shade structure.

7.6 Agreement between Rincon Valley Union School District and San Francisco State University for Speech and Language student teaching
The term of this Agreement shall become effective upon final execution and shall continue in effect for a maximum of three years, through December 31, 2019 or until earlier terminated.

7.7 Approval of Warrants:
01/15/16 - 1459996 – 1460083
01/27/16 - 1462447 – 1462550
02/03/16 - 1463508 – 1463586

8. PUBLIC HEARING

**Consideration of Entering Into an Energy Service Contract
For Multi-Campus Solar Photovoltaic Project**

6:02 p.m.

Mrs. Wood opened the public hearing at 6:05 p.m. to accept comments or questions regarding the District's consideration of entering into an Energy Service Contract for Multi-Campus Solar Photovoltaic Project. Dr. Pandolfo gave a Power Point presentation summarizing the process and benefits of entering into a Power Purchase Agreement with Solar City for the district's solar project paid with Proposition 39 Energy Funds. The energy savings are estimated to be in excess of \$250,000 annually. There were no comments or questions and the public hearing was closed at 6:12 p.m.

9. ANNOUNCEMENTS AND CALENDAR

Mrs. Wood announced the following events are on the district calendar:

President's Day Holiday	February 15
RVUTA Negotiations	February 18 District Office, 8:00 a.m. – 3:00 p.m.
RVEF Wii Tournament	February 20 Austin Creek, 10:00 a.m. – 4:00 p.m.
Agenda Setting	February 25 District Office, 8:00 a.m.
Site Visits (Wood/Barr)	February 25 9:00 a.m. – 1:00 p.m.
2 nd Trimester Ends RVCS Applications Due (4:00)	February 26
Spring Conferences	March 7, 8, 10
Regular Board Meeting	March 8 District Office, 6:00 p.m.

10. PUBLIC AND EMPLOYEE REQUEST TO ADDRESS THE BOARD

None

11. SUPERINTENDENT'S COMMENTS, LEGISLATIVE UPDATE, CORRESPONDENCE

Dr. Roehrick commented on the following:

- A group of representatives from Rincon Valley including administrators, RVUTA, CSEA, and Board members attended day one of the *Equity at the Core Conference* today. The keynote speakers were extremely powerful resulting in a very emotional day. The group will attend day two of the conference tomorrow. They are looking forward to the outcome and what they can bring back to the district.
- EMC Research has scheduled a focus group regarding our middle school for

Wednesday, February 17, 6:00 p.m. at the Hilton Sonoma Wine Country. RVCS administrators and Trustees can observe. The survey will go out within ten days of the focus group session. The results will be presented at the March Board meeting.

12. AWARDS

12.1 Classified Employee of the Month – February

Mrs. Evers moved and Mr. Gospe seconded to approve the Resolution for Julie Galante, Classified Employee of the Month of February, 2016: Unanimous.

Mrs. Evers read the resolution and Mr. Dowd, Spring Creek Principal, read his letter commending Julie for her work as day care coordinator and noon duty supervisor at Spring Creek. She promotes a positive and safe environment on campus. She makes sure that students are responsible and communicates well with parents. Julie is dedicated to Spring Creek.

12.2 Certificated Employee of the Month – February

Mr. Gospe moved and Mrs. Evers seconded to approve the Resolution for Diane Wagner, Certificated Employee of the Month of February, 2016: Unanimous.

Mr. Gospe read the resolution and Mr. Reno, RVCS Sequoia Principal, read his letter commending Diane for being an integral part in shaping the culture and climate at RVCS – Sequoia as their RSP teacher. She is an innovative special educator and continuously looks for better ways to support her students. Diane never gives up on her students. She pushes, coaches, celebrates, advises, listens, strategizes, and creates road maps for students and families beyond RVCS.

13. INFORMATION

13.1 Citizens' Oversight Committee Annual Report to the Board

Ellen Turner, Chairperson Citizens' Oversight Committee, presented the Prop 39 Bond Citizens' Oversight Committee Annual Report to the Board. The report will be distributed to the community through a postcard mailing and posted on the district website.

13.2 Redwood Consortium for Student Services Report

Ms. Erika Salazar, Director, presented her annual report on the Redwood Consortium for Student Services for 2015-16. RCSS is in the process of planning for some changes next year. One district is leaving and another is modifying its RCSS participation. The remaining seven districts are committed to the RCSS program.

RCSS has 23 classrooms on 11 school campuses. Current enrollment is over 315 students with 101 employees. RCSS serves special education students in special day classes from preschool through sixth grade. RCSS continues to run

below the SCOE Special Education fee. It has received additional funding for participation in the Medi-Cal Administrative Activities (MAA) and for Speech and OT services through LEA Medi-Cal Billing Program to reduce costs to member districts.

Next year, RCSS will be down 5 classes in preschool and 9 in K-6. It will be serving fewer students but with more intensive needs. RCSS will have space for the students remaining as the district leaving has not supported its housing obligation.

13.3 Student Services Update

Mrs. Myhers reported that RVUSD serves over 340 students with IEPs in specialized programs. We have increased focus on and support of students who have emotional and behavioral needs. 28 students now receive mental health services and 59 IEPs are for behavior issues. We are working with staff to build a multi-tiered level of behavioral support. We are providing training and outreach to certificated and classified staff around behavioral interventions and instructional strategies.

Mrs. Myhers gave a review of last year's goals and summarized new goals, which include developing new programs that will support Rincon Valley students who are not currently able to be served within the District by way of a behavior focus class and a collaborative preschool program. Facility needs will be discussed.

13.4 Curriculum and Instruction Report

Dr. Metzger reported on the following curriculum and instruction goals:

a. DIBELS & Action Plans (1a-e)

A mid-year summary of DIBELS indicating the composite score of percent of students by subgroup scoring at or above Benchmark was reviewed and discussed.

b. Title III Report (1d)

The 2014-15 Title III Accountability Report was reviewed. This reflects our English Learner progress on the California English Language Development Test (CELDT) last year. This is the last year we have to provide Supplemental Education Services to program improvement sites.

CELDT results

The 2015-16 CELDT testing has been completed and results were received in January. Principals individually analyzed the results for their schools and shared information and ideas at a principal meeting. Dr. Metzger summarized what principals shared about what they are doing this year and what they want to do next year. We will look at schools' schedules to create uninterrupted blocks of time for ELD and Literacy at each grade level. The role of the EL assistant needs to be clearly defined.

c. Professional Development Update (2a & 4a)

The district held its second Rincon Valley U in January. Eleven workshops taught by RVUSD teachers provided strategies and ideas in the areas of PE, Math, Science, differentiation, behavior management, and technology. The Board reviewed a description of the topics. We have also completed our second round of Writing by Design, nearly completed our first cycle of lesson study, started planning the spring District Grade Level Planning Days, and the second round of cadre demo lessons begins February 11.

Dr. Metzger reported that Rincon Valley teachers are amazing! "They want to learn and be better at their craft."

13.5 Administrator Professional Development Report

Dr. Roehrick gave an update on the district's professional development for administrators. The Rincon Valley Union School District provides rich and high quality professional development to its employees. Site and district administrators have been provided in-house support on the effective use of professional learning communities. The entire administrative team is also participating in the Equity at the Core Conference and the upcoming Essential Academic Language Practices for English Learner Conference. Administrators are attending one state-wide conference this year. A list of conferences that district and site administrators will or have attended was reviewed.

Dr. Metzger will receive recognition as an Educator of the Year at the California Association for the Gifted Conference. She will also be a guest speaker.

Dr. Roehrick reported that the most important and most impressive is what we do in house for our teachers and administrators.

13.6 Kindergarten and KinderBridge Registration

Dr. Roehrick reported on kindergarten and KinderBridge registration for 2016-17. We were able to enroll all of our priority students. These include neighborhood students, siblings of intra and inter-district students, and children of employees. Space remains at each school for additional students.

13.7 Lease-Leaseback Contract with Arntz Construction

Dr. Pandolfo gave an update on the Lease-Leaseback contract between Rincon Valley Union School District and Arntz Construction. The Board directed staff to negotiate with Arntz Builders in order to firm up language to clarify the reasons that Arntz could terminate the contract for "convenience." The Board wanted to be assured that this clause would only be invoked if there was some type of legislative or legal change to the lease-leaseback process. Arntz agreed to this change. The Board reviewed the addendum to the proposed contract. Since all of the sub-contractors were not pre-qualified five days before this Board meeting, we could not approve the contract at this meeting. This will be brought back for approval at the March 8 Board meeting.

13.8 Superintendent/Board Site Visits

The Superintendent, Board President, and Board Clerk reported on their visits to school sites. The team visited sites on January 7 and February 4. They spent time in three to four classrooms at each school and also debriefed with the site principal. The theme for these recent visits was *Student Outcomes*. They also were able to observe the 6th grade teachers working together to develop the anchor papers for the Writing by Design program. Some of the consistencies observed included teacher use of checking for understanding strategies such as whiteboard and exit tickets and use of students of academic language, including using full sentence responses. Teachers also consistently used reframing prompts when students provided sentence fragments or one-word responses. Mrs. Wood thanked teachers for focusing on the district's theme. Mrs. Barr commented on the relevance of the lessons.

13.9 Use of School Facilities, Exhibit 1330

Dr. Pandolfo discussed Board Policy Exhibit 1330, Use of School Facilities, and the fee schedule. He reported that the district would like to update our fee structure so that it helps the district and is reasonable for the community. A summary of user-group tiers and fees was presented. The district can charge an application fee and a facility fee to help with wear and tear on buildings and fields. There is also a personnel fee for kitchen and technical services.

The fee for use of fields was discussed. The Board expressed a concern regarding public relations and the impact the fees would have on youth leagues. Dr. Pandolfo was directed to come back with concrete numbers and to look at surrounding districts for comparison.

13.10 Board Policy Review

Board reviewed the following policies and no further suggestions were made.

Adopt Revised:

BP 2121, Superintendent's Contract
BP/AR 4030, Nondiscrimination in Employment
BP 4121, Temporary/Substitute Personnel
AR 4261.1, Personal Illness/Injury Leave
BP/AR 5111.1, District Residency
BP/AR 5141, Health Care and Emergencies
BP/AR 6142.1, Sexual Health and HIV/AIDS Prevention Instruction
AR 6173, Education for Homeless Children
AR 6173.1, Education for Foster Youth
BP 6179, Supplemental Instruction

Adopt Minor Revisions:

AR 4032, Reasonable Accommodation
BP 4119.11, Sexual Harassment
BP 5117, Interdistrict Attendance

BP 5123, Promotion/Acceleration/Retention

Delete:

AR 4031, Complaints Concerning Discrimination in Employment
AR 5111.12, Residency Based on Parent/Guardian Employment
E 5141.6, School Health Services
E 9150, Student Board Members

14. ACTION

14.1 Resolution #02-16-10, Consideration of Entering Into an Energy Service Contract for Multi-Campus Solar Photovoltaic Project and contract with

Mr. Gospe moved and Mrs. Barr seconded to approve Resolution #02-16-10, consideration of entering into an Energy Service Contract for Multi-Campus Solar Photovoltaic Project pending legal review: Unanimous.

14.2 Certificated Job Description- Speech/Language Therapist

Mrs. Barr moved and Mr. Rafanelli seconded to approve the certificated job description for the position of Speech/Language Therapist: Unanimous.

15. PERSONNEL

Mrs. Evers moved and Mr. Rafanelli seconded to approve the following personnel items: Unanimous.

15.1 Certificated – Retirements

- Robert Anderson, Speech & Language Therapist, District, effective June 3, 2016
- Cheryl Corvino, Nurse, RCSS, effective June 3, 2016

15.2 Certificated – Leave of Absence Requests

- Elizabeth Gronlund, Teacher, Spring Creek, February 11, 2016 through April 18, 2016
- Jeremiah Price, Teacher, RCSS, April 25, 2016 through June 3, 2016

15.3 Classified – New Hires

- Esmeralda Uribarri, Noon Duty, Madrone, effective January 13, 2016
- Diane Breuer, Day Care Assistant, Village, effective January 19, 2016
- Zachary Tiedeman, Special Ed Instructional Assistant II (SDC), Whited, effective January 25, 2016
- Marie Smith, Noon Duty, Austin Creek, effective February 1, 2016

15.4 Classified – Retirements

- Ann Schulkin, Special Ed Instructional Assistant II (SDC), Matanzas, effective June 30, 2016

15.5 Classified - Resignations

- Raquel Pipes, Noon Duty, Madrone, effective January 8, 2016
- Jeni James, Food Service Cashier, Whited, effective January 21, 2016

- Lisa Clendenning, Special Ed Instructional Assistant III, RCSS, effective January 22, 2016
- David Rodriguez, Special Ed Instructional Assistant III, RCSS, effective January 29, 2016
- Robin Johnson, Noon Duty, Whited, effective February 1, 2016
- Aubrey Roberts, Noon Duty, Whited, effective February 1, 2016
- Phillip Colonia, Special Ed Instructional Assistant II (SDC), Sequoia, effective June 3, 2016
- Ashley Corell, Special Ed Instructional Assistant III, RCSS, effective June 3, 2016
- Meredith Pierson, Science Facilitator, Austin Creek, effective June 3, 2016

16. CSEA / RVUTA COMMENTS

RVUTA - Thank you for supporting the MOU that allows staff to donate leave time to colleagues that are experiencing a family crisis.

17. BOARD OF TRUSTEE COMMENTS/COMMITTEE REPORTS/REQUEST FOR INFORMATION

Mr. Rafanelli commented on the outstanding presentation that was given at the RVCS Matanzas family information night. There was a very nice turnout.

18. NEXT BOARD MEETING AGENDA ITEMS

- Curriculum and Instruction Report (STAR Reading & Math, Student Support, Title III Accountability, Tech Summary/Instruction)
- Student Services Report
- State of School Report
- K, KB and RVCS Update
- 2nd Interim Budget Report
- Tech Summary Report – Facilities
- Safe Schools Plans
- Facility Update
- Developer Fees
- Leaves/Shared Contracts
- Certificated Lay-offs
- District and RVCS Calendars 2016-17
- District Emergency Plan
- RVCS Enrollment

19. FUTURE AGENDA ITEMS

- Library/Lab Plan
- Student Survey
- Summer School Plan
- Student Support Updates
- Site Visits Report
- Attendance Truancy Report

- Teacher Evaluation Process
- Facility Update
- LCAP Review and Update
- Food Service Report
- Classified Layoffs
- Williams Quarterly Report

20. ADJOURN

Mrs. Evers moved and Mr. Gospe seconded to adjourn the meeting at 8:08 p.m.:
Unanimous.

Tony Roehrick, Ed.D.
Secretary to the Board

MXL1031MDC
MXL2080ZWM
MXL04927QJ
MXL2300YR7
MXL1311RX9
MXL9460373
MXL0381RW3
MXL0320HXQ
MXL0420W2X
MXL0381RW2
MXL2080ZWK
MXL0180NX9
MXL226044W
MXL1031MDD
MXL04027QM
MXL0381RW4
MXL0430W30
MXL006187S
MXL0351S5J
MXL0320HXS
MXL1311RXO
MXL0491JPV
MXL0180NX8
MXL0161MPY
MXL0321LD2
MXL0161MQ0
MXL10712L6
MXL04528P3
MXL10712L5
MXL0321LCV
MXL04927QK
MXL039013L
MXL0320H71
MXL039013J
MXL04927QP
MXL0441SPV
MXL7400JVG
MXL04528P2
MXL2250BSG
MXL2250BSF
MXL0320H6W

CALIFORNIA SCHOOL BOARDS ASSOCIATION

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SUPERINTENDENT'S CONTRACT

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 0200 - Goals for the School District)
(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 4312.1 - Contracts)
(cf. 9000 - Role of the Board)

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work
3. Salary, health and welfare benefits, and other compensation for the position

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)
(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4161.2/4261.2/4361.2 - Personal Leaves)
(cf. 4161.5/4261.5/4361.5 - Military Leave)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

6. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

SUPERINTENDENT'S CONTRACT (continued)

7. Criteria, process, and procedure for annual evaluation of the Superintendent

(cf. 2140 - Evaluation of the Superintendent)

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board
9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract
10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date
12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

The Board shall deliberate in closed session about the terms of the contract, except that salary or other compensation shall be discussed in public at a regular meeting. (Government Code 54956, 54957)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall ratify the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262)

SUPERINTENDENT'S CONTRACT (continued)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position. (Government Code 53243-53243.4, 53260)

Legal Reference: (see next page)

SUPERINTENDENT'S CONTRACT (continued)

Legal Reference:

EDUCATION CODE

35031 *Term of employment*

41325-41329.3 *Conditions of emergency apportionment*

GOVERNMENT CODE

3511.1-3511.2 *Local agency executives*

53243-53243.4 *Abuse of office*

53260-53264 *Employment contracts*

54954 *Time and place of regular meetings*

54956 *Special meetings*

54957 *Closed session personnel matters*

54957.1 *Closed session, public report of action taken*

UNITED STATES CODE, TITLE 26

105 *Self-insured medical reimbursement plan; definition of highly compensated individual*

UNITED STATES CODE, TITLE 42

300gg-16 *Group health plan; nondiscrimination in favor of highly compensated individuals*

CODE OF FEDERAL REGULATIONS

1.105-11 *Self-insured medical reimbursement plan*

Management Resources:

CSBA PUBLICATIONS

Superintendent Contract Template, 2015

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

(cf. 4032 - Reasonable Accommodation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

Prohibited discrimination on the basis of religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

(cf. 4033 - Lactation Accommodation)

Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

NONDISCRIMINATION IN EMPLOYMENT (continued)

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does report such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference: (see next page)

NONDISCRIMINATION IN EMPLOYMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11019 Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources: (see next page)

NONDISCRIMINATION IN EMPLOYMENT (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

NONDISCRIMINATION IN EMPLOYMENT

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Human Resources Officer
1000 Yulupa Avenue, Santa Rosa CA 95405
(707) 542-7375 ext. 4121

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation against district employees, volunteers, interns, and job applicants, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, to employees, volunteers, interns, job applicants, and the general public by: (5 CCR 4960; 34 CFR 100.6, 106.9)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
 - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
 - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

NONDISCRIMINATION IN EMPLOYMENT (continued)

3. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

4. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** A complainant who is an employee shall inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the Superintendent. A job applicant shall inform the coordinator or the Superintendent or designee.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

NONDISCRIMINATION IN EMPLOYMENT (continued)

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

NONDISCRIMINATION IN EMPLOYMENT (continued)

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

TEMPORARY/SUBSTITUTE PERSONNEL

The Governing Board recognizes that substitute and temporary personnel perform an essential role in promoting student achievement and desires to employ highly qualified, appropriately credentialed employees to fill such positions.

(cf. 4112.2 - Certification)

Hiring

The Superintendent or designee shall recommend candidates for substitute or temporary positions for Board approval, and shall ensure that all substitute and temporary employees are assigned in accordance with law and the authorizations specified in their credential.

(cf. 4113 - Assignment)

Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Board may employ substitute personnel for the remainder of the school year for positions for which no regular employee is available. The district shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

(cf. 4117.14/4317.14 - Postretirement Employment)

Permanent or probationary certificated employees who were laid off pursuant to Education Code 44955 and who have a preferred right of reappointment shall be given priority for substitute service in the order of their original employment. (Education Code 44956, 44957)

(cf. 4117.3 - Personnel Reduction)

Classification

At the time of initial employment and each July thereafter, the Board shall classify substitute and temporary employees as such. (Education Code 44915, 44916)

The Board may classify as substitute personnel a teacher hired to fill the position of a regularly employed person who is absent from service. (Education Code 44917)

To address the need for additional certificated employees when regular district employees are absent due to leaves or long-term illness, the Board may classify a teacher who is employed for at least one semester and up to one complete school year as a temporary employee. Any person whose service begins in the second semester and before March 15 may be classified as a temporary employee even if employed for less than a semester. The Board shall determine the number of persons who shall be so employed, which shall not exceed the identified need based on the absence of regular employees. (Education Code 44920)

TEMPORARY/SUBSTITUTE PERSONNEL (continued)

The Board also shall classify as temporary employees those certificated persons, other than substitute employees, who are employed to:

1. Serve from day to day during the first three months of any school term to teach temporary classes which shall not exist after that time, or perform any other duties which do not last longer than the first three months of any school term (Education Code 44919)
2. Teach in special day and evening classes for adults or in schools of migratory population for not more than four months of any school term (Education Code 44919)

(cf. 6175 - Migrant Education Program)

(cf. 6200 - Adult Education)

3. Serve in a limited assignment supervising student athletic activities provided such assignments have first been made available to teachers presently employed in the district (Education Code 44919)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

4. Serve in a position for a period not to exceed 20 working days in order to prevent the stoppage of district business during an emergency when persons are not immediately available for probationary classification (Education Code 44919)
5. Serve only for the first semester because the district expects a reduction in student enrollment during the second semester due to mid-year graduations (Education Code 44921)

For purposes of classifying employees pursuant to item #1 or #2 above, the school year shall not be divided into more than two school terms. (Education Code 44919)

Any employee hired to provide services in a categorically funded program or project may be employed for a period less than a full school year. He/she may be classified as a temporary employee if the period of employment will end at the expiration of that program or project. (Education Code 44909)

Salary and Benefits

The Board shall adopt and make public a salary schedule setting the daily or pay period rate(s) for substitute employees for all categories or classes of certificated employees of the district. (Education Code 44977, 45030)

TEMPORARY/SUBSTITUTE PERSONNEL (continued)

Temporary employees shall participate in the health and welfare plans or other fringe benefits of the district.

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

Paid Sick Leave

Except for a retired annuitant who is not reinstated to the retirement system, any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

Any temporary or substitute employee may begin to use accrued paid sick days on the 90th day of his/her employment, after which he/she may use the sick days as they are accrued. (Labor Code 246)

A temporary or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. His/her own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 - Personal Illness/Injury Leave.

Release from Employment/Dismissal

The Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

TEMPORARY/SUBSTITUTE PERSONNEL (continued)

The Board may release a temporary employee at its discretion if the employee has served less than 75 percent of the number of days the regular schools of the district are maintained during one school year. After serving 75 percent of the number of days that district schools are maintained during one school year, a temporary employee may be released as long as he/she is notified, before the last day of June, of the district's decision not to reelect him/her for the following school year. (Education Code 37200, 44954)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Reemployment as a Probationary Employee

Unless released from employment pursuant to Education Code 44954, any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified as a probationary employee. With the exception of on-call, day-to-day substitutes, if a temporary or substitute employee performs the duties normally required of certificated employees for at least 75 percent of the number of days the regular schools of the district were maintained in that school year and is then employed as a probationary employee for the following school year, his/her previous employment as a temporary or substitute employee shall be credited as one year's employment as a probationary employee for purposes of acquiring permanent status. (Education Code 44917, 44918, 44920)

(cf. 4116 - Probationary/Permanent Status)

Vacant position means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave. (Education Code 44920, 44921)

A temporary employee hired pursuant to item #1 or #2 in the section "Classification" above shall be classified as a probationary employee if the duties continue beyond the time limits of the assignment. (Education Code 44919)

A person employed pursuant to item #5 in the section "Classification" above who is then continued in employment beyond the first semester shall be classified as a probationary employee for the entire school year and shall be reemployed to fill any vacant position in the district for which he/she is certified. Preference for available positions shall be determined by the Board as prescribed by Education Code 44845 and 44846. (Education Code 44921)

With the exception of on-call, day-to-day substitutes, any temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served in a certificated position in the district for at least 75 percent of each of two consecutive school years shall receive first priority if the district fills a vacant position for the subsequent school year at the grade level at which the employee served during either year. In the case of a

TEMPORARY/SUBSTITUTE PERSONNEL (continued)

departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

Legal Reference:

EDUCATION CODE

22455.5 Provision of retirement plan information to potential members
22515 Irrevocable election to join retirement plan
37200 School calendar
44252.5 State basic skills assessment required for certificated personnel
44300 Emergency teaching or specialist permits
44830 Employment of certificated persons; requirements of proficiency in basic skills
44839.5 Employment of retirant
44845 Date of employment
44846 Criteria for reemployment preferences
44909 Employees providing services through categorically funded programs
44914 Substitute and probationary employment computation for classification as permanent employee
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44917 Classification of substitute employees
44918 Substitute or temporary employee deemed probationary employee; reemployment rights
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44977 Salary schedule for substitute employees
45030 Substitutes
45041 Computation of salary
45042 Alternative method of computation for less than one school year
45043 Compensation for employment beginning in the second semester
56060-56063 Substitute teachers in special education

GOVERNMENT CODE

3540.1 Educational Employment Relations Act, definitions

LABOR CODE

220 Sections inapplicable to public employees
230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off
230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off
233 Illness of child, parent, spouse or domestic partner
234 Absence control policy
245-249 Healthy Workplaces, Healthy Families Act of 2014
CODE OF REGULATIONS, TITLE 5
5502 Filing of notice of physical examination for employment of retired person
5503 Physical examination for employment of retired persons
5590 Temporary athletic team coach
80025-80025.5 Emergency substitute teaching permits

COURT DECISIONS

McIntyre v. Sonoma Valley Unified School District (2012) 206 Cal.App.4th 170

TEMPORARY/SUBSTITUTE PERSONNEL (continued)

Stockton Teachers Association CTA/NEA v. Stockton Unified School District (2012) 204 Cal.App.4th 446

Neily v. Manhattan Beach Unified School District, (2011) 192 Cal.App.4th 187

California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th 135

Bakersfield Elementary Teachers Assn. v. Bakersfield City School District, (2006) 145 Cal.App.4th 1260, 1277

Kavanaugh v. West Sonoma Union High School District, (2003) 29 Cal.4th 911

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

PERSONAL ILLNESS/INJURY LEAVE

Classified employees employed five days a week are entitled to 12 days leave of absence with full pay per fiscal year for personal illness or injury (sick leave). Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee whose work hours are so few as to entitle him/her to less than 24 hours of paid sick leave per fiscal year shall be granted sick leave pursuant to Labor Code 246, if he/she is eligible. (Education Code 45191; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

Use of Sick Leave

A classified employee may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact with other persons having a contagious disease during the employee's performance of his/her duties (Education Code 45199)

2. Pregnancy, childbirth, and recovery (Education Code 45193)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity as specified in Education Code 45207

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical or dental appointments, in increments of not less than one hour

5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

(cf. 4261.11 - Industrial Accident/Illness Leave)

6. Illness of the employee's child, parent, spouse, domestic partner, or domestic partner's child for up to the amount of leave that would be accrued during six months for personal illness or injury (Labor Code 233)

7. Need of the employee or his/her family member, as defined in Labor Code 245.5, for diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 246.5)

PERSONAL ILLNESS/INJURY LEAVE (continued)

8. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 246.5)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new full-time classified employee shall not be entitled to more than six days of sick leave until he/she has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

An employee shall reimburse the district for any unearned sick leave used as of the date of his/her termination.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202)

The Superintendent or designee shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if he/she accepts employment in another district, county office of education, or community college district within one year of the termination of employment, he/she shall be entitled to request that the district transfer his/her accumulated sick leave to his/her new employer. (Education Code 45202)

Notification of Absence

An employee shall notify the Superintendent or the designated manager or supervisor of his/her need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which he/she intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

PERSONAL ILLNESS/INJURY LEAVE (continued)

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

A classified employee who has exhausted all paid leaves, including sick leave, shall for the remainder of the five-month period of absence to which he/she is entitled, receive his/her salary minus the actual amount paid a substitute to fill the employee's position during his/her absence. (Education Code 45196)

The five-month period shall commence on the first day of the leave of absence and shall run concurrently with any other paid leave.

Extension of Leave

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. The total additional leave granted shall not exceed 18 months. (Education Code 45195)

(cf. 4216 - Probationary/Permanent Status)

If the employee is still unable to resume his/her duties after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes able to resume the duties of his/her position, he/she shall be offered reemployment in the first vacancy in the classification of his/her previous assignment. During the 39 months, the employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to his/her seniority. (Education Code 45195)

Verification Requirements

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may, at any time, require additional written verification by the employee's physician or medical practitioner. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical

PERSONAL ILLNESS/INJURY LEAVE (continued)

condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information.

Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to work and stipulating any recommended restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Short-Term and Substitute Employees

Except for a retired annuitant who is not reinstated to the retirement system, any short-term or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

Any short-term or substitute employee may begin to use accrued paid sick days on the 90th day of his/her employment, after which he/she may use the sick days as they are accrued. (Labor Code 246)

A short-term or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. His/her own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

PERSONAL ILLNESS/INJURY LEAVE (continued)

Healthy Workplaces, Healthy Families Act Requirements

No employee, including a short-term or substitute employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting or using sick leave is prohibited by law and an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her
 2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
 3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available
- (cf. 4112.9/4212.9/4312.9 - *Employee Notifications*)
4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

45103 Substitute employees

45190 Leaves of absence and vacations

45191 Leaves of absence for illness and injury

45193 Leave of absence for pregnancy (re use of sick leave under certain circumstances)

45195 Additional leave for nonindustrial accident or illness; reemployment preference

45196 Salary; deductions during sick leave

45202 Transfer of accumulated sick leave and other benefits

PERSONAL ILLNESS/INJURY LEAVE (continued)

LABOR CODE

230 *Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off*

230.1 *Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off*

233 *Illness of child, parent, spouse or domestic partner*

245-249 *Healthy Workplaces, Healthy Families Act of 2014*

COURT DECISIONS

California School Employees Association v. Colton Joint Unified School District, (2009) 170 Cal.App.4th 957

California School Employees Association v. Tustin Unified School District, (2007) 148 Cal.App.4th 510

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 111 (1970)

DISTRICT RESIDENCY

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

DISTRICT RESIDENCY (continued)

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

Appeal of Enrollment Denial

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

DISTRICT RESIDENCY (continued)

Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)

(cf. 6145.6 - International Exchange)

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

Legal Reference: (see next page)

DISTRICT RESIDENCY (continued)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

35160.5 Intradistrict open enrollment

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law, especially:

48204 Residency requirements

48204.1-48204.2 Evidence of residency

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act transfers

48852.7 Education of homeless students; immediate enrollment

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CSBA PUBLICATIONS

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

DISTRICT RESIDENCY**Criteria for Residency**

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student has been admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

(cf. 6183 - Home and Hospital Instruction)

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)

Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of

DISTRICT RESIDENCY (continued)

the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

Proof of Residency

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration

DISTRICT RESIDENCY (continued)

6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48852.7, 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

Safe at Home/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

(cf. 3580 - District Records)

HEALTH CARE AND EMERGENCIES

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)
(cf. 5142 - Safety)

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when accidents and injuries to students occur and that parents/guardians are notified as appropriate.

(cf. 3530 - Risk Management/Insurance)
(cf. 5143 - Insurance)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

"Do Not Resuscitate" Orders

The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders except under the specific written direction of the Superintendent or designee. The Superintendent or designee may only direct a staff member to follow a "do not resuscitate" order if he/she has received a written parent/guardian authorization, with an authorized health care provider statement, and an order of an appropriate court.

The Superintendent or designee shall ensure that parents/guardians who have submitted a "do not resuscitate" order are informed of this policy.

Automated External Defibrillators

The Board authorizes the Superintendent or designee to place automated external defibrillators (AEDs) at designated school sites for use by school employees in an emergency.

HEALTH CARE AND EMERGENCIES (continued)

The Superintendent or designee shall develop guidelines for employees regarding these devices and shall ensure that employees receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The guidelines shall also specify the placement, security, and maintenance of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee that an AED will be present or will be used in the case of an emergency, or that a trained employee will be present and/or able to use an AED in an emergency, or that the AED will operate properly.

*Legal Reference:*EDUCATION CODE

32040-32044 First aid equipment

49300-49307 School safety patrols

49407 Liability for treatment

49408 Emergency information

49409 Athletic events; physicians and surgeons; emergency medical care; immunity

49417 Automated external defibrillators

49470 Medical and hospital services for athletic program

49471 Medical and hospital services not provided or available

49472 Medical and hospital services for pupils

49474 Ambulance services

51202 Instruction in personal and public health and safety

CIVIL CODE

1714.21 Defibrillators; CPR; immunity from civil liability

FAMILY CODE

6550-6552 Caregivers

HEALTH AND SAFETY CODE

1797.196 Automated external defibrillators, immunity from civil liability

1797.200 Emergency medical services agency

1799.102 Personal liability immunity

CODE OF REGULATIONS, TITLE 8

5193 California Bloodborne Pathogens Standard

CODE OF REGULATIONS, TITLE 22

100031-100042 Automated external defibrillators

*Management Resources:*WEB SITESAmerican Heart Association: <http://www.americanheart.org>American Red Cross: <http://www.redcross.org>California Department of Health Care Services: <http://www.dhcs.ca.gov>

HEALTH CARE AND EMERGENCIES

Emergency Contact Information

In order to facilitate contact in case of an emergency or accident, the principal or designee shall annually request that parents/guardians provide the following information:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of an alternative contact person to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency

(cf. 5021 - Noncustodial Parents)

(cf. 5142 - Safety)

In addition, parents/guardians shall be encouraged to notify the school whenever their emergency contact information changes.

Notification/Consent for Medical Treatment

Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency contact form in order to obtain consent for the medical treatment.

If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the district a written objection to any medical treatment other than first aid.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

A person who has filed with the district a completed caregiver's authorization affidavit pursuant to Family Code 6550-6552 shall have the right to consent to or refuse school-related medical care on behalf of the minor student. The caregiver's authorization shall be invalid if the district receives notice that the minor student is no longer living with the caregiver or if the Superintendent or designee has actual knowledge of facts contrary to those stated on the affidavit. (Family Code 6550)

(cf. 5111.1 - District Residency)

HEALTH CARE AND EMERGENCIES (continued)

The caregiver's consent to medical care shall be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety. (Family Code 6550)

Automated External Defibrillators

When an automated external defibrillator (AED) is placed in a district school, the Superintendent or designee shall notify an agent of the local emergency medical services agency of the existence, location, and type of AED acquired. (Health and Safety Code 1797.196, 1797.200)

The Superintendent or designee shall ensure that any AED placed at a district school is maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer. (Health and Safety Code 1797.196)

The Superintendent or designee shall develop a written plan which describes the procedures to be followed in the event of a medical emergency, including an emergency that may involve the use of an AED. These procedures should include, but not be limited to, requirements for immediate notification of the 911 emergency telephone number in the event of an emergency that may involve the use of an AED.

(cf. 0450 - Comprehensive Safety Plan)

The principal of any district school with an AED shall annually provide information to school employees that describes: (Health and Safety Code 1797.196)

1. Sudden cardiac arrest
2. The school's emergency response plan
3. The proper use of an AED

Instructions on how to use the AED, in no less than 14-point type, shall be posted next to every AED. In addition, school employees shall be notified annually of the location of all AED units on campus. (Health and Safety Code 1797.196)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Each AED shall be checked for readiness at least biannually and after each use. In addition, the Superintendent or designee shall ensure that an inspection is made of all AEDs at least every 90 days for potential issues related to operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen

HEALTH CARE AND EMERGENCIES (continued)

with the functionality of the AED. The Superintendent or designee shall maintain records of these checks. (Health and Safety Code 1797.196)

(cf. 3580 - District Records)

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall provide students with the knowledge and skills necessary to protect them from sexually transmitted infections and unintended pregnancy and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

(cf. 5030 - Student Wellness)

(cf. 6142.8 - Comprehensive Health Education)

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-8, including at least once in middle school. (Education Code 51934)

The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.25 - Availability of Condoms)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6143 - Courses of Study)

The Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the district's comprehensive sexual health and HIV prevention curriculum. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the district's program.

(cf. 1220 - Citizen Advisory Committees)

Parent/Guardian Consent

Annually, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

(cf. 5022 - Student and Family Privacy Rights)

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

33544 Inclusion of sexual harassment and violence in health curriculum framework

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51225.35 Instruction in sexual harassment and violence; districts that require health education for graduation

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 California Healthy Youth Act

67386 Student safety; affirmative consent standard

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education

Management Resources:

CSBA PUBLICATIONS

Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Sex Education and HIV/STD Instruction:
<http://www.cde.ca.gov/ls/he/se>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Safe Schools Coalition: <http://www.casafeschools.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

U.S. Food and Drug Administration: <http://www.fda.gov>

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION**Definitions**

Comprehensive sexual health education means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

General Criteria for Instruction and Materials

The Superintendent or designee shall ensure that the district's comprehensive sexual health and HIV prevention instruction and materials: (Education Code 51933)

1. Are age appropriate
2. Are factually and medically accurate and objective
3. Align with and support the following purposes as specified in Education Code 51930:
 - a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
 - b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

- c. To promote understanding of sexuality as a normal part of human development
 - d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
 - e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds; students with disabilities; and English learners

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 6174 - Education for English Language Learners)

5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220
8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

(cf. 5145.3 - Nondiscrimination/Harassment)

13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
14. Do not teach or promote religious doctrine

Components of Sexual Health and HIV Prevention Education

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-8, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

(cf. 5141.25 - Availability of Condoms)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually *transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and that testing is the only way to know if one is HIV-positive

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence
9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
 - a. Parenting, adoption, and abortion
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5
 - c. The importance of prenatal care
10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking

Professional Development

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, 51933, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

(cf. 4131 - Staff Development)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

Use of Consultants or Guest Speakers

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

(cf. 6145.8 - Assemblies and Special Events)

Parent/Guardian Notification

At the beginning of each school year or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district
3. That parents/guardians have a right to request a copy of Education Code 51930-51939
4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to deliver comprehensive sexual health or HIV prevention education, the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

(cf. 5145.6 - Parental Notifications)

Nonapplicability to Certain Instruction or Materials

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education

(cf. 6142.93 - Science Instruction)

2. Instruction or materials that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions

EDUCATION FOR HOMELESS CHILDREN

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

(cf. 6011 - Academic Standards)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

EDUCATION FOR HOMELESS CHILDREN (continued)

Legal Reference:

EDUCATION CODE

2558.2 *Use of revenue limits to determine average daily attendance of homeless children*

39807.5 *Payment of transportation costs by parents*

48850 *Educational rights; participation in extracurricular activities*

48852.5 *Notice of educational rights of homeless students*

48852.7 *Enrollment of homeless students*

48915.5 *Recommended expulsion, homeless student with disabilities*

48918.1 *Notice of recommended expulsion*

51225.1-51225.3 *Graduation requirements*

52060-52077 *Local control and accountability plan*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform complaint procedures*

UNITED STATES CODE, TITLE 42

11431-11435 *McKinney-Vento Homeless Assistance Act*

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

EDUCATION FOR HOMELESS CHILDREN**Definitions**

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

(cf. 6173.1 - Education for Foster Youth)

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above
5. Unaccompanied youth who are not in the physical custody of a parent or guardian

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

EDUCATION FOR HOMELESS CHILDREN (continued)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Superintendent

1000 Yulupa Avenue, Santa Rosa CA 95405

707-542-7375 ext. 4115

First initial last name @rvusd.org

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel and through coordinated activities with other entities and agencies

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 3553 - Free and Reduced-Price Meals)

(cf. 5141.6 - School Health Services)

2. Ensure that homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and students receive educational services for which they are eligible
4. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

(cf. 5145.6 - Parental Notifications)

5. Disseminate notice of the educational rights of homeless students in district schools that provide services to homeless children and at places where they receive services, such as schools, family shelters, and hunger relief agencies (soup kitchens)
6. Mediate enrollment disputes in accordance with law, Board policy, and administrative regulation
7. Fully inform parents/guardians of all transportation services

EDUCATION FOR HOMELESS CHILDREN (continued)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)

9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159 - Individualized Education Program)

10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

When making a placement decision for a homeless student, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (Education Code 48852.7; 42 USC 11432)

EDUCATION FOR HOMELESS CHILDREN (continued)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, records or other proof of immunization history

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7)

EDUCATION FOR HOMELESS CHILDREN (continued)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

Resolving Enrollment Disputes

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432)

The parent/guardian shall be provided with a written explanation of the placement decision, which shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand. The written explanation shall include:

1. The district liaison's contact information
2. A description of the district's placement decision
3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities
4. Notice of the parent/guardian's right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education

The district liaison shall work to resolve an enrollment dispute as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position

EDUCATION FOR HOMELESS CHILDREN (continued)

2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

EDUCATION FOR HOMELESS CHILDREN (continued)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Superintendent

1000 Yulupa Avenue, Santa Rosa, CA 95405

(707) 542-7375 ext. 4115

First initial last name @rvusd.org

EDUCATION FOR FOSTER YOUTH (continued)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

EDUCATION FOR FOSTER YOUTH (continued)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment.

EDUCATION FOR FOSTER YOUTH (continued)

- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

- 3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
 - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

EDUCATION FOR FOSTER YOUTH (continued)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

EDUCATION FOR FOSTER YOUTH (continued)

Transportation

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 5145.6 - Parental Notifications)

EDUCATION FOR FOSTER YOUTH (continued)

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

SUPPLEMENTAL INSTRUCTION

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to:

1. Students in grades 2-8 who have been retained or recommended for retention at their current grade level (Education Code 37252.2, 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

SUPPLEMENTAL INSTRUCTION (continued)

2. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.51 - State Academic Achievement Tests)

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

Legal Reference: (see next page)

SUPPLEMENTAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination, especially:

60851.5 Suspension of high school exit examination

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6316 Program improvement schools and districts

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Supplemental Educational Services, January 14, 2009

Innovations in Education: Creating Strong Supplemental Educational Services Programs, May 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Rincon Valley Un SD

Administrative Regulation

Reasonable Accommodation

AR 4032
Personnel

Except when undue hardship would result to the district, the Superintendent or designee shall provide reasonable accommodation:

1. In the job application process, to any qualified job applicant with a disability
2. To enable any qualified employee with a disability to perform the essential functions of the position he/she holds or desires to hold or to enjoy equal benefits or other terms, conditions, and privileges of employment as other similarly situated employees without disabilities

No employee or job applicant who requests an accommodation for his/her physical or mental disability shall be subjected to discrimination or to any punishment or sanction, regardless of whether the request for accommodation was granted. (Government Code 12940)

The district designates the position specified in **AR 4030** - Nondiscrimination in Employment as the coordinator of its efforts to comply with the Americans with Disabilities Act (ADA) and to investigate any and all related complaints.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

Definitions

Disability, with respect to an individual, is defined as any of the following: (Government Code 12926; 20 CFR 1630.2)

1. A physical or mental impairment that limits one or more of the major life activities
2. A record of such an impairment
3. Being regarded as having such an impairment

Limits shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics or reasonable accommodations, unless the mitigating measure itself limits a major life activity. (Government Code 12926)

Essential functions are the fundamental job duties of the position the individual with a disability holds or desires. The term does not include the marginal functions of the position.

(Government Code 12926; 29 CFR 1630.2)

Reasonable accommodation means: (Government Code 12926; 29 CFR 1630.2)

1. For a qualified job applicant with a disability, modifications or adjustments to the job application process that enable him/her to be considered for the position he/she desires
2. For a qualified employee with a disability, modifications or adjustments to the work environment, or to the manner or circumstances under which the position the employee holds or desires is customarily performed, that enable him/her to perform the essential functions of that position or to enjoy equal benefits and privileges of employment as are enjoyed by the district's other similarly situated employees without disabilities

Qualified individual with a disability means a job applicant or employee with a disability who: (29 CFR 1630.15, 1630.2)

1. Satisfies the requisite skill, experience, education, and other job-related requirements of the employment position he/she holds or desires
2. Can perform the essential functions of the position with or without reasonable accommodation
3. Would not pose a significant risk of substantial harm, which cannot be eliminated or reduced by reasonable accommodation, to himself/herself or others in the job he/she holds or desires

Undue hardship is a determination based on an individualized assessment of current circumstances that shows that the provision of a specific accommodation would cause significant difficulty or expense to the district. (29 CFR 1630.2)

Request for Reasonable Accommodation

When requesting reasonable accommodation, an employee or his/her representative shall inform the employee's supervisor that he/she needs a change at work for a reason related to a medical condition. The supervisor shall inform the coordinator of the employee's request as soon as practicable.

When requesting reasonable accommodation for the hiring process, a job applicant shall inform the coordinator that he/she will need a reasonable accommodation during the process.

When the disability or the need for accommodation is not obvious, the coordinator may ask the employee to supply reasonable documentation about his/her disability. In requesting this documentation, the coordinator shall specify the types of information that are being sought about the employee's condition, the employee's functional limitations, and the need for reasonable accommodation. The employee may be asked to sign a limited release allowing the coordinator to submit a list of specific questions to his/her health care or vocational professional.

If the documentation submitted by the employee does not indicate the existence of a qualifying disability or explain the need for reasonable accommodation, the coordinator shall request additional documentation that specifies the missing information. If the employee does not submit such additional documentation in a timely manner, the coordinator may require him/her to submit to an examination by a health care professional selected and paid for by the district.

The district may make a medical or psychological inquiry of a job applicant or require him/her to submit to a medical or psychological examination after he/she has been given a conditional offer of employment but before the commencement of his/her job duties, provided the inquiry or examination is job-related, consistent with business necessity, and required for all incoming employees in the same job classification. (Government Code 12940)

The coordinator shall not request any job applicant's or employee's genetic information except as authorized by law. (42 USC 2000ff-1, 2000ff-5)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

In accordance with law, the coordinator shall take steps to ensure the confidentiality of information related to medical conditions or history. As applicable, he/she shall notify the supervisor or manager of the qualified individual of any reasonable accommodation granted the individual and may notify first aid and safety personnel when the disability of the qualified individual may require emergency treatment. (42 USC 12112)

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

Granting Reasonable Accommodation

Upon receiving a request for reasonable accommodation from a qualified individual with a disability, the coordinator shall:

1. Determine the essential functions of the job involved
2. Engage in an informal, interactive process with the individual to review the request for accommodation, identify the precise limitations resulting from the disability, identify potential accommodations, and assess their effectiveness
3. Develop a plan for reasonable accommodation which will enable the individual to perform the essential functions of the job or gain equal access to a benefit or privilege of employment without imposing undue hardship on the district

A determination of undue hardship should be based on several factors, including: (29 CFR 1630.2)

- a. The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions and/or outside funding

- b. The overall financial resources of the facility making the accommodation, the number of persons employed at this facility, and the effect on expenses and resources of the facility
- c. The overall financial resources, number of employees, and the number, type, and location of facilities of the district
- d. The type of operation of the district, including the composition, structure, and functions of the workforce and the geographic separateness and administrative or fiscal relationship of the facility making the accommodation to other district facilities
- e. The impact of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business

The coordinator may confer with the site administrator, any medical advisor chosen by the district, and/or other district staff before making a final decision as to the accommodation.

Appeal Process

Any qualified individual with a disability who is not satisfied with the decision of the coordinator may appeal in writing to the Superintendent or designee. This appeal shall be made within 10 working days of receiving the decision and shall include:

- 1. A clear, concise statement of the reasons for the appeal
- 2. A statement of the specific remedy sought

The Superintendent or designee shall consult with the coordinator and review the appeal, together with any available supporting documents. The Superintendent or designee shall give the individual his/her decision within 15 working days of receiving the appeal.

Any further appeal for reasonable accommodation shall be considered a complaint concerning discrimination in employment and may be taken to the Board of Trustees in accordance with the district's procedure for such complaints.

Legal Reference:

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

UNITED STATES CODE, TITLE 29

701-794e Vocational Rehabilitation Act

UNITED STATES CODE, TITLE 42

2000ff-1-2000ff-11 Genetic Information Nondiscrimination Act of 2008
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act, especially:
35.107 Designation of employee
36.101-36.608 Nondiscrimination on the basis of disability by public facilities
CODE OF FEDERAL REGULATIONS, TITLE 29
1630.2 Definitions
COURT DECISIONS
A.M. v. Albertsons, LLC, (2009) Cal.App.4th 455
Colmenares v. Braemar Country Club, Inc., (2003) 29 Cal.4th 1019
Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045
US Airways, Inc. v. Barnett, (2002) 535 U.S. 391, 122 S.Ct. 1516

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

WEB SITES

Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Regulation RINCON VALLEY UNION SCHOOL DISTRICT
approved: November 12, 2013 Santa Rosa, California

Rincon Valley Un SD

Board Policy

Sexual Harassment

BP 4119.11

Personnel

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with **AR 4030 – Nondiscrimination in Employment**. An employee may bypass his/her supervisor in filing a

complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy RINCON VALLEY UNION SCHOOL DISTRICT

adopted: November 12, 2013 Santa Rosa, California

Rincon Valley Un SD

Board Policy

Interdistrict Attendance

BP 5117

Students

The Board of Trustees recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5118 - Open Enrollment Act Transfers)

Interdistrict Attendance Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Transportation

The district shall not provide transportation beyond any school attendance area. Upon request, the Superintendent or designee may authorize transportation for interdistrict transfer students to and from designated bus stops within the attendance area if space is available.

Limits on Student Transfers Out of the District to a School District of Choice

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307.

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the

County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)

Legal Reference:

EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

CSBA PUBLICATIONS

Transfer Law Comparison, Fact Sheet, March 2011

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy RINCON VALLEY UNION SCHOOL DISTRICT

adopted: November 12, 2013 Santa Rosa, California

Rincon Valley Un SD

Board Policy

Promotion/Acceleration/Retention

BP 5123

Students

The Board of Trustees expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:

• District Standards

• Grades

(cf. 5149 - At-Risk Students)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When any student in grades 2-8 is retained or recommended for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. The Superintendent or designee also may offer supplemental instruction to a student in grades 2 – 6 who is identified as being at risk for retention. (Education Code 37252.2, 37252.8, 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing average daily attendance

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination
CODE OF REGULATIONS, TITLE 5
200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy RINCON VALLEY UNION SCHOOL DISTRICT

adopted: September 2014 Santa Rosa, California

Checks Dated 02/05/2016

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
1464574	02/05/2016	Ahern, Nicole	01-5200		417.20
1464575	02/05/2016	All City Management	01-5800		3,626.64
1464576	02/05/2016	B.W.S. Distributors Inc	01-4380		29.47
1464577	02/05/2016	Boyes, Donna	01-4310		643.77
1464578	02/05/2016	Boys & Girls Clubs of Central Sonoma County	01-5800		2,970.00
1464579	02/05/2016	California League of Schools	09-5200		269.00
1464580	02/05/2016	California Odyssey Of The Mind	01-5800		75.00
1464581	02/05/2016	California Refrigeration &	13-5800		770.83
1464582	02/05/2016	Center for the Collaborative	01-4110		1,517.75
1464583	02/05/2016	Children's Museum of Sonoma	01-5800		550.00
1464584	02/05/2016	City Of Santa Rosa	01-5530		947.88
1464585	02/05/2016	Creative Ceramics	01-4310		23.86
1464586	02/05/2016	Demco	01-4310		130.25
1464587	02/05/2016	Digitale, Carol	01-4310		29.77
1464588	02/05/2016	Discovery Office Systems	01-5600		201.55
1464589	02/05/2016	ESP & Alarms Inc	01-5800		360.00
1464590	02/05/2016	Featherly, Ellen	01-4310		18.07
1464591	02/05/2016	Hagerman, David	01-5830		1,075.00
1464592	02/05/2016	Herfurth, Mike	01-4310		677.95
1464593	02/05/2016	Jive Communications Inc	01-5911		636.92
1464594	02/05/2016	Kolhoven, Dr. John W	01-5830		205.40
1464595	02/05/2016	littleBits Electronics Inc	01-4310	2,173.91	
			Unpaid Sales Tax	174.91-	1,999.00
1464596	02/05/2016	MakerBot Industries LLC	01-4430	4,202.50	
			Unpaid Sales Tax	16.18-	4,186.32
1464597	02/05/2016	Miller Pacific Engineering	40-6200		270.00
1464598	02/05/2016	Office Depot	01-4310		406.92
1464599	02/05/2016	Office Depot	01-4310		647.91
1464600	02/05/2016	Office Depot	01-4310		607.11
1464601	02/05/2016	Office Depot	01-4350		539.09
1464602	02/05/2016	Office Depot	01-4310		439.84
1464603	02/05/2016	Office Depot	01-4310		672.47
1464604	02/05/2016	Office Depot	09-4310		188.41
1464605	02/05/2016	Office Depot	01-4310		136.33
1464606	02/05/2016	Office Depot	09-4310		79.50
1464607	02/05/2016	Office Depot	01-4310		459.45
1464608	02/05/2016	Office Depot	12-4310		165.89
1464609	02/05/2016	Office Depot	09-4310		504.00
1464610	02/05/2016	Office Depot	01-4350		268.14
1464611	02/05/2016	Office Depot	01-4310		497.04
1464612	02/05/2016	Office Depot	01-4310		274.59
1464613	02/05/2016	Office Depot	09-4381		960.65
1464614	02/05/2016	Office Depot	01-4310		72.76
1464615	02/05/2016	Office Depot	01-4310		78.59
1464616	02/05/2016	Office Depot	01-4310		80.23
1464617	02/05/2016	Pacific Gas & Electric	01-5520		746.53

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 02/05/2016

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
1464618	02/05/2016	NCS Pearson Education Inc	01-4311		74.75
1464619	02/05/2016	Pezzolo, Christina	01-4310		127.16
1464620	02/05/2016	Piner-Olivet U.S.D.	01-8699		19,211.00
1464621	02/05/2016	Quattrochhi Kwok Architects	01-5800	604.14	
			02-5800	302.08	
			03-5800	323.65	
			04-5800	302.08	
			05-5800	323.65	
			09-5800	302.08	2,157.68
1464622	02/05/2016	Redwood Region-OOMTM	01-5800		830.00
1464623	02/05/2016	Rincon Valley USD	01-4310	68.09	
			01-4350	37.07	
			12-4310	37.28	
			13-4350	14.99	157.43
1464624	02/05/2016	Santa Rosa Hardware Co	01-4380		961.00
1464625	02/05/2016	School Specialty Inc	01-4310		506.08
1464626	02/05/2016	Sonoma County Office Of Educ	01-5800		55.00
1464627	02/05/2016	Family Life Magazine	09-5800		985.00
1464628	02/05/2016	US Games	01-4310		2,330.78
1464629	02/05/2016	True North Landscapes Inc	01-5800		1,927.00
1464630	02/05/2016	Wells Fargo Center for theArts	01-5800		680.00
1464631	02/05/2016	Wex Bank	01-4362		733.28
			Total Number of Checks	58	60,193.24

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	49	54,585.24
02	Binkley Charter School	1	302.08
03	Spring Creek/Matanzas Charter	1	323.65
04	Village Charter School	1	302.08
05	Whited Charter School	1	323.65
09	Rincon Valley Charter School	7	3,288.64
12	Child Development Fund	2	203.17
13	Cafeteria Fund	2	785.82
40	Special Reserve-capital Outlay	1	270.00
Total Number of Checks		58	60,384.33
Less Unpaid Sales Tax Liability			191.09-
Net (Check Amount)			60,193.24

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Checks Dated 02/17/16

Check Number	Check Date	Pay to the Order of	Check Amount
1466370	02/17/2016	A+ Educational Centers	1,040.00
1466371	02/17/2016	A-Z Bus Sales Inc	157.55
1466372	02/17/2016	Arntz Builders Inc	9,740.01
1466373	02/17/2016	Arntz Builders Inc	24,152.27
1466374	02/17/2016	Art's Towing	85.00
1466375	02/17/2016	California Wine Tours Inc	2,253.00
1466376	02/17/2016	Carvalho, Mary Ann	135.39
1466377	02/17/2016	Caskey, Karen	133.58
1466378	02/17/2016	Certified Education	1,235.00
1466379	02/17/2016	City Electric Supply	178.58
1466380	02/17/2016	City Of Santa Rosa	2,820.36
1466381	02/17/2016	Clementz, Ashley	40.40
1466382	02/17/2016	Corby, Diane	122.05
1466383	02/17/2016	Country Linen Service	612.20
1466384	02/17/2016	Curry, Stephanie	189.74
1466385	02/17/2016	Dowd, Jay	506.90
1466386	02/17/2016	Economy Lock & Key Inc	105.97
1466387	02/17/2016	ET Adventures	2,524.91
1466388	02/17/2016	First Student Inc	306.00
1466389	02/17/2016	Ford-Sala, Alice	132.67
1466390	02/17/2016	French, Karen	153.48
1466391	02/17/2016	Friedman Bros Hardware Inc	1,690.84
1466392	02/17/2016	Geller, Alix	53.41
1466393	02/17/2016	Great Books Foundation	16,152.77
1466394	02/17/2016	Dan Hardin Architect	44,672.71
1466395	02/17/2016	Dan Hardin Architect	1,537.50
1466396	02/17/2016	Harryman, Melissa	112.78
1466397	02/17/2016	Hatcher-England, Catharyn	700.00
1466398	02/17/2016	Hobart Sales & Service Inc	440.98
1466399	02/17/2016	Home Depot Credit Services	1,604.23
1466400	02/17/2016	Jacobsen, Kelcey	137.25
1466401	02/17/2016	Kelly-Moore Paint Company Inc	130.47
1466402	02/17/2016	LACO Associates	5,750.00
1466403	02/17/2016	Lakeshore Curriculum Co.	45.60
1466404	02/17/2016	McGraw-Hill School Education Holdings LLC	535.05
1466405	02/17/2016	Metzger, Terry	351.20
1466406	02/17/2016	Mountain Fresh Spring Water Co	128.25
1466407	02/17/2016	National Autism Resources Inc	65.56
1466408	02/17/2016	North-Cal Fire Equipment LLC	64.71
1466409	02/17/2016	Pace Supply Corp	302.48
1466410	02/17/2016	Pacific Gas & Electric	31,937.02
1466411	02/17/2016	Pawlan, Janet	341.56
1466412	02/17/2016	NCS Pearson Education Inc	438.69
1466413	02/17/2016	Pitney Bowes Inc	213.49
1466414	02/17/2016	Poole, Patricia	355.56
1466415	02/17/2016	Pradels, Cindy	213.81
1466416	02/17/2016	Sonoma Media Investments LLC	3,058.11
1466417	02/17/2016	Sonoma Media Investments LLC	274.00
1466418	02/17/2016	Pro-ed Inc	61.60

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Checks Dated 02/17/16

Check Number	Check Date	Pay to the Order of	Check Amount
		Unpaid Sales Tax	5.39
		Expensed Amount	66.99
1466419	02/17/2016	Rapp, Lynda	109.19
1466420	02/17/2016	Red Light Learning	513.30
1466421	02/17/2016	Refrigeration Supplies Distrib	1,005.64
1466422	02/17/2016	Rileystreet Art Supply	62.76
1466423	02/17/2016	Schmaus, Bobbie	110.46
1466424	02/17/2016	Sonoma County Office of Educa	30.00
1466425	02/17/2016	Slembrouck-Many Corporation	418.50
1466426	02/17/2016	State Of California	913.00
1466427	02/17/2016	Stephen Roatch Accountancy	2,950.00
1466428	02/17/2016	T & B Sports	489.21
1466429	02/17/2016	Timbermill Corporation	2,249.00
1466430	02/17/2016	Tuor, Samatha	442.75
1466431	02/17/2016	Veritiv Operating Company	5,370.03
1466432	02/17/2016	United Parcel Service	138.58
1466433	02/17/2016	Vyakaran, Lakshmi	75.16
1466434	02/17/2016	W.W. Grainger Inc	337.40
1466435	02/17/2016	Waud, Lisa	49.04
1466436	02/17/2016	Wisemans Automotive	257.83
Total Number of Checks			67
			173,516.54

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	58	83,722.97
02	Binkley Charter School	1	65.36
03	Spring Creek/Matanzas Charter	1	94.38
04	Village Charter School	1	66.15
05	Whited Charter School	1	72.17
09	Rincon Valley Charter School	3	2,070.90
13	Cafeteria Fund	3	1,303.51
21	Building Fund	4	62,722.72
40	Special Reserve-capital Outlay	3	23,403.77
Total Number of Checks		67	173,521.93
Less Unpaid Sales Tax Liability			5.39
Net (Check Amount)			173,516.54

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 02/19/16

Check Number	Check Date	Pay to the Order of	Check Amount
1467141	02/19/2016	Accurate Label Designs Inc	210.95
		Unpaid Sales Tax	18.46
		Expensed Amount	229.41
1467142	02/19/2016	Alasia, Bradlee	100.00
1467143	02/19/2016	All City Management	3,576.27
1467144	02/19/2016	American Speech-Language Assn	259.00
1467145	02/19/2016	Aramark Uniform Services	1,738.82
1467146	02/19/2016	AT&T	45.57
1467147	02/19/2016	Austin, Peggy	54.66
1467148	02/19/2016	B & H Photo Video	262.50
		Unpaid Sales Tax	22.97
		Expensed Amount	285.47
1467149	02/19/2016	Begin, Greg	100.00
1467150	02/19/2016	Berat, Meijo	22.68
1467151	02/19/2016	Business Card	373.67
1467152	02/19/2016	Business Card	63.90
1467153	02/19/2016	Business Card	1,050.86
1467154	02/19/2016	Business Card	2,100.92
1467155	02/19/2016	Calderon, Lisa	148.18
1467156	02/19/2016	Cane and Basket Supply Co	513.30
1467157	02/19/2016	Carolina Biological Supply Co	476.04
1467158	02/19/2016	Chrystal, Jonnie	100.00
1467159	02/19/2016	City Of Santa Rosa	2,045.97
1467160	02/19/2016	Clementz, Ashley	182.89
1467161	02/19/2016	Colotti, Deborah	120.00
1467162	02/19/2016	Cooper, Tracy	100.00
1467163	02/19/2016	Corby, Diane	17.50
1467164	02/19/2016	Corvino, Cheryl	53.84
1467165	02/19/2016	Cox, Melanie	104.11
1467166	02/19/2016	Crane, Maria	100.00
1467167	02/19/2016	Crane, Maria	100.00
1467168	02/19/2016	Crane, Maria	100.00
1467169	02/19/2016	Curry, Stephanie	59.62
1467170	02/19/2016	Demco	93.62
1467171	02/19/2016	Developmental Resources	620.00
1467172	02/19/2016	Discount School Supply	437.72
1467173	02/19/2016	Division Of State Architect	750.00
1467174	02/19/2016	Division Of State Architect	191.16
1467175	02/19/2016	Elias, Ilda	143.32
1467176	02/19/2016	Emerald Behavior and Education Specialists LLC	591.48
1467177	02/19/2016	Engelke Construction Inc	20,240.00
1467178	02/19/2016	Filice, Heather	77.81
1467179	02/19/2016	Flyers Engery LLC	136.11
1467180	02/19/2016	Ford-Sala, Alice	34.29
1467181	02/19/2016	Freitas, Roger	100.00
1467182	02/19/2016	Glogster EC, Inc	95.00
1467183	02/19/2016	Handwriting Without Tears	282.10
1467184	02/19/2016	Harris, Vicki	20.41
1467185	02/19/2016	Hayne, Bonnie	136.03

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Checks Dated 02/19/16

Check Number	Check Date	Pay to the Order of	Check Amount
1467186	02/19/2016	Holmes, Nicole	41.53
1467187	02/19/2016	J Taylor Education	114.00
1467188	02/19/2016	Juhl, Jay	73.76
1467189	02/19/2016	Kilgore, Gena	100.00
1467190	02/19/2016	Kilgore, Gena	100.00
1467191	02/19/2016	Lakeshore Curriculum Co.	478.91
1467192	02/19/2016	Lattice Education Services	8,474.07
1467193	02/19/2016	McKenna, Pia	100.00
1467194	02/19/2016	Mediscan Inc	15,506.25
1467195	02/19/2016	MHS	157.69
1467196	02/19/2016	Muelrath, Keith	100.00
1467197	02/19/2016	Nordquist Dance	100.00
1467198	02/19/2016	Nordquist Dance	100.00
1467199	02/19/2016	Nordquist Dance	100.00
1467200	02/19/2016	Office Depot	59.81
1467201	02/19/2016	Ledou, Stacy	2,327.18
1467202	02/19/2016	Overhead Door Company of	185.00
1467203	02/19/2016	Pacific Gas & Electric	2,094.04
1467204	02/19/2016	Pacific Gas & Electric	1,110.39
1467205	02/19/2016	Paradigm Health Services LLC	5,737.40
1467206	02/19/2016	NCS Pearson Education Inc	1,433.87
1467207	02/19/2016	Petersen-Villasenor, Carol	61.18
1467208	02/19/2016	Pimentel, Lorri	69.66
1467209	02/19/2016	Sonoma Media Investments LLC	1,449.40
1467210	02/19/2016	Ready Refresh by Nestle	111.98
1467211	02/19/2016	Really Good Stuff Inc	18.42
Unpaid Sales Tax			1.61
Expensed Amount			20.03
1467212	02/19/2016	Ricci, Amy	100.00
1467213	02/19/2016	Richter, Josey	50.00
1467214	02/19/2016	Risch, Michael	100.00
1467215	02/19/2016	Risch, Michael	100.00
1467216	02/19/2016	Rogers, Suzanne	105.84
1467217	02/19/2016	Rubin, Claire	105.40
1467218	02/19/2016	Santoyo Galindo, Briseida	41.47
1467219	02/19/2016	School Services Of California	2,760.00
1467220	02/19/2016	School Specialty Inc	653.76
1467221	02/19/2016	Schwartz, Wanda L	67.17
1467222	02/19/2016	Siegle, Meher	100.00
1467223	02/19/2016	Sierra Schools	3,624.60
1467224	02/19/2016	Slaughter, Valerie	50.00
1467225	02/19/2016	Smith, Marie	318.27
1467226	02/19/2016	Solano County Roofing Inc	401.00
1467227	02/19/2016	Stehling, Stefan	60.91
1467228	02/19/2016	Super Duper Publications	313.65
Unpaid Sales Tax			27.44
Expensed Amount			341.09
1467229	02/19/2016	Therapro Inc	56.41

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Checks Dated 02/19/16

Check Number	Check Date	Pay to the Order of	Check Amount
		Unpaid Sales Tax	4.94
		Expensed Amount	61.35
1467230	02/19/2016	Tran, Theary	100.00
1467231	02/19/2016	Tran, Theary	100.00
1467232	02/19/2016	Traveling Lantern Theatre Co	891.00
1467233	02/19/2016	US School Supply Inc	105.95
		Unpaid Sales Tax	9.27
		Expensed Amount	115.22
1467234	02/19/2016	Wells Fargo Center for theArts	72.00
Total Number of Checks			94
			88,612.27

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	92	86,825.77
09	Rincon Valley Charter School	2	1,306.36
12	Child Development Fund	1	373.67
21	Building Fund	1	191.16
Total Number of Checks		94	88,696.96
Less Unpaid Sales Tax Liability			84.69
Net (Check Amount)			88,612.27

Checks Dated 03/02/16

Check Number	Check Date	Pay to the Order of	Check Amount
1469981	03/02/2016	ACP Direct	275.93
1469982	03/02/2016	All City Management	3,223.68
1469983	03/02/2016	SYNCB/Amazon	7,797.50
		Unpaid Sales Tax	154.94
		Expensed Amount	7,952.44
1469984	03/02/2016	Anova Education And Behavior	44,695.12
1469985	03/02/2016	AT&T Mobility	346.13
1469986	03/02/2016	Austin, Peggy	50.84
1469987	03/02/2016	Begin, Greg	100.00
1469988	03/02/2016	Bolander, Shelly	100.00
1469989	03/02/2016	Booster, Alden	26.36
1469990	03/02/2016	Breuer, Erica	30.95
1469991	03/02/2016	California Academy of Sciences	254.40
1469992	03/02/2016	California Academy of Sciences	262.35
1469993	03/02/2016	California Weekly Explorer Inc	770.00
1469994	03/02/2016	California's Valued Trust	32,052.55
1469995	03/02/2016	Charles M Schulz Museum	156.27
1469996	03/02/2016	Chrystal, Jonnie	100.00
1469997	03/02/2016	Clough, Barbara A	225.00
1469998	03/02/2016	Cooper, Tracy	100.00
1469999	03/02/2016	Crane, Maria	100.00
1470000	03/02/2016	Creative Ceramics	23.87
1470001	03/02/2016	Davis, Emily L	149.99
1470002	03/02/2016	Cirrus Group LLC	420.00
1470003	03/02/2016	Decker Inc	50.67
		Unpaid Sales Tax	4.43
		Expensed Amount	55.10
1470004	03/02/2016	Dharma Trading Co	77.54
1470005	03/02/2016	DK Embroidery	1,200.18
		Unpaid Sales Tax	5.55
		Expensed Amount	1,205.73
1470006	03/02/2016	Doolittle, Gail	27.19
1470007	03/02/2016	Drapery Concepts	3,675.00
1470008	03/02/2016	EMC Research Inc	8,000.00
1470009	03/02/2016	Ergo Depot Inc	2,249.98
1470010	03/02/2016	ESP & Alarms Inc	3,335.94
1470011	03/02/2016	Flyers Engery LLC	376.96
1470012	03/02/2016	The Garland Company Inc	284.30
1470013	03/02/2016	Gormley, Caitlin	100.00
1470014	03/02/2016	Greenacre Homes Inc	4,373.73
1470015	03/02/2016	Harriman, Jennie	152.95
1470016	03/02/2016	Harris, Vicki	518.71
1470017	03/02/2016	Hetzer, Dan	502.10
1470018	03/02/2016	Kaslar, Sean	150.00
1470019	03/02/2016	Kelleher, Jennifer	100.00
1470020	03/02/2016	Kilgore, Gena	100.00
1470021	03/02/2016	Kilgore, Gena	100.00
1470022	03/02/2016	Mobile Ed Productions Inc	995.00
1470023	03/02/2016	Montecito Hardware	272.44

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Checks Dated 03/02/16

Check Number	Check Date	Pay to the Order of	Check Amount
1470024	03/02/2016	Heartlands Payment Systems Inc	1,776.00
1470025	03/02/2016	Office Depot	527.43
1470026	03/02/2016	Office Depot	283.65
1470027	03/02/2016	Office Depot	546.23
1470028	03/02/2016	Office Depot	176.16
1470029	03/02/2016	Office Depot	244.99
1470030	03/02/2016	Office Depot	655.57
1470031	03/02/2016	Office Depot	1,995.71
1470032	03/02/2016	Office Depot	511.17
1470033	03/02/2016	Office Depot	317.99
1470034	03/02/2016	Office Depot	546.26
1470035	03/02/2016	Office Depot	690.30
1470036	03/02/2016	Office Depot	938.75
1470037	03/02/2016	Office Depot	438.06
1470038	03/02/2016	Office Depot	315.18
1470039	03/02/2016	Office Depot	68.21
1470040	03/02/2016	Office Depot	159.36
1470041	03/02/2016	Office Furniture World Inc	793.88
1470042	03/02/2016	One Workplace	436.39
1470043	03/02/2016	NCS Pearson Education Inc	202.70
1470044	03/02/2016	Perry, Debbie	65.68
1470045	03/02/2016	Pro-ed Inc	737.39
Unpaid Sales Tax			64.52
Expensed Amount			801.91
1470046	03/02/2016	Prudential-Keenan & Associates	908.93
1470047	03/02/2016	Quattrochi Kwok Architects	1,864.50
1470048	03/02/2016	Ready Refresh by Nestle	42.16
1470049	03/02/2016	Restorative Resources	1,600.00
1470050	03/02/2016	Ricci, Amy	100.00
1470051	03/02/2016	Rincon Valley USD-Binkley	216.17
1470052	03/02/2016	Rincon Valley Yard & Garden	21.74
1470053	03/02/2016	Albertsons/Safeway Inc	234.00
1470054	03/02/2016	Sage Renewables	6,750.00
1470055	03/02/2016	San Francisco Maritime	100.00
1470056	03/02/2016	San Francisco Maritime	100.00
1470057	03/02/2016	School Nurse Supply Inc	687.85
1470058	03/02/2016	School Specialty Inc	201.25
1470059	03/02/2016	Schwartz, Wanda L	32.60
1470060	03/02/2016	Shippey, Debi	19.43
1470061	03/02/2016	Sichel, Holly	200.00
1470062	03/02/2016	Siegle, Meher	100.00
1470063	03/02/2016	Siegle, Meher	100.00
1470064	03/02/2016	Sodexo American Inc &	64,649.53
1470065	03/02/2016	Sodexo American Inc &	71.99
1470066	03/02/2016	Sonoma County Office Of Educ	9,838.00
1470067	03/02/2016	Sonoma Media Group LLC	900.00
1470068	03/02/2016	Sugiyama, Janel	51.00
1470069	03/02/2016	Summit Professional Education	759.96
1470070	03/02/2016	Super Duper Publications	373.50

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 03/02/16

Check Number	Check Date	Pay to the Order of	Check Amount
		Unpaid Sales Tax	32.68
		Expensed Amount	406.18
1470071	03/02/2016	Tap Plastics	110.70
1470072	03/02/2016	Therapro Inc	99.63
		Unpaid Sales Tax	8.72
		Expensed Amount	108.35
1470073	03/02/2016	Tran, Theary	100.00
1470074	03/02/2016	Tru Scan Fingerprint Services	200.00
1470075	03/02/2016	Wells Fargo Center for theArts	80.00
1470076	03/02/2016	Westrich, Kate	267.75
1470077	03/02/2016	Wikiup Tennis & Swim Club Inc	331.50
1470078	03/02/2016	Yamagishi, Wayne B	2,178.00
Total Number of Checks			98
			223,620.88

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	86	136,007.69
02	Binkley Charter School	1	320.00
03	Spring Creek/Matanzas Charter	1	160.00
04	Village Charter School	1	160.00
09	Rincon Valley Charter School	8	11,027.12
12	Child Development Fund	2	1,084.79
13	Cafeteria Fund	4	66,517.62
40	Special Reserve-capital Outlay	2	8,614.50
Total Number of Checks		98	223,891.72
Less Unpaid Sales Tax Liability			270.84
Net (Check Amount)			223,620.88

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Francis A. Binkley Elementary School

4965 Canyon Drive, Santa Rosa, CA 95409-3299 • Phone (707) 539-6060 • Fax (707) 539-4862

To: Rincon Valley Union School Board of Trustees

It is with great pride that I recommend Joe Aldridge for Classified Employee of the Month for March 2016. Mr. Joe is Binkley's day custodian, working to make sure our campus is orderly, safe, and clean so that our students can learn in a great environment. Joe has been a Rincon Valley employee since June 18, 2002. In his almost 14 years here, he has worked at both Sequoia and Binkley campuses.

I am always impressed with Mr. Joe's stamina. Starting early in the morning, Joe is cleaning, moving tables, and working around the campus to keep restrooms tidy and floors mopped. He is quick to remove spots of graffiti, a broken bottle from the parking lot, or a student's jacket off the roof. He is thoughtful about the daily happening and offers valuable insight into making our campus systems more orderly. He even pitches in with the "green team", our students who are helping to ensure that recycling happens at lunch. He has taken on the calendaring of events in our gym. I really appreciate that Joe always steps up to work evening events. I know I have reliable help to take out the trash and lock up with me at the end of a long walk-a-thon or pasta feed.

Mr. Joe is a favorite amongst our students. Beyond the daily cleaning, setting up and breaking down for daily and weekly events, and small maintenance jobs, Mr. Joe has great relationships with our students. They love to work with him, cleaning up at the end of lunch. This year, he has coached both our basketball and volleyball teams. The Bobcats love his competitive spirit and patience as they build foundational athletic skills. When we have small groups of students who are in need of some extra adult attention, Coach Joe steps up and provides extra recess basketball practices.

Joe takes care of our Binkley staff as well. When we return from Thanksgiving Break each year, our staff room is decked out in holiday cheer. Each staff member has a stocking hung, a giant motion-sensor Grinch greets us from out of a dark corner, lights are strung all over, and lots of dancing stuffed animals run around our red and green lunch tables. In the spring, Mr. Joe puts on a barbecue for the staff to show his appreciation for us. And he is great about leaving us donuts right when we need them.

Sadly, Joe is an avid Cowboys fan and Reds fan. But we forgive him because he is such a great support. He is very detail oriented, and I truly value how he doesn't let me let things fall through the cracks. Binkley is a better place because we have Mr. Joe on our team.

Sincerely,

Kelly Lister
Kelly Lister, Principal



Mustangs

Madrone Elementary School

4550 RINCONADA DR. SANTA ROSA, CA 95409
PHONE (707) 539-9665 FAX (707) 539-1362

Mike Herfurth
Principal

March 8th, 2016

Dear Rincon Valley Union School District Board of Education,

It is my pleasure to be here tonight to honor a great teacher in Rincon Valley. Halley McKenzie is in her 9th year as a teacher in this district, and we at Madrone feel lucky to have her teaching at our school.

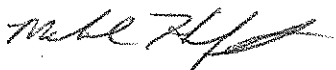
I first began working with Halley last year, and it didn't take long for me to realize her dedication to this job. She not only is dedicated to her student's learning the content she is teaching, but Halley is dedicated to being a learner herself. This year Halley has had two student teachers in her classroom that she is mentoring. She is also a part of the lesson study group in Rincon Valley, and participates in demo lessons and other district professional development to continuously improve her craft of teaching. One of Halley's greatest strengths is her willingness to take new things she learns at faculty meetings or in professional developments settings and apply them to her classroom.

The dedication to her students is very apparent in the classroom each day, as well as outside of the classroom with extra curricular activities as well. Halley is a master at creating positive relationships with her students and the parents of her classroom. She has encouraged students to participate in a history competition, and last year she took two students to the state competition. This year she is taking six students to Rocklin, CA to participate in the state competition after they recently won the regional competition!

One of the things I have been very impressed with is Halley's ability to differentiate in her classroom. Like all teachers, we encounter a mix of student abilities both academically and with social/emotional development. In working with Halley I have witnessed her ability to differentiate her curriculum for ALL students, giving ALL students the chance, at their individual ability, to succeed in learning.

Even though Halley has been known to spill things, dent things, and break things around campus, the Madrone staff loves having her be a part of our team. The positive energy and dedication she brings to work each day cannot be overlooked and I'm happy to recognize Halley as the Rincon Valley Union School District Employee of the Month.

Sincerely,

A handwritten signature in dark ink, appearing to read "Michael Herfurth", with a stylized flourish at the end.

Michael Herfurth
Principal

***Rincon Valley Union School District
Board of Trustees
Agenda Item Summary***

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.1

Subject: Parcel Tax Renewal

Submitter: Dr. Tony Roehrick, Superintendent

Background: The Rincon Valley Union School District enjoys the support of its residents. Evidence of this support is the voters' support of our current parcel tax, approved on April 11, 2006. The tax is currently at \$87 per parcel, increasing by \$3 each year. These funds are used to enhance computer and technology education, support library services, band programs, science labs, and provide services to students struggling in English language arts and mathematics.

The parcel tax is set to expire on June 30, 2018. The Board will discuss with its campaign consultant the best strategy to ask our voters to renew the parcel tax.

Attachments: *Memo from Campaign Consultant Connell Lindh*

Fiscal Impact: None

Recommendation: For discussion only

To: Tony Roehrick
Fr: Connell Lindh
Re: Parcel tax renewal
Dt: February 29, 2016

As we have discussed, the parcel tax for the District is scheduled to expire on June 30, 2018. The purpose of this memo is to look at various options open to the District if the desire is to continue the parcel tax.

- I. Structure of the parcel tax
 - a. Renew current parcel tax (\$90 per year with annual \$3 increase) for 12 years
 - b. Modify existing Parcel Tax for renewal
 - i. Increase or decrease amount
 - ii. Length/terms
 - iii. Exemptions
- II. Terms of the parcel tax
 - a. Programs to be funded
- III. Election Dates (before the expiration date)
 - a. General Election Dates
 - i. November 8, 2016, June 5, 2018
 - b. Established election dates
 - i. 5/2/2017, 6/6/2017, 8/29/2017, 11/07/2017
 - ii. 3/6/2018, 4/10/2018, 6/5/2018

At this point, we can have an open discussion with the board and the community on the benefits of the parcel tax and whether the district wants to consider an extension or if it wishes to make any changes to the structure of the tax. Every “change” to the tax is likely to present a certain amount of risk when it comes to achieving a two-thirds voter approval.

As for the dates to hold the election, the November 8, 2016 election date would be the least expensive in terms of direct District costs. This would place the measure on the presidential ballot which would have the highest turnout and the largest number of other state and local initiatives. The established election dates would likely be stand alone elections, meaning the School District would be solely responsible for the cost of the election.

***Rincon Valley Union School District
Board of Trustees
Agenda Item Summary***

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.2

Subject: EMC Research Update – Middle School Program

Submitter: Dr. Tony Roehrick, Superintendent

Background: On October 21, 2015 the Governing Board held a study session to discuss potential revisions to the middle school program. Trustees were clearly interested that revisions are considered only after a lengthy input process from our stakeholders. Trustees also wanted to ensure the outreach process was unbiased and utilized best practices for data gathering and analysis. Therefore, the Board directed staff to contract with an expert consultant to provide these services.

Following a process whereby a Request for Qualifications/Request for Proposals (RFQ/RFP) was developed and on December 3, a team of RVCS stakeholders interviewed EMC Research. The team's recommendation to enter into negotiations with EMC was brought forward and approved by the Governing Board on December 8.

On January 12, 2016, the Governing Board approved an agreement with EMC to conduct one focus group of parents of current RVUSD 5th and 6th grade students. In addition, the agreement included an on-line survey of all current and recent former RVUSD families. EMC Research has completed its focus group and on-line survey. The firm is in the process of analyzing its results and will present them at the April 12, 2016 Board meeting.

Attachments: None

Fiscal Impact: None

Recommendation: For discussion only

***Rincon Valley Union School District
Board of Trustees
Agenda Item Summary***

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.3

Subject: RVCS Registration Update

Submitter: Dr. Tony Roehrick, Superintendent

Background: Our priority registration period for the Rincon Valley Charter School closed on Friday, February 26. Compared to last year, our overall registration numbers increased significantly at Matanzas with 91 students (64 last year). However, with 71 students, we remain level for the Sequoia campus (72 last year). Another point of reference is that we began the year with 71 at Matanzas and 68 at Sequoia. All future registrations for Matanzas will be directed to Sequoia.

All families that submitted applications by the deadline were accepted and letters were mailed home last week.

Attachments: *RVCS Application Summary 2016-17*

Fiscal Impact: None

Recommendation: For discussion only

Rincon Valley Charter School

7th Grade Applications

2016-2017

From in district:

	<u>Sequoia</u>	<u>Matanzas</u>	Out of <u>total 6th grade</u>
Austin Creek	8	1	51
Binkley	13	0	61
Madrone	5	4	58
Matanzas	0	31	86
Sequoia	22	0	63
Village	1	17	54
Whited	8	3	63
	57	56	113/436

From out district

<u>Sequoia</u>		<u>Matanzas</u>	
R L Stevens	1	St. Eugene's	1
R.V. Christian	1	St. Luke	1
San Miguel	1	Brush Creek	2
Kenwood	3	S R Charter	1
Kawana	2	Hidden Valley	1
Riebli	1	Strawberry	21
Proctor Terrace	1	Proctor Terrace	1
Santa Rosa Arts	1	J X Wilson	1
Strawberry	2	Roseland	1
Cloverdale	1	French C S	3
		Two Rock	1
		Mexico	1
Total	14	Total	35

Grand Total: Sequoia - 71 Matanzas - 91 = **162 aps.**
 M-38 / F-33 M-53 / F-38

Priorities:

	Sequoia	Matanzas		Sequoia	Matanzas
Siblings (1)	9	14	Live in/no RVUSD (4)	6	14
Employees (2)	3	4	Sib/no RVUSD (5)	1	1
RVUSD (3)	47	38	Emp/no RVUSD (6)	2	1
			Out of district (7)	3	19

Rincon Valley Union School District
Board of Trustees
Agenda Item Summary

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.4

Subject: Curriculum & Instruction Report

Submitter: Dr. Terry Metzger, Assistant Superintendent, Curriculum

Background:

STAR Reading and Math (1a)

Included in your packet is a table summarizing student performance on STAR Reading and Math for the 2nd Trimester. In Reading, we are holding steady when compared to this time last year and 1st Trimester this year. There are a few overall gains, which we will discuss at the meeting.

In Math we continue to have difficulty developing actions from the data, mostly because of a mismatch with our math curriculum. We are working with grade level teams during the month of March and early April to discuss assessment and intervention systems to be implemented for the 2016-17 school year.

Instructional Technology Implementation Report

As I mentioned in the fall, progress on the implementation of our instructional technology plan has been slower than anticipated. Our STEM Consulting Teacher and Site Techs are currently reviewing a K-6 curriculum that is a good match for our tech skills progression, but needs some tweaking to make the lessons teacher friendly and relevant in the midst of constant changes in technology. We'll show a few examples at the meeting. I continue to view this year as our "awareness year."

We continue to offer a variety of professional learning that utilizes technology (i.e. videotaping lessons, Google Classroom, and we are planning an online course for summer) and helps teachers think about how their use of technology in the classroom is progressing on the SAMR model*. We are currently planning for the 2016 RV Summer Tech Institute to further teacher skill with using technology.

* Here's a link to an explanation of the SAMR model:

<http://www.educatorstechnology.com/2013/06/samr-model-explained-for-teachers.html>

Attachments: *Student Performance Report – STAR Reading and Math, Tri 2 2015-16*

Fiscal Impact: None

Recommendation: For discussion only

Student Performance Report
STAR Reading/Math
2015-16 ~ End of Trimester 2 Summary

Percent of Students Scoring At/Above 50 th Percentile						
	STAR Reading (Goal 65%)			STAR Math (Goal 65%)		
	This time last year	Last reporting period	Current reporting period	This time last year	Last reporting period	Current reporting period
	2015-16 Tri 2 (gr 1-8)	2015-16 Tri 1 (gr 2-8)	2015-16 Tri 2 (gr 1-8)	2015-16 Tri 2 (gr 1-8)	2015-16 Tri 1 (gr 2-8)	2015-16 Tri 2 (gr 1-8)
Austin Creek	84	83	83	87	90	87
Binkley	56	58	58	61	61	60
Madrone	56	58	56	68	66	64
Matanzas	56	51	54	56	53	51
Sequoia	70	70	71	76	77	77
Spring Creek	49	52	51	55	61	56
Village	52	51	51	62	60	56
Whited	54	53	60	62	62	63
RVCS	53	51	50	65	63	61
District Total	59	59	60	67	66	65

Percent of Students Scoring At/Above 50 th Percentile						
	STAR Reading (Goal 65%)			STAR Math (Goal 65%)		
	This time last year	Last reporting period	Current reporting period	This time last year	Last reporting period	Current reporting period
	2015-16 Tri 2 (gr 1-8)	2015-16 Tri 1 (gr 2-8)	2015-16 Tri 2 (gr 1-8)	2015-16 Tri 2 (gr 1-8)	2015-16 Tri 1 (gr 2-8)	2015-16 Tri 2 (gr 1-8)
White	69	68	71	72	72	70
Hispanic	38	37	40	52	51	47
Other Ethnic Groups	63	64	57	71	69	70
Economically Disadvantaged	37	38	41	49	51	47
English Only	65	64	66	70	69	67
English Learner	16	19	27	36	37	33
Reclassified: Fluent English Proficient	57	56	59	72	78	73
Students with Disabilities	18	22	26	30	28	28
Gifted and Talented (GATE)	95	92	93	97	96	96

Notes:

1. Subgroups scores are unweighted.
2. "--" = test not taken or scores by subgroup not available.

***Rincon Valley Union School District
Board of Trustees
Agenda Item Summary***

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.5

Subject: Student Services Report

Submitter: Mrs. Cathy Myhers, Student Services Director

Background: We continue to meet with each site's student support team and discuss ways to improve support for all students. Cathy and Terry will report on these conversations and plans for the upcoming school year.

Attachments: None

Fiscal Impact: None

Recommendation: For discussion only

***Rincon Valley Union School District
Board of Trustees
Agenda Item Summary***

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.6

Subject: District Emergency Plan

Submitter: Dr. Tony Roehrick, Superintendent

Background: The District has not updated its Emergency Response Plan in many years. In 2012, the Redwood Empire Schools Insurance Group (RESIG) provided members districts with a new template. This year, a committee consisting of Michael Herfurth, Maria McCormick, Kate Westrich, and I reviewed a number of emergency plan options. The committee was in agreement the best option is to adopt the RESIG plan.

The Governing Board's adoption of this plan is the first step towards its implementation. The plan will be duplicated and made ready. This spring, principals, district administrators, and department managers will receive training in the plan. Office managers will receive additional training on how to customize the plan for their schools sites. Plans should all be completed and ready for use by the end of this school year. All employees will receive training at our August district-wide in-service. In addition, follow-up training at the both administrator and site level will occur next year. RESIG has agreed to provide all our training.

Attachments: *Emergency Operations Plan for Rincon Valley Union School District*
Annex A Checklists and Forms
Annex B Response Actions
Annex C Training
Annex D Site Information
Parent Emergency Preparedness Guide
Student Release Card

Fiscal Impact: None

Recommendation: For discussion only

Emergency Operations Plan for Rincon Valley Union School District

December 2015

Promulgation Document

The personal safety and health of students, staff and the public, and the protection of district property and assets are primary concerns of the Superintendent of the **Rincon Valley Union** School District. The Superintendent of the **Rincon Valley Union** School District will designate an employee to develop and implement the Emergency Operations Plan for each school site and the District Office.

The designated employee will prepare school site specific instructions for implementing the plan, revise the plan as needed, and plan trainings to sufficiently prepare staff for school site emergencies.

Approval and Implementation

During an emergency, the Board recognizes that the District's educational goals may be temporarily superseded by the need to protect the safety and health of students, staff and the public. School District staff may be asked to assist in the safeguarding and release of students, or in other emergency functions. This Emergency Operations Plan addresses the planned response to emergency situations associated with disasters affecting the **Rincon Valley Union** School District. This Plan supersedes all previous plans.

This Plan accomplishes the following:

- Establishes the emergency management organization necessary for response to an emergency or disaster affecting **Rincon Valley Union** School District.
- Establishes the operational concepts associated with the management of emergencies.
- Provides a flexible platform for planning and response to all hazards and emergencies that are likely to impact **Rincon Valley Union** School District. The Plan is adaptable for disasters such as earthquakes, fires, floods, landslides, Public Health emergencies, and other situations outlined in the Threat Summary and Assessments.

This document serves as the legal and conceptual framework for emergency management in the **Rincon Valley Union** School District. There are a number of separately published documents that support this plan. These references contain checklists and other resource material designed to provide users with the basic considerations and actions necessary for effective emergency response for the specific hazard or function. These reference documents may be modified as necessary without the **Rincon Valley Union** School District Board's approval.

Date of Approval and Adoption:
Board Members:

Record of Changes

The Emergency Management Agency (EMA) ensures that necessary changes and revisions to plan are prepared, coordinated, published, and distributed.

The plan will undergo revision whenever:

- Any other condition occurs that causes conditions to change.
- It fails during emergency.
- Exercises, drills reveal deficiencies or “shortfall(s).”
- School District situations change.
- State requirements change.

EMA will maintain a list of individuals and organizations which have controlled copies of the plan. Only those with controlled copies will automatically be provided updates and revisions. Plan holders are expected to post and record these changes. Revised copies will be dated and marked to show where changes have been made.

Nature of Change	Date of Change	Page(s) Affected	Changes made by (signature)

Record of Distribution

Title	Name	Date	Number of Copies

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Plan Development and Maintenance

This Model Emergency Operations Plan has been developed for school sites and district offices as a basic template to be modified for each site or office. This EOP should be modified by a School Emergency Team of administrators and staff, working with first responders in the local jurisdiction. During an emergency, the EOP will be initiated by the principal or designee when conditions exist which warrant its execution. The EOP will be implemented by all staff, who will remain at school in the capacity of “Disaster Service Workers” and perform those duties as assigned until released by the principal or designee.

This EOP will be reviewed annually:

- Functions should be pre-assigned, preferably before the beginning of the school year
- Staff contact information should be updated
- New personnel should be assigned positions
- Procedures will be revised as needed
- Planning for training and drills will be established
- Updates will be recorded

The elements of emergency planning, preparedness and management are:

- **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- **Incident Command System (ICS):** ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance (see Annex A). ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. At a school site, the Incident Commander is the highest-ranking official in charge of the emergency response operations. The Emergency Operations Center (EOC) Director is the highest-ranking official in charge of response coordination at the district office.
- **Emergency Operations Plan (EOP):** A modified version of this model plan should be tailored and fine-tuned to meet the unique needs and resources of each individual school and district office. The site- or office-based plan includes team assignments, emergency numbers, and protocols. See Annex D for some helpful questions and things to consider when adapting this plan to your school site or district
- **School Emergency Team:** A group of individuals at each school site and the district office that works to develop the Emergency Operations Plan to meet individual school or district office needs and implement the plan in the event of an emergency. Local responding agencies, such as fire or law, may be invited to

provide their expertise during the planning process. Other on-site entities, such as preschools, special education classrooms, and day care should also be included in the School Emergency Team meetings. It is important that the school site coordinates with these entities to ensure that plans are compatible or to develop joint plans, if appropriate.

- **Communications:** Plans should have established lines of internal communication (within the school) and external communication (with the district office and community). Plans should include provisions for after-hours communication and alternate means if telephone lines are disabled.
- **Emergency Response Actions:** Emergency response actions are the step-by-step procedures for schools to implement in the event of an emergency. These can be found in Annex B.
- **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.

CA Government Code 3100 declares that public employees are “Disaster Service Workers,” subject to activities as may be assigned to them by their superiors or by law. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made. The law has two ramifications:

- o Public school employees may be pressed into service as Disaster Service Workers and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours. Teachers and staff members may be required to remain at school and serve as Disaster Services Workers until they are released by the principal or superintendent.
- o In those cases, their Workers’ Compensation Coverage becomes the responsibility of state government. Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

Ideally, the plan should include a rough prioritization of which teacher and staff members might be released first, such as those with small children or elderly dependent adults. Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at

school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively.

- **Training:** The following minimum trainings will be offered to all staff:
 - o Federally required ICS 100, IS 200, IS 700 training (provided by RESIG)
 - o General awareness training for all staff, including access and functional needs considerations
 - o First Aid and CPR training
 - o Team training to address specific emergency response or recovery activities, such as student release, and search and rescue.
- **Practice:** Practicing the plan consists of orientation, tabletops, drills, functional exercises, etc. It is recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills. It is important that training and exercises include access and functional needs discussions or scenarios. Training resources and some sample tabletops and exercises are provided in Annex C. RESIG is also able to provide training expertise through its Emergency Services Program.

Objectives/Goals

The EOP is consistent with the federally mandated National Incident Management System (NIMS) and the state mandated Standardized Emergency Management System (SEMS). The EOP assigns responsibilities to ensure the effective management of emergency operations in the **Rincon Valley Union** School District. It establishes the emergency management structure and outlines how the emergency response is activated. Several annexes including job aids, procedures and protocols accompany the EOP:

- Annex A includes position descriptions and forms
- Annex B includes emergency response actions and recovery guidelines
- Annex C includes training information and resources
- Annex D is designated for site specific information

The EOP and its associated annexes and appendices are intended to allow school sites to respond to emergencies in an efficient manner in order to accomplish the following:

- Protect the safety and welfare of students, staff and visitors
- Provide a safe and coordinated response to emergencies
- Protect the district's facilities and properties
- Enable the district to restore normal conditions in the shortest time possible
- Provide for the interface and coordination between the schools, district office, Sonoma County Office of Education, and local Emergency Operations Centers

Scope

This plan applies to emergencies that occur on school district property. Sites and districts are highly encouraged to coordinate planning with entities located on school

district property, including, but not limited to the following: alternative, adult, and special education classrooms, pre-school, and after school day care organizations.

This plan addresses 14 hazards that may affect a school site or district office. Such incidents include earthquake, hazardous materials incidents, flooding, landslides, and wildfires. These 14 hazards are addressed in the situation overview.

Planning Assumptions

In the event of a large scale emergency, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance. The plan assumes that schools must be self-sufficient for a time and may be required to make crucial decisions to keep students and staff safe. While compiling the plan, the following assumptions were made:

- All school site emergencies are reported to the district office
- Each site may implement their respective EOP independent of the District EOP
- Depending on the severity and scope of the emergency, the site EOP and its Incident Command System may or may not be activated
- The school site administrator or district administrator will determine if it is necessary to partially or full staff the site teams based on the nature of the emergency
- When a local emergency is proclaimed, the district's policies and procedures outlined in this plan become effective
- School district employees are familiar with the EOP and will execute their assigned responsibilities

Concept of Operations

Emergency management activities are often associated with the following four phases, although not every disaster necessarily includes all the phases.

Mitigation Phase

The mitigation phase involves taking actions to strengthen facilities, abate hazards, and reduce the potential damage to structures or their contents. While it is not possible to totally eliminate a potential disaster, taking steps to minimize the effects of an incident may create safer environments and lower response costs and casualties. Mitigation, while arguably the most important and cost effective phase of emergency management, is often the least used.

Preparedness Phase

During the preparedness phase, actions such as training and drills, are taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. All employees must be prepared, through such trainings, to respond promptly and effectively to any foreseeable emergency. Personnel should be acquainted with their position description(s) and any job aids or procedures developed for their position(s).

Response Phase

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. The degree, extent and type of the incident will impact the depth of the response on the school site and beyond. For example, a rabid dog on campus will provoke an emergency response, however, this event can be managed by only one or two people. A major earthquake, on the other hand, may require the activation of all school employees and additional personnel from other agencies. The table below can be used to help school employees understand how an incident may change the response.

Response Level	Example	Site Response	District Response	Emergency Responders
Readiness	Rabid dog	Day-to-day response	Day-to-day response	No response
Local Emergency	Building on fire	Site EOP and ICP activated, IC communicates with local emergency responders and district Supt. or EOC, depending on activation status	EOC is activated, EOC may communicate with SCOE	Appropriate responders activated through 9-1-1 call
Local Disaster	Local flood	Site EOP and ICP activated, IC communicates with district EOC	EOC is fully operational and in communication with each school site and SCOE	Response actions directed by local EOC
Major Disaster	Major earthquake	Site EOP and ICP activated, IC communicates with district EOC	EOC is fully operational and in communication with each school site and SCOE	Response actions directed by local or county EOC

The decision to activate the Incident Command Post (ICP) or Emergency Operations Center (EOC) will be made as the situation unfolds by the person-in-charge at the scene (i.e., vice principal, coach, teacher, etc). In general, the ICP/EOC should be activated when the response is beyond the capabilities of the group directed by the person-in-charge (if not available at the start of the incident, the individual designated as IC may take over the response upon arrival). The ICP/EOC should be deactivated after it has been determined that no further response actions are necessary.

Recovery Phase

During recovery, actions are taken to restore the site to pre-event conditions and normal operations as quickly as possible. There is no clear time separation between response

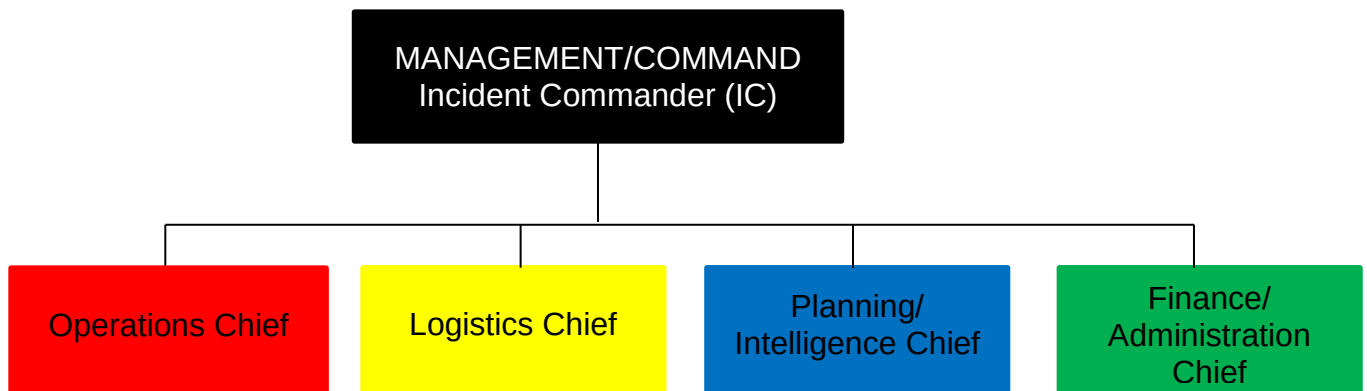
and recovery, and planning for recovery should be a part of the response. Recovery activities may be both short-term and long-term, ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat. Recovery, thus, leads back to the mitigation phase.

Organization and Assignment of Responsibilities

Each school is responsible for protecting the life of the students, staff, and visitors, the property of the school district, and environment around the school. It is the responsibility of the school administrators to ensure that the school staff are trained and well prepared, and that the school has a functional EOP.

The district office is responsible for protecting the life of students, staff, and visitors at the district office, and for protecting the district office and the surrounding environment. The district office must also be prepared to provide off-site support, such as leadership and assistance with response and recovery, when the incident happens at school sites within the district. It is the responsibility of the Superintendent to ensure that both the district office and school site employees are trained and well prepared, and that every site (including the district office) has a functional EOP.

Part of a functional EOP is having a response system in place that establishes the division of labor and lines of communication. The system that will be used, as required by federal and state governments, is the Incident Command System (ICS). ICS accomplishes the division of labor by establishing five sections with specific roles and responsibilities. The five sections are Management/Command, Operations, Logistics, Planning/Intelligence, and Administration/Finance.



The Management/Command Section is responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. The Management Section Staff is also responsible for interacting with each other, the Incident Commander, and others to ensure the effective function of the organization.

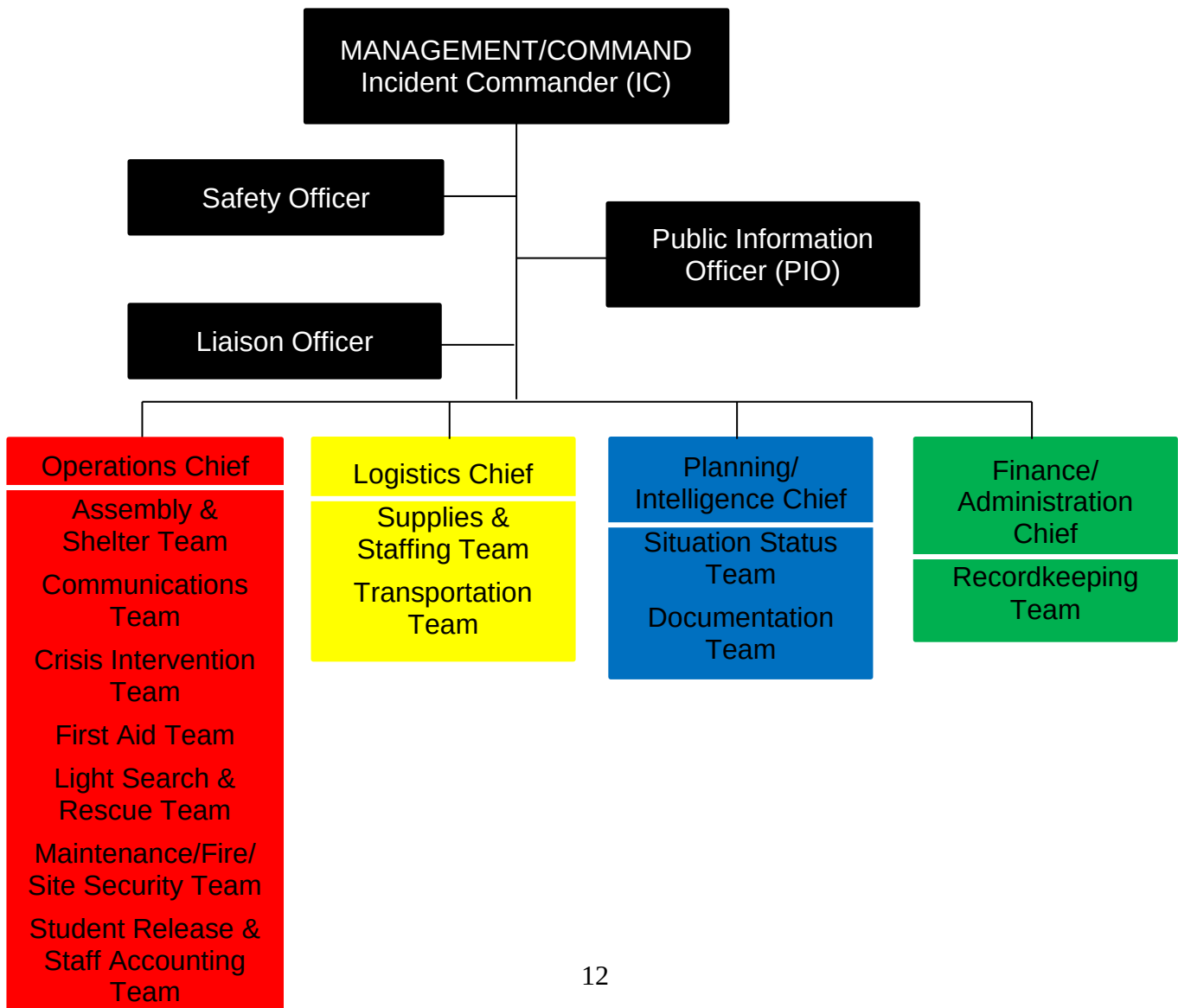
The Operations Section is responsible for implementing action plans and coordinating direct response activities, such as search and rescue, sheltering, first aid, security, student release, communications, staff and visitor accounting.

The Logistics Section is, prior to a disaster, in charge of ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, this section provides services, personnel, equipment, materials, and facilities as needed.

The Planning/Intelligence Section is responsible for collecting, analyzing, disseminating, and recording information critical to the functioning of the Management Section. This Section works closely with the Incident Commander to create action plans for implementation by the Operations Section.

The Finance/Administration Section creates policies and procedures in order to document the costs associated with emergency response. During a disaster, the section activates contracts with vendors, keeps time records, tracks receipts, and accounts for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery efforts from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report.

Each section in turn has a team or teams tasked with implementing very specific components of the districts emergency response plan. These teams are listed in the chart below, and a blank organizational chart has been included in Annex A.



During an emergency, the district office will establish an Emergency Operations Center (EOC) to assist in the coordination of information and resources to support the school site's incident management activities. The EOC Director will remain at the EOC, away from the incident site(s) to make decisions regarding resource coordination. An EOC may be a temporary facility or may be located in a more central or permanently established facility.

During an emergency, the Management Section on the school site will set-up an Incident Command Post (ICP). The Incident Commander and Section Chiefs remain at the ICP and will make decisions to direct the response activities based upon information coming in from each of the sections.

One of the benefits to using the ICS is that it is designed to be flexible and scalable to the size of the event. Only positions that are required for an adequate response should be filled, and ICS sections are kept as small as possible to accomplish incident objectives and monitor progress. Each particular incident will dictate how and when the organization develops, and in many instances only a couple sections need to be activated. Only in the largest and most complex operations would the full ICS organization be staffed.

Agency Coordination

The control of and response to campus emergencies is the sole responsibility of the school site teams *until* first responders such as medical, fire, and/or law enforcement arrive. Once professional responders are on campus, incident management transitions to Unified Command. Unified Command is an application of ICS used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the Unified Command (often the senior person from agencies and/or disciplines participating in the response) to establish a common set of objectives and strategies and a single Incident Action Plan. This transition to Unified Command is immediately facilitated by an on-site briefing, the school's Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Ideally, this means that in the Incident Command Post (ICP), first responder representatives will essentially be running response activities in consultation with the school's Management Staff and Section Chiefs. On the school site, Team Leaders and Team Members will work alongside first response teams, *unless* the Incident Commander has deemed it too dangerous or unsafe.

There are a number of agencies that may respond to your campus or could be helpful as you develop this EOP. Contacts for some of these agencies are listed below.

AGENCY	NUMBER
American Red Cross (<i>Sonoma County Chapter</i>)	(707) 577-7600
Animal Care and Control (<i>Sonoma County</i>)	(707) 565-7100
CalTrans (<i>highway conditions</i>)	1-800-427-7623
Highway Patrol Information Line (<i>Sonoma County</i>)	(707) 588-1400
Pacific Gas & Electric Company (<i>outage reporting</i>)	1-800-743-5002
Redwood Empire Schools' Insurance Group	(707) 836-0779
School and College Legal Services	(707) 524-2690
Sonoma County Fire and Emergency Services Department	(707) 565-1152
Sonoma County Emergency Operations Center (EOC) Public Information Hotline (<i>available during declared emergencies</i>)	(707) 565-3856
Sonoma County Office of Education	(707) 524-2600
Sonoma County Sheriff's Department (<i>business office</i>)	(707) 565-2511
Sonoma County Department of Health Services (<i>public health information</i>)	(707) 565-4400
Sonoma County Health Services Communicable Disease Reporting	(707) 565-4567
Sonoma County 2-1-1	211

The Sonoma County School Crisis Response *System of Support* was created in 2005 to make assistance readily available to both large and small schools in Sonoma County. Visit the Resources page on www.scoe.org/safeschools to learn more about the System of Support.

SYSTEM OF SUPPORT AGENCY	CONTACT	NUMBER
Hospice of Petaluma	Yolande Adams	(707) 778-6242
Memorial Hospice & North County Hospice	Lorraine Blue	(707) 568-1094
Law Enforcement Chaplaincy Service in Sonoma County	Rose Baker Heidi Fortkamp	(707) 338-0119 (707) 546-1529
Sutter Hospice	Valerie Waidler Margo Requarth Quenby Kemler	(707) 535-5700
Paws As Loving Support (PALS) Assistance Dogs	Nancy Pierson Bea Melville	(707) 481-4649 (707) 529-6548
WillMar Center for Bereaved Children	Barbara Cullen	(707) 935-1946 (707) 236-0708

Based on the size of an incident, resources may be requested to assist from beyond the local area, such as other fire agencies within or outside the county. Resources are distributed throughout the response area based on need by the Multi-Agency Coordination System (MACS) in place at Sonoma County's EOC. Multi-agency coordination is important to establish priorities for response, allocating resources, developing strategies for handling multi-agency response problems, sharing information and facilitating communications. Sonoma County's EOC will be staffed by representatives from local, state, and federal agencies, including Sonoma County's public schools. A representative from SCOE at the county's EOC allows Sonoma County schools to request resources through MACS. School facilities, equipment, and personnel may also be deployed, via MACS, to other incidents. For example, school buses may be requested to provide transportation out of an affected area, or teachers may be requested to staff shelters.

Communications

Establishing reliable communication networks is critical for dealing effectively with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members, students, and other onsite agencies must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled, and the media must be informed and kept updated. The communication responsibilities of the school site and district office are outlined below.

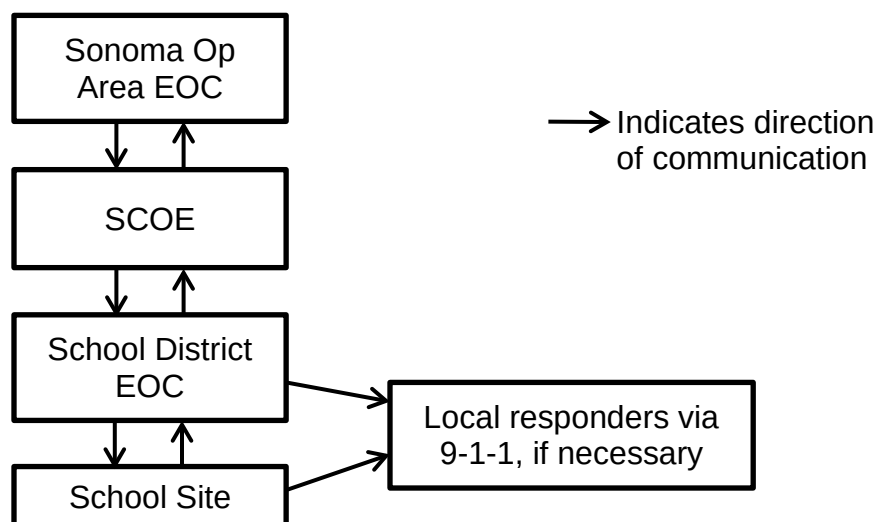
While some of these communications may occur before an emergency, each school site should have a designated Public Information Officer that deals with media inquiries during an emergency. As a part of the regular school year, each school site should discuss emergency procedures and collect emergency information from parents. RESIG has developed a Parent Resource Guide that can be modified to suit each school's needs. This resource is available in English and Spanish on the RESIG Loss Prevention Department webpage (www.resig.org/loss-prevention). During an emergency, the Incident Commander is responsible for ensuring that communications occur with:

- All site employees
- Other on site facilities such as pre-schools, special education classrooms, day care programs
- The district office
- Parents
- Emergency responders, via 9-1-1, if necessary (such as when there are life-threatening injuries)

During an emergency the district office's EOC Director is responsible for ensuring that communications occur with:

- All district office employees
- All district school sites
- SCOE
- Emergency responders, via 9-1-1, if needed at the district office (such as when there are life-threatening injuries)
- The local EOC, *if* an agreement to do so was reached prior to the incident

To ensure that information is not duplicated, it is crucial that information flows as outlined below:



Process:

- Incident occurs at a school site
- School communicates with their District Office
- School site or District Office may contact local responders via 9-1-1 if necessary (such as when there are life-threatening injuries)
- District Office communicates with SCOE (contact information is included in Annex A, Emergency Contact Numbers) to provide information regarding the situation and to report school closures, damage, injuries or deaths
- SCOE will communicate with the Schools' Representative in the Sonoma County Operational Area Emergency Operations Center (EOC)
- Schools' Representative in the Operational Area EOC will coordinate the information and maintain communication with SCOE
- SCOE will maintain an up-to-date report on the incident status around the county
- The Operational Area EOC will coordinate overall response activities and will provide information to the public via the media

Situation Overview

Sonoma County Schools

Sonoma County is divided into 40 school districts that serve nearly 71,000 students in kindergarten through twelfth grades. There are 31 elementary, 3 high school, and 6 unified districts. The districts range in size from 10 students at Kashia, which is located in a rural area, to 11,500 students in the largest district, Santa Rosa City High. Fifteen districts enroll less than 500 students, while only four serve more than 5,000.

There are 177 public schools in Sonoma County. There are 101 elementary, 23 middle/junior high, and 19 high schools, as well as 27 alternative schools and 7 independent study schools. Of these schools, 39 are charter schools.

While enrollment in Sonoma County schools has been dropping, diversity has been increasing. Currently, 39% of students are Latino, 24% are English language learners, and 40% receive free or reduced-price meals (an indicator of poverty). Approximately 12% of students receive special education services.

Geographical Features

The broad flat Santa Rosa Plain, which lies between the Sonoma Mountains on the east and low coastal hills on the west, dominates the center of Sonoma County. To the north are the Mendocino Highlands from which the Russian River flows south and west. A tributary, Dry Creek, forms Lake Sonoma at the Warm Springs Dam. The western margin of the County along the Pacific Coast includes redwood and mixed conifer forests. The Maacama Range forms the eastern boundary of the county. Along with the Sonoma Mountain Range, it encloses the Sonoma Valley. To the south, the Petaluma River runs southeast and drains into the San Pablo Bay.

Transportation

The primary travel corridor is US 101, running north and south, along which 70% of the population lives. This is the main economic and transportation corridor for the county and the entire North Bay, as well as the main tourist route through Northern California. The main east/west travel route is Highway 12, connecting Sebastopol in the west with the City of Sonoma in the east, continuing to Interstate 80 in Solano County. Highway 116 links the City of Sonoma to Petaluma, Rohnert Park/Cotati, Sebastopol, and the Russian River area. Highway 37 runs east/west through the southern portion of the county with a large amount of commercial and passenger traffic. Highway 128 runs east/west in the northern portion of the county, connecting Geyserville and Calistoga. Highway 1, the Pacific Coast Highway, runs the entire length of the Sonoma County Pacific Coast connecting Marin and Mendocino counties. All other roadways in the county are two lane rural roads or surface streets.

Hazards to Sonoma County Schools

This Emergency Operations Plan discusses 13 hazards known to affect Sonoma County School Districts:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion/Bomb Threat
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

Civil Unrest/Law Enforcement Activity

The spontaneous disruption of normal, orderly conduct and activities in urban areas, or outbreak of rioting or violence that is of a large nature is referred to as civil unrest. Civil unrest can be spurred by specific events, such as large sporting events or criminal trials, or can be the result of long-term disfavor with authority. Civil unrest is usually noted when normal on-duty police and safety forces cannot adequately deal with the situation until additional resources can be deployed. During the response phase to such an event, security for command and control locations such as ICPs and EOCs must also be provided.

Local political issues may generate protests that strain local resources. Criminal trials, environmental issues, and labor strife could result in serious situations. Additionally, we may be affected by civil unrest originating or occurring in other parts of the Bay Area. Regional events may start or encourage civil unrest in the Sonoma Op Area. Response to such an event is the primary responsibility of law enforcement.

Dam Failure

Dam inundation is defined as the flooding which occurs as a result of structural failure of a dam. The most common cause of dam failure is overtopping where the water behind the dam flows over the face of the dam and erodes the structure. Structural failure may be caused by seismic activity. Seismic activity may produce inundation by generating a seismically induced wave that overtops the dam without also causing dam failure. This action is referred to as a seiche. Landslides flowing into a reservoir are also a source of potential dam failure or overtopping.

Many areas of the Sonoma Op Area are subject to inundation due to dam failure. Though there have been no recent events, the possibility of dam failure exists since there are 44 dams within County boundaries that are large enough to be either state or federally regulated.

The two major dams that would have the most significant impact in the event of dam failure are Warm Springs in the north/central portion of the County, northwest of Healdsburg, and Coyote Valley, located in Mendocino County, northeast of Ukiah. Failure of either of these two dams is considered very unlikely, even in a severe earthquake. The method of construction used for these dams, their stringent federal standards for maintenance and the stewardship of the United States Army Corps of Engineers (USACE), provide an expectation that failure will not occur.

However, the other smaller dams may pose a significant threat to specific and limited areas within Sonoma County. Most of these dams are agricultural with some used for storing drinking or storm water.

For purposes of emergency preparedness, potential dam failure inundation areas are mapped as part of the specific Dam Inundation Contingency Plan prepared for each of the dams. School districts can determine whether they are located in an inundation area by viewing these maps at the Sonoma County Permit and Resource Management Department (PRMD).

Explosion/Bomb Threat

A major explosion has the potential to cause numerous injuries and fatalities, extensive property damage and other ensuing hazards and disruptions. The time of day, season of the year and weather conditions could all have a profound effect especially if fire accompanies the major explosion. A major explosion could possibly exceed the immediate response capability of the local jurisdiction. In a school setting, a bomb threat may lead to an explosion. Information regarding bomb threats is included in Annexes B and C.

Mass evacuation operations could be required to move affected populations. Many families could be separated, particularly if the incident should occur during working and school hours. Extensive search and rescue operations could be required to assist trapped and injured persons. Injured and displaced persons would require emergency medical care, food and temporary shelter. Identification of dead and public health would be major concerns. The disruption of public utilities and services, as well as the effect on transportation routes within and peripheral to the major explosion could seriously hamper emergency operations.

Local government assistance to the private sector could be required and continue for an extended period. Assistance would be required for damage assessment, removal of debris and clearance of roadways, demolition of unsafe structures, assistance in

re-establishing public services and utilities, and provision of continuing care and welfare for the affected population, including temporary housing for displaced persons.

Sonoma County is considered to be a combined suburban and rural area, removed from the multiple risks of explosive materials emergencies normally associated with a more urbanized environment. With the exception of the facilities of several large manufacturers in the County, the central portion of the County along the U.S. 101 corridor contains the majority of facilities associated with explosive materials. These facilities are generally limited to small industrial parks within or near the incorporated cities. The eastern and western portions of the County are primarily rural and most of this area is forested or agricultural. There are little or no explosive materials associated with the agricultural activities of these areas.

Sonoma County's highway network includes approximately 320 miles of federal and state highways, 1,500 miles of county-maintained roads, and 600 miles of city-maintained streets and roads. U.S. 101 is the major freeway and runs north to south through the center of the County. It is the most heavily traveled in terms of truck traffic and is the most frequent location of those accidents involving explosive materials that occur on major roads. Highways 12, 37, 116, 121, 128 and Highway 1, the Pacific Coast Highway, also traverse the County. These routes handle a smaller volume of truck traffic, but historically have been prone to vehicle accidents consistent with heavy traffic on two-lane roadways.

The Sonoma County Airport is located several miles northwest of downtown Santa Rosa. Air transportation of explosive materials involves the smallest quantity estimates but still poses a potential hazard.

The County's accident history shows that most incidents occur in the transportation corridors. Although there have been very few incidents involving explosive materials, the potential for an extreme threat to life, the environment, and property is high.

Flood

Floods are generally classed as either slow-rise or flash floods. Slow-rise floods may be preceded by a warning time lasting from hours, to days, or possibly weeks. Evacuation and sandbagging for a slow-rise flood may lessen flood-related damage. Conversely, flash floods are the most difficult to prepare for, due to the extremely short warning time, if any is given at all. Flash flood warnings usually require immediate evacuation within the hour.

The National Weather Service issues flash flood watches and warnings. A flash flood WATCH is issued when flash flooding is possible within the designated watch area and close to the watch area, but the occurrence location, and/or timing is still uncertain -- all persons should be alert. A flash flood WARNING is issued when a flash flood has been reported, in progress, imminent, or highly likely -- all persons should take necessary precautions.

No area is immune to flash floods. On small streams, especially near the headwaters of river basins, water levels may rise quickly in heavy rainstorms, and flash floods can begin before the rain stops falling. There is little time between the detection of flood conditions and the arrival of the flood crest. Swift action is essential to protect life and property.

Flash floods also occur in or near mountainous areas where torrential rains can quickly change a dry watercourse or small brook into raging treacherous torrents of water.

All low lying areas, both coastal and inland, are subject to flood conditions. Urban development in flood plain areas are often subject to seasonal inundation. The flood plain is a natural extension of any waterway, although infrequently used. Storm water runoff exceeding the capabilities of the physical characteristics of stream and drainage channels results in the natural flooding of a localized area.

Sonoma County has the highest repetitive flood damage rate west of the Rocky Mountains. A large percentage of the County may be subject to flooding due to flash flooding, urban flooding (storm drain failure/infrastructure breakdown), river channel overflow, downstream flooding, etc. The County has historically been vulnerable to storm surge inundation associated with hurricanes and tropical storms.

The majority of areas subject to flooding in Sonoma County are adjacent to the Russian River in that portion of the western county bordered by Mirabel Park on the east and Duncans Mills on the west. The Petaluma River has also caused significant flood problems historically, causing damage within the City of Petaluma, particularly in the Payran Ranch area. Other areas that flood periodically are low lying lands near the San Antonio, Sonoma, Santa Rosa, Mark West and Lichau Creeks, and the Laguna de Santa Rosa. Coyote and Warm Springs Dams afford an appreciable level of flood protection from Russian River overflows during the winter and spring months.

State and federal weather/river forecasters monitor the Russian River through a series of stations located along the river and its tributaries. The system affords a degree of advance flood warning for emergency responders. Flooding has occurred along the lower and middle reaches of the Russian River on a regular basis throughout the last one hundred years of recorded river history. Serious floods occurred in 1937, 1940, 1955, 1964, 1982, 1986, 1993, 1995 and 2006.

Emergency Readiness Stages

The evolution of a flood related emergency could begin with a minor problem, such as one or two days of heavy rainfall, and culminate in a catastrophic event, such as several weeks of excessive rainfall and emergency dam releases. Emergency preparedness measures will be based on four stages of response actions. These response actions are keyed to Russian River elevations measured at the Hopland, Healdsburg and Guerneville Bridges. These river elevations are intended to be guides for declaring the

response stages. The Sonoma County Department of Emergency Services will declare response stages based on a variety of circumstances, including weather forecasts and dam releases.

- **Stage I** (Flood Watch Stage): Pre-emergency river level is at 25 feet at the Guerneville Bridge and is forecasted to continue rising.
- **Stage II** (Flood Monitoring Stage): Moderate to heavy rain expected for next four (4) to six (6) hours. River level is 18 feet at the Hopland Bridge, 15 feet at the Healdsburg Bridge, and/or 29 feet at the Guerneville Bridge and is forecasted to continue rising.
- **Stage III** (Flood Stage): Continuation of heavy rain over next six (6) to twelve (12) hours. Identified risk areas should be closed to traffic. Public information to be distributed to residents and businesses in affected areas. River level is 21 feet at the Hopland Bridge, 19 feet at the Healdsburg Bridge, and/or 32 feet at the Guerneville Bridge and is forecasted to continue rising. The Russian River flows over the banks of the main channel at this elevation and several low-lying areas are flooded.
- **Stage IV** (Significant Flood Stage): Safety/Health threat to private property and persons. Areas subject to flooding should be evacuated. River level is at 36 feet at the Guerneville Bridge and forecasted to continue rising.

Hazardous Materials Incident

The release of hazardous materials has the potential for adverse impacts upon human health, the environment and property, depending upon the type, location, and quantity of material released. Although hazardous material incidents can happen almost anywhere, certain areas of the County are at higher risk. Schools near roadways that are frequently used for transporting hazardous materials or near industrial facilities that use, store, or dispose of such materials, have increased potential for major mishaps.

Sonoma County is considered to be a combined suburban and rural area, removed from the multiple risks of hazardous materials emergencies normally associated with a more urbanized environment. With the exception of the Geysers geothermal fields in the northeast corner of the County, the central portion of the County along the U.S. 101 corridor contains the majority of facilities closely associated with hazardous materials. These facilities are generally limited to industrial parks within or near the incorporated cities.

The eastern and western portions of the County are primarily rural and most of this area is forested or agricultural. There are moderate concentrations of fertilizers, pesticides, and other related substances in these areas consistent with the agricultural activities of these areas.

Spill history in the County shows most problems occurring in the transportation corridors. Although most of these incidents have been easily handled, the potential still exists for an extreme threat to life, the environment, and property.

Illegal disposal of hazardous waste into sewer systems, at landfill or transfer sites, and directly into streams, or dumping along roadways is a problem and accounts for a substantial portion of hazardous materials emergency response in the County. Illicit drug manufacturing operations have been uncovered in the County and they do not legally dispose drug laboratory residue and wastes. Several incidents involving residue and byproducts from these illegal drug laboratories have been dumped on roadsides.

Industry generally is aware of hazardous materials regulations and appropriate disposal procedures and has acted responsibly. To assist small quantity waste generators, there is a County program sponsored by the Sonoma County Waste Management Agency to provide a means for proper disposal, recycling, or reduction in waste generation. In addition, for household waste and Small Quantity Generators, a Household Toxics Waste Facility is available to residents and local businesses at the Central Disposal Site for disposal of toxic material.

Federal, State, regional and local agencies have identified contaminated waste sites in Sonoma County that potentially pose a threat to public health. The majority involve disposal prior to the enactment of regulatory controls and from leaking underground storage tanks. The Environmental Health Division of the Sonoma County Department of Health Services maintains a monthly updated list of contaminated underground storage tank sites undergoing clean up and provides it to the Department of Emergency Services, Hazardous Materials Division.

Landslide

The rolling hills, coastal ranges, and steep canyons that characterize Sonoma County's landscape contribute to a widespread landslide hazard. Landslides are described as downward movement of a slope and materials under the force of gravity. In addition to gravity, extended periods of intense rainfall during the winter months is the primary cause of landslides in the County. Landslides can also be triggered by seismic activity. Landslides are a significant secondary hazard to wildland fire, where periods of heavy rainfall on denuded slopes cause landslides and mudslides.

The main types of landslide activity that can impact Sonoma County include:

- **Slides:** Mass movements, where there is a distinct zone of weakness that separates the slide material from more stable underlying material.
- **Falls:** Abrupt movements of masses of geologic materials, including rocks and boulders, that become detached from steep slopes or cliffs.
- **Debris Flows:** Rapid mass movement of a combination of loose soil, rock, organic matter, air, and water that mobilize as a slurry flowing down slope. These are most often caused by heavy precipitation and intense surface water runoff in steep gullies.
- **Mudflows:** Earth flow consisting of material that is wet enough to flow rapidly and contains at least 50 percent sand, silt, and clay sized particles. Mudflows can travel at speeds of 35 mph or greater.

- **Creep:** Imperceptibly slow, steady, downward movement of slope-forming soil or rock.

The occurrence of landslides is determined by both natural and human factors. Natural factors include the cohesive strength and shrink-well characteristics of the affected minerals, the orientation of joints and planes of weakness between slide material and bedrock, the steepness of slopes, the degree of saturation of ground materials (highly affected by rainfall), and the density of vegetation. Human factors include the oversteepening and overloading of slopes, the removal of natural vegetation, and the addition of water to the soil by watering of lawns and septic system drain fields, and onsite ponding of storm runoff.

In Sonoma County, the hillside areas in both the incorporated and unincorporated areas pose a significant landslide risk to property and infrastructure. This makes much of the land area of the County, with the exception of valley areas, highly susceptible to landslide hazards. The hazard is highest in slopes of thirty percent or greater, but can occur on slopes of fifteen percent or less depending on geologic deposits, vegetation, and building patterns, among other issues. Landslides are also likely along coastal cliffs. Historic landslides are perhaps the best indicator of where landslides will occur again, unless the conditions that contributed to the prior landslide have been mitigated.

Current County codes protect against placing new structures on known landslide areas. However, existing development on or near steep slopes, much of it constructed to previous codes, is at risk. Communities such as Monte Rio and Rio Nido with histories of damaging landslides remain at risk from future events.

Major Earthquake

Sonoma County is cross-cut by and in the vicinity of several known active and potentially active earthquake faults including the San Andreas and Healdsburg/Rodgers Creek. See Earthquake Fault Lines Map. New faults within the region are continuously being discovered.

A major earthquake occurring in or near this jurisdiction may cause many deaths and casualties, extensive property damage, fires, hazardous material spills and other ensuing hazards. The Rodgers Creek fault is considered the greatest earthquake threat to Sonoma County because of the high probability of rupture and its proximity to the County's greatest concentration of population, governmental services and infrastructure. The effects could be aggravated by aftershocks and by the secondary effects of fire, hazardous material/chemical accidents and possible failure of waterways and dams. The time of day and season of the year would have a profound effect on the number of dead and injured. Such an earthquake would be catastrophic in its effect upon the population and could exceed the response capabilities of the individual cities, Sonoma County/Op Area and the Governor's Office of Emergency Services and other state agencies. Damage control and disaster relief support would be required from other

local governmental and private organizations, and from the state and federal governments.

Extensive search and rescue operations may be required to assist trapped or injured persons. Injured or displaced persons could require emergency medical care, food and temporary shelter. Identification and burial of many dead persons would pose difficult problems; public health would be a major concern. Mass evacuation may be essential to save lives, particularly in areas downwind from hazardous material releases. Many families would be separated particularly if the earthquake should occur during working hours, and a personal inquiry or locator system could be essential to maintain morale. Emergency operations could be seriously hampered by the loss of communications and damage to transportation routes within, and to and from, the disaster area and by the disruption of public utilities and services.

The economic impact on Sonoma County from a major earthquake would be considerable in terms of loss of employment and loss of tax base. Also, a major earthquake could cause serious damage and/or outage of computer facilities. The loss of such facilities could curtail or seriously disrupt the operations of banks, insurance companies and other elements of the financial community. In turn, this could affect the ability of local government, business and the population to make payments and purchases.

The potential hazards that the Sonoma Op Area may face in an earthquake include the following:

- Ground Shaking
- Liquifaction
- Damage to Vital Public Services, Systems and Facilities
 - o Bed Loss in Hospitals
 - o Building Survivability
 - o Communications
 - o Dam and Flood Control Channels
 - o Electrical Power
 - o Fire Operations
 - o Roads, Highways and Bridges
 - o Natural Gas
 - o Hazardous Materials
 - o Sanitation Systems
 - o Water Supply

Ground Shaking

The most significant earthquake action in terms of potential structural damage and loss of life is ground shaking. Ground shaking is the movement of the earth's surface in response to a seismic event. The magnitude of the earthquake, distance from the epicenter, and characteristics of surface geology determine the intensity of the ground

shaking and the resultant damages. This hazard is the primary cause of the collapse of buildings and other structures.

Liquefaction

Many areas may have buildings destroyed or unusable due to the phenomenon of liquefaction. Liquefaction is the loss of shear strength of a soil. The shear strength loss results from the increase of water pressure caused by the rearrangement of soil particles induced by shaking or vibration. Liquefaction has been observed in many earthquakes, usually in soft, poorly graded granular materials (i.e., loose sands), with high water tables. Liquefaction usually occurs in the soil during or shortly after a large earthquake. In effect, the liquefacted soil strata behave as a heavy fluid. Buried tanks may float to the surface and objects above the liquefacted soil may sink. Pipelines passing through liquefacted materials typically sustain a relatively large number of breaks in an earthquake.

Damage to Vital Public Services, Systems and Facilities

- **Bed Loss in Hospitals:** Sonoma County has 8 major medical facilities, and several of the acute care hospitals may be lost due to structural damage. In addition, even the most modern hospitals can be incapacitated by non-structural damage. Earthquake shaking can damage sensitive equipment, topple storage units, and dislodge ceilings or light fixtures. Damage to water pipes could flood portions of buildings. Damages can be serious, and it can cause major areas within hospitals to be nonfunctional during the critical hours immediately following a major quake. This will decrease the number of beds available and create the need for alternate treatment facilities or field hospitals. Although a percentage of the remaining beds could be made available by discharging or transferring non-emergency patients, it will probably be necessary to receive an immediate influx of emergency medical aid and/or export some of the seriously injured to out-of-county facilities.
- **Building Survivability:** An earthquake could shake all parts of Sonoma County. Every building in the County is exposed to high risk of damage in earthquakes by virtue of being located in a seismically active part of the country. Some of these structures face an elevated risk because they are located in high hazard zones, such as near the fault, on liquefiable soils, or on slopes subject to landslides. Other structures face high risk because their construction quality is inadequate to withstand strong shaking, primarily because they were built decades ago before modern building codes were enacted.
- **Communications:** System failure, overloads, loss of electrical power and possible failure of some alternate power systems will affect telephone and cellular systems. Numerous failures can be expected to occur, and the systems will be overloaded beyond capacity. The anticipated damage could disable up to 80% of the telephone system for one day. In light of this, emergency planners

should not expect the use of telephone or cellular systems for the first few days after the event.

- **Dam and Flood Control Channels:** Based upon current design parameters, construction practices and ongoing programs of review and modification, catastrophic dam failure is considered unlikely. The Warm Springs Dam at Lake Sonoma is of modern construction and is closely monitored by an array of seismic sensors. However, many flood control channels are expected to suffer minor damage. Pumping stations in coastal communities are expected to fail due to liquefaction.
- **Electrical Power:** Major power plants are expected to sustain some damage due to liquefaction and the intensity of the earthquake. Up to 60% of the system load may be interrupted immediately following the initial shock. According to representatives of PG&E, electrical power may not be rerouted, resulting in wide spread outages for an undefined period of time. A great deal of the imported power is expected to be lost. In areas of greatest shaking, it should be anticipated that some distribution lines, both underground and surface, would be damaged. Much of the affected area may have service restored in days; areas that suffer extensive damage or have underground distribution may require a longer time.
- **Fire Operations:** Although total collapse of fire stations is not expected, possible disruption of utilities, twisted doors and loss of power can create major problems. Numerous fires due to disruption of power and natural gas networks can be expected. Many connections to major water sources may be damaged and storage facilities would have to be relied on; water pressure and supply could be inadequate to non-existent. First response from fire personnel is expected to be damage assessment and determining resources needed for response and recovery needs. Response could be further complicated and delayed by the disruption of transportation routes. Secondary responses by the fire service will focus on search and rescue of trapped persons.
- **Roads, Highways and Bridges:** Many roads in the county traverse areas subject to liquefaction and landslides. Roadways that experience liquefaction can develop very large cracks that prevent their use, and can develop smaller cracks and sinkholes that impede traffic. Landslides triggered by earthquakes can both block and rip out sections of roads. Numerous roads will be subject to delays and detours. Damage to freeway systems is expected to be major, despite seismic upgrades. Portions of surface streets in the vicinity of freeways may be blocked due to collapsed overpasses. Many surface streets in the older central business districts will be blocked by debris from buildings, falling electrical wires and pavement damage. Local bridges that have not been seismically retrofitted may experience a high percentage of failure.

- **Natural Gas:** Particularly in the areas of intense ground shaking, damage to natural gas distribution networks will consist of; (a) isolated breaks in major transmission lines, and (b) numerous breaks in mains and individual service connections within the distribution systems. Numerous leaks in the distribution system will affect a major portion of the urban areas, resulting in a loss of service for extended periods. Fires should be expected at a small percentage of rupture sites both in the transmission lines and the distribution system. Transmission pipelines serving the Santa Rosa plain are most vulnerable to damage caused by liquefaction.
- **Hazardous Materials:** The County has many sites containing hazardous materials. These sites include drycleaners, gas and service stations, agricultural sites, industrial sites, and high-tech facilities. The majority of the sites of most concern are clustered along U.S. 101 or associated with the Geysers geothermal field. Earthquake shaking can release hazardous materials. There is the potential that trucks or train cars carrying dangerous materials could be tipped over by an earthquake and materials dangerous to health or the environment could be released. Some of these sources may contain gases or liquids that are potentially harmful to human health. Leaking products present a serious fire hazard.
- **Sanitation Systems:** Many of the wastewater treatment facilities could be disrupted up to 6 months, depending on the severity and intensity of the earthquake and damage caused by liquefaction. There is a limited amount of storage available in the wastewater treatment plants; if the treatment train cannot be restored before the storage is exceeded, wastewater will require discharge with emergency chlorination to reduce health hazards. Overflow of sewage through manholes and from ponds can be expected due to breaks in sewer mains and loss of power. As a result, there may be danger of excessive collection of explosive gas in sewer mains, and flow of untreated sewage in some street gutters. Many house sewer connections will break and plug.
- **Water Supply:** Several ruptures are anticipated along the water pipelines in the County. A majority of water wells are expected to be disabled by loss of electricity and the lack of backup power sources. In addition, shear forces could render about a third of the wells inoperative for an indefinite period. Water availability and distribution for needed life support, to treat the sick and injured and for fire suppression activities is of major concern to each community.

Pandemic Influenza

The worst natural disaster in modern times was the infamous “Spanish flu” of 1918-1919, which caused 20 million deaths worldwide and over 500,000 deaths in the U.S. Although the Asian influenza pandemic of 1957 and the Hong Kong influenza pandemic of 1968 were not as deadly as the Spanish influenza pandemic, both were associated with high rates of illness and social disruption.

Influenza is a highly contagious viral disease. Pandemics occur because of the ability of the influenza virus to change into new types, or strains. People may be immune to some strains of the disease either because they have had that strain of influenza in the past or because they have recently received influenza vaccine. However, depending on how much the virus has changed, people may have little or no immunity to the new strain. Small changes can result in localized epidemics, however, if a novel and highly contagious strain of the influenza virus emerges, an influenza pandemic can occur and affect populations around the world.

California, with its West Coast location and several major ports of entry for flights and shipping from Asia (a likely location for the development of a novel virus), would likely be among the first U.S. locations for an influenza pandemic to establish a foothold. The California Department of Health Services (CDHS) estimates that the impact of an influenza pandemic on California's population of 35 million would include:

- o 8.8 million persons ill with influenza (estimated range: 5.3 million to 12.3 million)
- o 4.7 million outpatient visits (estimated range: 2.8 million to 6.6 million)
- o 97,200 persons hospitalized (estimated range: 58,300 to 136,000)
- o 21,500 deaths (estimated range: 12,900 to 30,200).

An influenza pandemic is unlike any other public health emergency or community disaster. Many experts consider influenza pandemics to be inevitable, yet no one knows when the next one will occur, and there may be very little warning. Most experts believe that we will have between one and six months between the time that a novel influenza strain is identified and the time that outbreaks begin to occur in the U.S. Outbreaks are expected to occur simultaneously throughout much of the U.S., preventing sharing of human and material resources that normally occur with other natural disasters. The effect of influenza on individual communities will be relatively prolonged -- weeks to months -- when compared to minutes-to-hours observed in most other natural disasters.

Because of the substantial lead times required for vaccine production once a novel strain has been identified, it is likely that vaccine shortages will exist, especially during the early phases of the pandemic. Effective preventive and therapeutic measures -- including antiviral agents -- will likely be in short supply, as may some antibiotics to treat secondary infections. When vaccine becomes available, it is expected that individuals will need an initial priming dose followed by a second dose approximately 30 days later to achieve optimal antibody responses and clinical protection. Health-care workers and other first responders will likely be at even higher risk of exposure and illness than the general population, further impeding the care of victims. Widespread illness in the community will also increase the likelihood of sudden and potentially significant shortages of personnel in sectors who provide critical community services: health-care workers, military personnel, police, firefighters, utility workers, and transportation workers are vulnerable.

Based on estimates from the Centers for Disease Control and County Public Health, a future pandemic could produce the following results:

Result	United States	Sonoma County
Severe Illness	40 - 120 million	122,000
Hospitalized	314,000 – 734,000	1,400
Death	89,000 – 207,000	330
Economic Losses	\$71 billion - \$166 billion	\$1 billion - \$3 billion

Because Sonoma County cannot be isolated, its residents are subject to contracting and spreading the illness. The population is centered along the U.S. 101 transportation corridor which could speed the transmission of the influenza as well as impact response efforts. Depending on the perceived risk, large numbers of the public may leave the urban centers of the Bay Area. Under California law and Sonoma County Code, the County Health Officer has the primary responsibility for responding to a public health emergency such as influenza pandemic.

Radiological Incident

The release of nuclear (radiological) materials has the potential for adverse impacts upon human health, the environment and property, depending upon the type, location, and quantity of material released. Although accidental radiological material release incidents can happen almost anywhere, certain areas of the county are at higher risk. Jurisdictions that are near roadways that are frequently used for transporting nuclear materials and jurisdictions with industrial facilities that use or store such materials, have increased potential for major mishaps.

Releases of radioactive materials have caused fatalities and injuries, necessitated large scale evacuation, and made large amounts of property uninhabitable. Radioactivity in gaseous form has caused injuries and fatalities among emergency response teams and others in proximity to the event. Serious health effects have also resulted from radioactive materials entering surface or ground water supplies.

As Sonoma County is considered to be a combined suburban and rural area, it is removed from the risks of radiological materials emergencies normally associated with a more urbanized environment. The central portion of the County along the U.S. 101 corridor contains the majority of facilities closely associated with radioactive materials. These facilities are generally limited to small industrial parks, medical facilities, and hospitals within or near the incorporated cities. The eastern and western portions of the County are primarily rural with mostly forested or agricultural areas.

The County and its nine cities do not have the large industrial complexes normally associated with a high incidence of radioactive material emergencies. However, should

a radioactive material emergency occur, resources that some urban communities draw upon may not be immediately available to Sonoma County. Consequently, it is estimated that significant out-of-county assistance may be unavailable for a period of two to five hours or longer if the incident were to occur at a peak traffic time.

Terrorism

Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion or ransom. Terrorists often use threats to create fear among the public, to try to convince citizens that their government is powerless to prevent terrorism, and to get immediate publicity for their causes. Acts of terrorism include threats, assassinations, kidnappings, hijackings, bombings, cyber-attacks, and chemical, biological and nuclear weapons. In a school setting, terrorism is most likely going to occur as a shooter on campus situation.

Terrorist activities are an increasing threat to our society, and those attacks have occurred against both the public and private sectors. Attacks have been directed against government and corporate leaders, private individuals, governing bodies and related agencies, police and other public service personnel and their facilities, public utility facilities, financial institutions, communication facilities, etc. Government can, to some extent, prepare for these types of attacks with plans to deter or react to a given scenario. Homeland Security grant funding has provided Sonoma Op Area agencies with many additional first responder capabilities that would be used in such an attack. Working relationships with first responders and specialized response teams have been enhanced and expanded.

Since terrorism could occur anywhere in Sonoma County, response plans and/or concepts have been developed for use and adaptability throughout the county. A terrorist activity emergency has its own unique characteristics and must be dealt with in accordance to its magnitude and with an appropriate level of response. The incident might be handled in a relatively short time period or it might go on for days. Response to such an event is the primary responsibility of law enforcement.

Chemical/Biological

Intentional release of such weapons would cause considerable damage. If an incident were to occur in a densely populated area, large numbers of casualties could be expected. Still, there are several factors that would determine the scope of such an event. The amount and effectiveness of the selected agent or chemical, method of dispersal, weather conditions, vicinity to population centers, time of day and the expertise of the responding agencies to recognize such an attack would dramatically affect the outcome. Similar to emerging infectious diseases, early detection and control of biological or chemical attacks is vital to the success in limiting the scope of damage.

Chemical terrorism acts are likely to be identified by police, fire and EMS because of their immediate and obvious symptoms. Conversely, attacks with biological agents are liable to be covert, and therefore much more difficult to recognize. Biological agents will not have an immediate impact because of the delay between exposure and the onset of illness (the incubation period), thus compounding the difficulty of early detection. Moreover, the first casualties will probably be identified by physicians or other primary healthcare providers, and most likely be exhibiting signs of an ordinary viral infection. Recognizing that the symptoms are a result of a biological agent will be extremely difficult without prior experience or training, and an awareness of a preceding event.

Only a short window of time exists between the identification of the first cases and before a second, larger wave of the populace becomes ill. During this phase, emergency officials will need to determine that an attack has occurred, identify the organism, and enact prevention and prophylactic strategies. Responding to large-scale outbreaks caused by bacterial pathogens will require the speedy mobilization of public health workers, emergency responders, and private health care providers. They will also require rapid procurement and distribution of large quantities of drugs and vaccines, which must be available quickly to prevent successive waves of transmission.

Nuclear

A nuclear weapon detonation would have distinct and unique characteristics. Some of the expected dangers from such a detonation would be blast and overpressure, intense heat and light, nuclear radiation (fission and fusion), electromagnetic pulse (EMP), and radioactive fallout. The damage caused by a nuclear explosion is related to the yield of the weapon, type of burst, proximity to the blast, geography, weather, the vicinity to population centers, time of day and the types of construction used on the impacted buildings. Unquestionably, any explosion of a nuclear device no matter the yield, would severely strain, and perhaps cripple the local emergency response infrastructure. The multiple, large-scale hazards resulting from such a blast would, at minimum, delay response. Damage and casualties near the blast would be horrific and massive. The out-lying areas would also have numerous fires, collapsed and damaged buildings, significant casualties and be within the radioactive fallout zone. Great numbers of people would be killed, injured, displaced, and the need for medical, morgue and shelter services would be tremendous.

Radiological Dispersal Device/“Dirty Bomb”

A Radiological Dispersal Device (RDD) or “Dirty Bomb” is a Weapon of Mass Disruption, as opposed to a Weapon of Mass Destruction. A dirty bomb combines a conventional explosive, such as dynamite, with radioactive material. Generally, the conventional explosive would have more immediate lethality than the radioactive material. The most probable sources of radiation in a dirty bomb would not emit enough radiation to kill or cause severe illness in humans.

The extent of local contamination would depend on a number of factors, including the size of the explosive, the amount and type of radioactive material used, and weather conditions. Prompt identification of the kind of radioactive material employed would greatly assist local authorities in advising the community on protective measures, such as quickly leaving the immediate area, or going inside until being further advised. Subsequent decontamination of the affected area could involve considerable time and expense. For example, certain radioactive materials, dispersed in the air, could contaminate up to several city blocks, creating fear and possibly panic and requiring potentially costly cleanup. Prompt and accurate public information should be distributed to prevent the panic sought by terrorists.

A second type of RDD might involve a powerful radioactive source hidden in a public place, such as a trash receptacle in a busy bus or transit station, where people passing close to the source might get a significant dose of radiation.

Recovery, following a disturbance, will not be instantaneous. The restoration will require a continued effort by all involved departments and agencies and elements of the private sector. Community interaction will include restoration of the area to its former condition by terminating emergency regulations and restrictions, removal of barricades, clean-up of debris, and the restoration of services, utilities, transportation routes, and traffic movement and patterns.

Transportation Accident

A major incident involving automobile, truck, bus, airplane, helicopter or any combination of vehicles could result in a large number of casualties and significantly impact regional transportation systems. The ability of emergency responders to minimize suffering, disability, death and transport victims to hospitals will be directly affected by the time of day and traffic congestion. A major incident on any of the primary routes will produce road closures of at least four or more hours. Extensive search and rescue operations may be required to assist trapped and injured persons. Emergency medical care and temporary shelter would be required for injured or displaced persons. Identification, movement and temporary storage of any significant number of dead will be difficult. Families may be separated, particularly if the incident should occur during working hours. In some instances the loss of communications and disruption of other essential services may hamper emergency operations. Under certain circumstances, government effort will be required to remove debris and clear roadways, demolish unsafe structures, and assist in reestablishing public services. It may be necessary to provide continuing care and welfare for the affected population, including temporary housing for displaced persons and psychological support to emergency response workers.

A transportation accident may lead to other threats, such as a hazardous materials incident, fire, severe damage to nearby buildings or vehicles, loss of life in either adjacent buildings or vehicles and pedestrians.

Air Crash

Though an air crash into the urban environment is always a possibility, the probability of one occurring in Sonoma County appears low. A major air crash that occurs in a heavily populated residential area can result in considerable loss of life and property. The impact of a disabled aircraft as it strikes the ground creates the potential for multiple explosions, resulting in intense fires. Regardless of where the crash occurs, it may cause injuries, fatalities and the destruction of property at and adjacent to the impact area. The time of the crash can also affect the number of dead and injured. Damage assessment and disaster relief efforts associated with an air crash incident will require support from local governments, private organizations and in certain instances, the state and federal governments.

There are six airports in Sonoma County open for public use. Two are privately owned (Sonoma Skypark and Sonoma Valley), three are owned by cities (Cloverdale, Healdsburg and Petaluma airports) and one is owned by the County of Sonoma (Sonoma County Airport). These airports all have general aviation activity consisting of single-engine and twin-engine piston-powered aircraft. Twin-engine turboprop and jet powered aircraft utilize the Sonoma County Airport and, to a lesser extent, the Petaluma Airport. The Sonoma County Airport is the largest airport in the County. The airport is located approximately four miles northwest of the Santa Rosa city limits on Airport Boulevard west of U.S. 101. The County Airport is the only service point for commuter airlines and scheduled airlines.

Trucking Incident

A major truck incident that occurs in a heavily populated industrial area or residential area can result in considerable loss of life and property. Potential hazards include overturned tank trailers, direct impact either into a residence or industrial building, or entering into the normal flow of traffic.

The main transportation arteries through Sonoma County are U.S. 101 and Highways 1, 12, 37, 116, 121 and 128. U.S. 101 and Highway 37 are heavily used most hours of the day. Control of vehicular traffic around the affected area of a multi-casualty or hazardous materials incident will be a problem at any time. During commute hours, the problem will be severely compounded. Expediting the flow of emergency response vehicles through the area and diverting nonessential traffic will be problematic. In cases where emergency traffic movement requirements exceed available road space, traffic must be rerouted with alternate routes and closure points.

Tsunami

A tsunami is a series of traveling ocean waves, generated by disturbances below or near the ocean. As the tsunami crosses the deep ocean, its length from crest to crest may be a hundred miles or more, its height from trough to crest only a few feet. It cannot be felt aboard ships in deep water and cannot be seen from the air, but in deep

water, tsunami waves may travel at speeds exceeding 600 miles per hour. As the waves enter shallower waters near coastlines, its velocity decreases and wave height increases. Waves can crest to heights of more than 100 feet and strike the coast with devastating force. Tsunamis can come in a series that may impact the coastline for several hours, and the danger is not over until the entire wave-series has passed. All tsunamis, are potentially dangerous, though they may not damage every coastline they strike. At this time, the amplitude or size of tsunamis in specific locations cannot be predicted. A small tsunami at one beach can be a giant one a few miles away.

In order to generate a giant tsunami, an earthquake must have certain characteristics:

- o The earthquake must occur near the tectonic plate boundary. An earthquake in the middle of a tectonic plate will not cause a tsunami.
- o The earthquake must be large enough ($> 9.0M$) to cause the sea floor to move vertically over a large area. This propulsive force displaces water in large enough amounts to cause waves.
- o The focus of the earthquake must be shallow (< 43 miles) enough to rupture the surface.

Local or near source tsunamis, caused by offshore faults or coastal or submarine landslides, have the potential to cause greater wave heights locally, than distant origin tsunamis. The largest historic local-source tsunami on the west coast was caused by the 1927 Point Arguello, California, earthquake that produced waves of about 7 feet in the nearby coastal area.

Damaging tsunamis are rare but potentially catastrophic events that present a danger to the people of California. Over 80 tsunamis have been observed or recorded along the coast of California in the past 150 years. 9 have caused minor damage to ports and harbors and 2 have caused major damage. Tsunamis that damaged California's coast have originated throughout the Pacific basin, including South America and Alaska. Four events have caused deaths; the worst occurred in 1964 when 12 people died in California from the tsunami generated by the Great Alaska earthquake.

Tsunamis can crush buildings, smash vehicles and boats, uproot trees, disrupt vital public services, systems and facilities. The outflow of water back to the sea between waves can cause more damage than the original incoming wave fronts. Their effects may be aggravated by the secondary effects of fire. Efforts may be required to remove debris and clear roadways, reestablish public services and utilities and provide temporary housing for displaced persons.

It is essential to evacuate persons in low-lying coastal areas and around the rims of bays and harbors, for these areas consistently sustain the greatest damage by tsunamis. Potential danger exists for all areas within one mile of the coast and less than 50 feet above sea level for tsunamis of distant origin, and for all areas within one mile of the coast and less than 100 feet above sea level for tsunamis of local origin.

Local earthquakes can produce damaging tsunamis with very little warning time, however, there are natural warning signs of tsunamis. Ground shaking felt from a local earthquake and a rapid decrease in sea level are natural warning signs of approaching tsunami waves. People in low-lying coastal areas should heed these warnings as a sign to move to higher ground.

Sonoma County has a long coastline, and the highest impact from a tsunami will be felt in communities such as Sea Ranch, Jenner, and Bodega Bay, and the Sonoma Coast beaches. Areas within San Pablo Bay are not expected to receive large wave impact, but may sustain damage.

Wildland/Urban Interface Fire

The combination of highly flammable fuel, long dry summers and steep slopes creates a significant natural hazard of large wildland fires in many areas of Sonoma County. A wildland fire is a fire in which the primary fuel is natural vegetation. Wildland fires can consume thousands of acres of vegetation, timber and agricultural lands. Fires ignited in wildland areas can quickly spread, if unabated, to areas where residential or commercial structures are intermingled with wildland vegetation. Similarly, fires that start in urbanized areas can grow into wildland fires. Wildland/urban interface fire hazards are especially pronounced in areas of high structure densities adjacent to undeveloped areas with dense vegetation. Wildland/urban interface fires can result in death, injury, economic loss.

Wildfire behavior is based on three primary factors: weather, topography and fuel. Wildland fire season in Sonoma County starts in the weeks after the last spring rains and lasts until the first fall or winter rains. The months of August, September and October have the greatest potential for wildland fires as vegetation dries out, humidity levels fall, and off shore winds blow.

Wildland/urban fire hazards are especially pronounced in areas of high structure densities, narrow roads and high vegetative fuel loading. At risk are residential communities such as: Fitch Mountain, The Sea Ranch, Trinity Road/Cavedale, Montecito Heights, and other areas contiguous to the city limits of many incorporated cities within Sonoma County. In these areas old (pre-building code) and new structures are situated on narrow roads with very poor access/egress. Many of these buildings were designed as summer homes, but are now being occupied year round. This creates problems with inadequate parking and hinders access by fire apparatus and other emergency vehicles.

While the Sonoma County Fire Safe Code addresses new building construction in the unincorporated area, including a residential water supply and fire sprinkler requirement, there are no ordinances that address older buildings and their construction. Thus, older residential areas are more likely to have a large and damaging wildland/urban interface fire.

The population of tan oak vegetation in various areas of the County has particular risk due to the rise of Sudden Oak Death Syndrome. In specific areas, tan oak proliferation and the rapid encroachment of the disease has created an environment of increased vulnerability to wildland fire.

Wildfires can be caused by natural events, such as lightning or high winds. However, most wildland fires are human caused. Campfires, careless smokers, electrical sparks, and arson cause most wildland and wildland/urban interface fires. In Sonoma County, electrical equipment, such as power lines and transformers, has caused numerous fires. An emerging cause for concern is fires started by mowing, use of power equipment and other work around very dry vegetation. The September 2004 Geysers Fire was started by arcing in an electrical circuit box as the result of a faulty splice and consumed 12,525 acres. Trees growing into power lines have also caused large and damaging fires within the county.

Winter Storm

In recent years, winter storms in California have become more intense and longer lasting. Flash floods, mudslides, high coastal surf, coastal erosion, stream and creek flooding, snowstorms, and avalanches have all occurred in the state.

Storm systems typically blow into the North Bay from the west. Topography and altitude affect how much rain and wind a winter storm will bring. Storms hit the coastal hills, forcing the air upward and cooling it, causing condensation and dumping the heaviest rain on windward slopes and ridge tops. This phenomenon gives Cazadero and other west county areas up to 100 inches of rain, typically twice as much as Santa Rosa. Moving inland, the air descends and warms, drying out and producing a "rain shadow" of lighter precipitation on leeward slopes and across the valleys. This pattern is repeated as the air rises and falls, like a roller coaster, over inland hills and valleys. This weather phenomenon ensures that Cotati, Healdsburg, Santa Rosa, Rohnert Park and Windsor get less rain than their westerly neighbors in the hills. Southern areas around Petaluma and Sonoma typically get less rain than northern areas such as Cloverdale.

Authorities and References

The Field Act (Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

CA Education Code Section 560

Requires that school boards adopt written policy for use by schools in formulating individual civil defense and disaster preparedness plans.

The Comprehensive Safe Schools Plan (CA Education Code Section 32280-32289)

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions- once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff, such as securing equipment and furniture

Post Disaster Shelters

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared

Consult *Schools as Shelters: Planning and Management Guidelines for Districts & Sites*. Ordering information is available from the CA Emergency Management Agency (510) 286-0895.

Disaster Service Workers (CA Government Code Section 3100)

All school employees are considered disaster service workers, and may be subject to disaster service activities when an emergency has been proclaimed on the local or state level, or when a disaster declaration is made on the federal level. As such, all employees are required to take and subscribe to the oath of affirmation in Section 3 of Article XX of the Constitution of California. If the employee does not take and subscribe to the oath, public agencies will not reimburse or compensate the employee for any expenses incurred.

The Petris Bill (CA Government Code Section 8607)

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS).

- Incident Command System (ICS) – organizes response efforts into five basic functions: Management/Command, Operations, Logistics, Planning/Intelligence, and Finance/Administration
- Emergency Operations Center (EOC) – establishes a central area of control using the same basic functions as ICS
- Coordination of all efforts with the operation area (county) EOC, city EOC, and county office of education EOC
- Incorporate SEMS into all school plans, training and drills
- Document the use of SEMS during an emergency

Homeland Security Presidential Directive 5

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 which directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). The Directive requires federal departments and agencies to make the adoption of NIMS, by state and local organizations, a condition of federal preparedness assistance (grants, contracts and other activities). Minimum training requirements for all school employees (as designated Disaster Service Workers) are IS-100, IS-200, and IS-700.

The Language of Emergency Management

Common Acronyms

ARC	American Red Cross
ACS	Auxiliary Communications Service
Cal EMA	California Emergency Management Agency
CERT	Community Emergency Response Team
DAC	Disaster Assistance Center
DES	Department of Emergency Services
DHS	Department of Homeland Security
DO	District Office
DPH	Department of Public Health
DSW	Disaster Service Worker
EAS	Emergency Alert System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
FCC	Federal Communications Commission
FEMA	Federal Emergency Management Agency
FRS	Family Radio System
HAZMAT	Hazardous Materials
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIC	Joint Information Center
JIS	Joint Information System
MOU	Memorandum of Understanding
NIMS	National Incident Management System
OASIS	Operational Area Satellite Information System
Op Area	Operational Area
OPS	Operations Section
PA	Public Address
PIO	Public Information Officer
RACES	Radio Amateur Civil Emergency Services
S&R	Search & Rescue Team
SCOPE	School Communities Organized to Prepare for Emergencies
SEMS	Standardized Emergency Management System
SOP	Standard Operating Procedure
SIT STAT	Situation Status Team
USAR	Urban Search and Rescue
VOAD	Voluntary Organization Active in Disasters
VRC	Volunteer Reception Center

Common Terminology

activate (v) to implement a response section team or plan

damage assessment (n) process used to determine the amount and severity of damage caused by a disaster or emergency

Disaster Assistance Center (DAC) (n) location established in a disaster area that houses all federal, state, and local agencies that deal directly with the needs of individual victims. DACs are established only after a Presidential Declaration

Disaster Service Worker (n) all public employees in California are subject to such emergency or disaster activities as may be assigned by their supervisors or by law

Emergency Alert System (EAS) (n) program of the Federal Communications Commission (FCC) to coordinate the dissemination of emergency information via commercial broadcasters

Emergency Operations Center (EOC) (n) the location from which centralized management is performed during emergency response

Emergency Operations Center Director (n) title within the Incident Command System given to the individual responsible for overall coordination of response and resources for the school district

Emergency Operations Plan (EOP) (n) the plan that each district/school has for responding to disasters and school crises

Incident Action Plan (IAP) (n) plan prepared on-site by the Incident Commander and Planning/Intelligence Chief to guide the emergency response

Incident Commander (IC) (n) title within the Incident Command System given to the individual responsible for the overall management of an emergency response at a school site

exercise (n) a simulated emergency situation designed to evaluate an organization or agency's level of preparedness and Emergency Operations Plan

Federal Disaster Assistance (n) federal government's in-kind and financial assistance provided to disaster victims, the state, or local government agencies through the Federal Disaster Relief Act

first responder (n) personnel that are often the first to arrive on scene, e.g., law enforcement, fire fighters, emergency medical services, public works, public health

hazard (n) a source of danger or element of risk to people, property, or the environment

hazard mitigation (n) measures taken to eliminate or reduce the potential damage or injury from a disaster

Incident Command System (ICS) (n) a field-based emergency management system developed to respond efficiently to an incident

Level I Emergency (n) minor to moderate emergency, such as major outage, bomb threat, isolated fire, or minor earthquake (no injuries or significant damage)

Level II Emergency (n) moderate to severe emergency, such as a major fire, moderate earthquake, bomb explosion (with injuries and/or structural damage)

Level III Emergency (n) major emergency or disaster, such as a major earthquake or nuclear explosion

management by objectives (n) a method of management whereby the Incident Commander establishes overarching goals and develops specific tasks and assignments in support of those goals

mass care facility (n) location where food, lodging, clothing, first aid, welfare inquiry and social services are available for disaster victims

mass prophylaxis (n) distribution and administration of medicines, vaccinations or inoculations to the public on a mass scale in response to a public health threat

Memorandum of Understanding (MOU) (n) pre-disaster agreement between agencies to render support (personnel, equipment, facilities) during times of emergency

Operational Area (Op Area) (n) intermediate level of the state emergency, consisting of a county and all of the political subdivisions and special districts within its boundaries

pandemic (n) global outbreak of a novel disease that affects a large portion of the human population for which there is little or no immunity

preparedness (n) phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first aid and other response and rescue operations, and acquisition of adequate supplies and equipment required to respond to an emergency

recovery (n) phase of emergency management for the initiation of short range and long range recovery plans at each effected site to return to normal operations following an emergency

response (n) phase of emergency management for in which all employees take appropriate steps in an emergency situation to put the emergency plan into action

section (n) organizational level in the Incident Command System responsible for a functional area of incident response, e.g., Logistics

Section Chief (n) title within the Incident Command System given to individuals responsible for the command of a functional section

triage (v) process of rapidly classifying patients on the basis of urgency of treatment

Unified Command (n) structure that brings together the Incident Commanders of all major organizations involved in the incident in order to coordinate an effective response while also carrying out their own jurisdictional responsibilities.

ANNEX A

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Emergency Contact Numbers

From a LANDLINE, dial 9-1-1 for:

- Fire Department
- Police Department
- Sheriff's Office
- Highway Patrol

To call the Sheriff's Dispatch from a CELL PHONE, in Sonoma County, dial:
(707) 565-2511

District office contact numbers: 542-7375

Name	Number	Name	Number
Tony Roehrick	D.O. x 4115		
Joe Pandolfo	D.O. x 4114		
Terry Metzger	D.O. x 4126		
Daniel Hebel	D.O. x 4128		

School Site contact numbers:

Name	Number	Name	Number

Other on-site entities (preschool, special education classrooms, day care, etc):

Organization	Name	Number

Local fire department's information line, 543-3500

Local law enforcement's information line, 528-5222

The **District Office EOC Director** is requested to contact SCOE, who will alert the local emergency broadcast stations, Press Democrat and key SCOE staff:

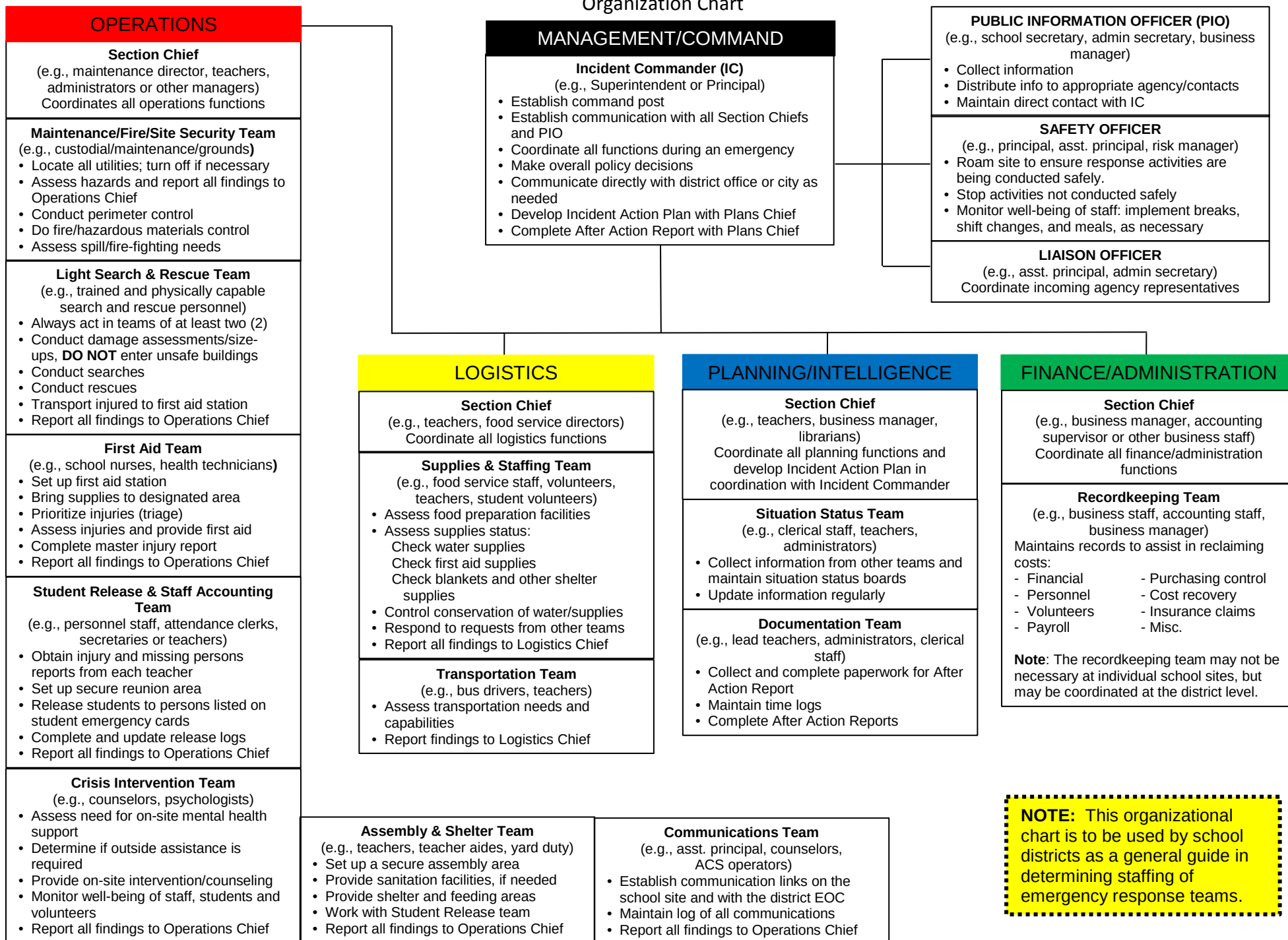
School hours: (707) 524-2603 or (707) 524-2606.

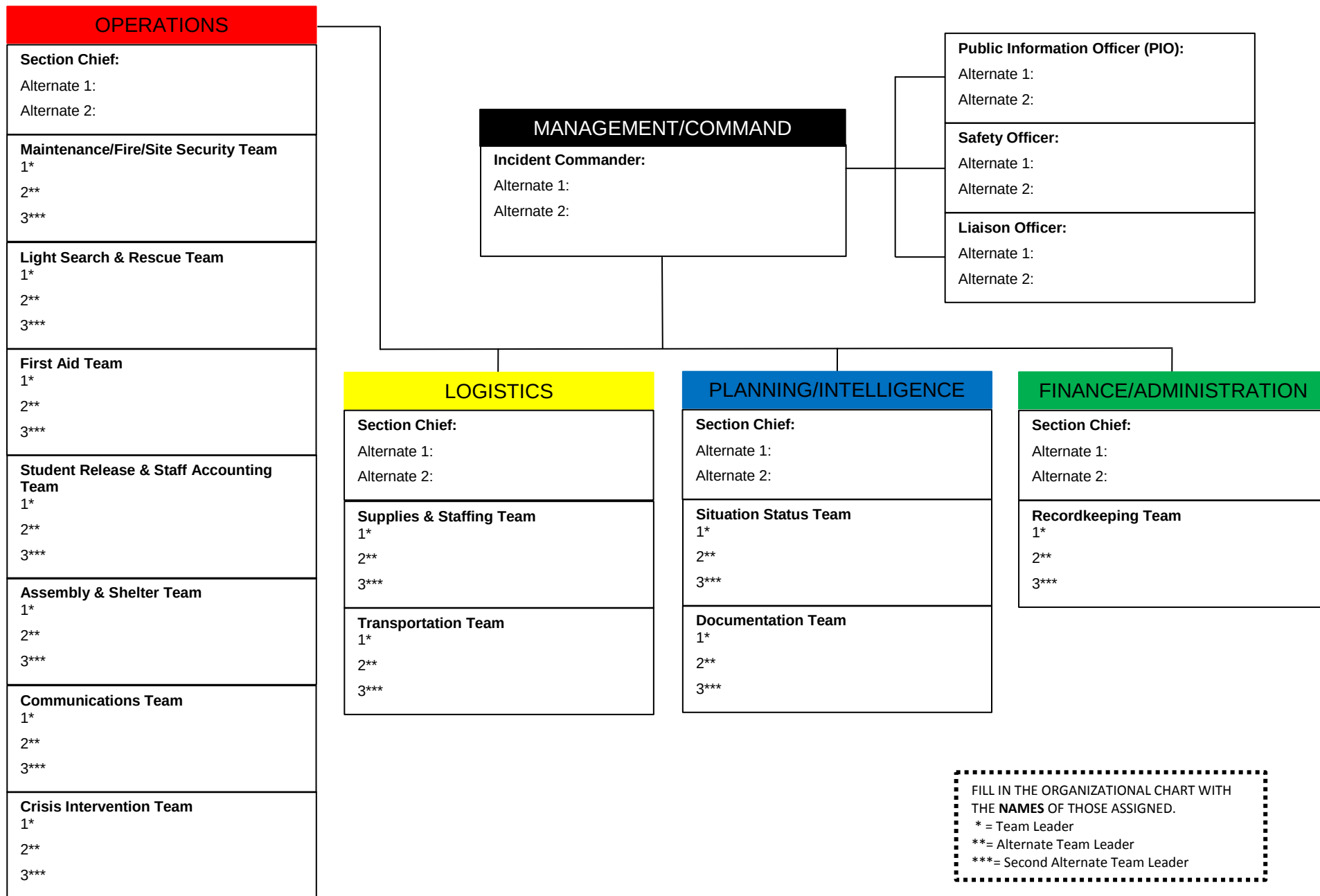
Non-school hours contacts:

- Dr. Steve Herrington (707) 837-9087 (h) or (707) 695-1652 (c)
- Jim Cerretta (415) 827-5020 (c) or Mickey Porter (707) 292-0953 (c)

SAMPLE School Incident Command System (ICS)

Organization Chart





Management/Command Section Roster

Incident Commander/EOC Director

Primary:	Contact Info:
Tony Roehrick	542-7375 x 4115 c: 321-8816 troehrick@rvusd.org h: 576-1478
Alternate 1:	Contact Info:
Joe Pandolfo	542-7375 x 4114 c: 529-4409 jpandolfo@rvusd.org
Alternate 2:	Contact Info:
Terry Metzger	542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org

Public Information Officer

Primary:	Contact Info:
Tony Roehrick	542-7375 x 4115 c: 321-8816 troehrick@rvusd.org h: 576-1478
Alternate 1:	Contact Info:
Joe Pandolfo	542-7375 x 4114 c: 529-4409 jpandolfo@rvusd.org
Alternate 2:	Contact Info:
Terry Metzger	542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org

Liaison Officer

Primary:	Contact Info:
Terry Metzger	542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org
Alternate 1:	Contact Info:
542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org	542-7375 x 4115 c: 321-8816 troehrick@rvusd.org h: 576-1478
Alternate 2:	Contact Info:

Safety Officer

Primary:	Contact Info:
Joe Pandolfo	542-7375 x 4114 c: 529-4409 jpandolfo@rvusd.org
Alternate 1:	Contact Info:
Daniel Hebel	542-7375 x 4128 c: 756-2570 dhebel@rvusd.org
Alternate 2:	Contact Info:

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Emergency Operations Center Director Position Description

This position only applies to District Offices

The Emergency Operations Center Director (EOC Director) is the person responsible for coordinating emergency operations at the District Office. One of the primary responsibilities is to activate the Emergency Operations Center (EOC). During the emergency or disaster, the EOC Director will oversee response activities until or replaced by someone of higher authority (e.g., law enforcement, fire department). The EOC Director is responsible for developing district office specific Incident Action Plans (IAP) and the After Action Report (AAR) in cooperation with the Planning/Intelligence Chief. The EOC Director is also responsible for coordinating the flow of information from each school site to SCOE

Action Checklist

- Identify yourself as the EOC Director
- Read this entire checklist
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Assess nature and scope of emergency, determine if EOC activation is necessary
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Determine level of threat to people and facilities
- Implement emergency actions/plan as appropriate to situation
- Activate and brief Section Chiefs and teams as needed
- Meet with Management/Command Staff and Section Chiefs
- Work with Planning/Intelligence Chief to begin development of IAP
- Locate or designate an alternate EOC
- Monitor response activities by staying in communication with Section Chiefs
- Request regular status reports from each school site
- Coordinate local assistance as requested by school sites or request help via SCOE
- Issue status reports to SCOE on a regular basis
- Continue working with Planning/Intelligence Chief to plan the overall response by developing new IAPs for upcoming operating periods and revising plans as the situation develops

- Authorize PIO to release information to appropriate agencies
- Assign/re-assign personnel as needed
- Terminate response activities after making the determination that the incident has been resolved or at the direction of First Responders
- If the school sites have not done so, terminate response activities at school sites after making the determination that the incident has been resolved
- Authorize the deactivation of teams as appropriate and ensure that any pending actions will be completed after deactivation
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached
- After the incident, work with Planning/Intelligence Chief to develop AAR
- After the incident, work with the Finance/Administration Chief to recoup expenses, if possible

Go-Kit

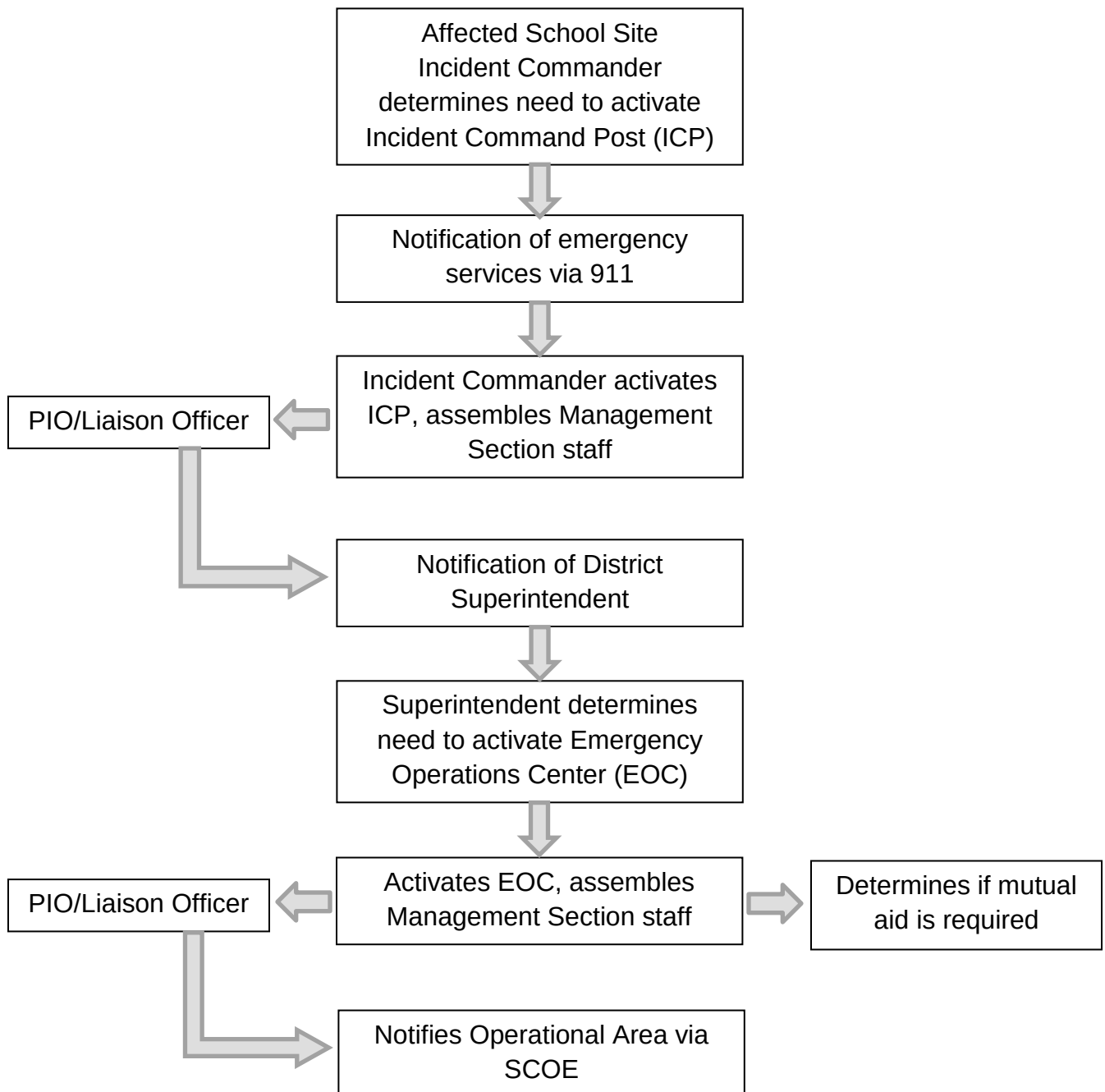
- School District Office EOP
- EOC Director position description
- District Office map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas
- District office ICS Organizational Chart
- Normal Operations Template
- Staff rosters
- Emergency Contact Numbers
- Whistle
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- *School Incident Response Flow Chart*
- *School Incident Response Management Guide*
- Forms:
 - o Section Activity Log
 - o Section and Team Rosters
 - o Incident Action Plan
 - o Situation Status Report

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)

- Handheld radio
- Flashlight (w/batteries)
- AM/FM radio (w/batteries)
- Table and chairs

School Incident Response Flow Chart



School Incident Response Management Guide

Step 1: Gather the Facts

- Survey situation or dispatch personnel to survey
- Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary

Step 2: Determine Level of Response

- The Incident Commander (IC) shall determine the level of response required

- o Readiness - Minimal Standby Activation

Readiness is typically a “monitoring” phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.

- o Local Emergency - Partial Activation of the ICP

Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site’s ICP or by the District’s Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.

- o Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC

Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster.

- The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.
- Request assistance from the District as needed by contacting the District EOC.
- Re-evaluate level of response as the incident progresses.

Step 3: Document the response

- Ensure that **all** sections are keeping appropriate documentation
- Information and response documentation should be used to record response activities, information received, decisions made and justifications for those decisions

Step 4: Manage the flow of information

- Determine what information will be shared with the school community
- Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, parents, and the media.

Step 5: Release and Debrief Staff

- Release staff according to a previously established release priority list.
- Ensure all records are collected.
- Team Leaders shall debrief with their team just prior to release
- Section Chiefs shall debrief with their Team Leaders just prior to release
- IC shall debrief with Section Chiefs just prior to release

Step 6: Prepare for Recovery

- Create a recovery action plan to return to learning as soon as possible

Consider future response to anniversaries or other events that may trigger reactions from the staff/students

Normal Operations Template

To assist in an emergency, administrative personnel should document critical information as to the organization and management of the school site. A copy of this form should be included in the EOC Director's Go-Kit. The district may also request a copy of each school site's Normal Operations Template.

NORMAL OPERATIONS TEMPLATE		
Name of school district: Rincon Valley Union School District		
Name of Superintendent: Dr. Tony Roehrick		
Supt's cell: 707-321-8816	D.O. phone: 542-7375, 4115	D.O. fax: 542-9802
D.O. hours: 8:00 a.m. – 5:00 p.m.	Number of staff: 43	
Opening building time: 8:00 a.m.	Closing building time: 5:00 p.m.	
Custodial first in @ 6:30 a.m.	Last out @ 8:00 p.m.	
Location of custodial supplies:		
Location of Safety Data Sheets (formerly known as MSDS) for chemical supplies:		
Location of all D.O. gates; key numbers to gate padlocks:		
Where are emergency keys located or who has access?		
Location of roof access:	Roof key number:	Custodial closet key number:
Location of main water valves: Key number:		
Location of main electrical panel: Key number:		
Location of main telephone panel: Key number:		

Incident Commander Position Description

The Incident Commander (IC) is the person responsible for coordinating emergency operations on site. One of the primary responsibilities is to activate the Incident Command Post (ICP). During the emergency or disaster, the IC will oversee and direct response activities until relieved by an alternate, is dismissed by the District Superintendent or replaced by someone of higher authority (e.g., law enforcement, fire department). The IC is responsible for developing the Incident Action Plan (IAP) and the After Action Report (AAR) in cooperation with the Planning/Intelligence Chief.

Action Checklist

- Identify yourself as the Incident Commander
- Read this entire checklist
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Assess nature and scope of emergency, determine if ICP activation is necessary
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Determine level of threat to people and facilities
- Implement emergency actions/plan as appropriate to situation
- Activate and brief Section Chiefs and teams as needed
- Meet with Management/Command Staff and Section Chiefs
- Fill in the staffing form as positions are filled
- Work with Planning/Intelligence Chief to begin development of IAP
- Locate or designate an alternate IC
- Monitor response activities by staying in communication with Section Chiefs
- Issue regular updated status reports to the district office
- Continue working with Planning/Intelligence Chief to plan the overall response by developing new IAPs for upcoming operating periods and revising plans as the situation develops
- Authorize PIO to release information to appropriate agencies
- Assign/re-assign personnel as needed
- Terminate response activities after making the determination that the incident has been resolved or at the direction of the Superintendent or First Responders
- Authorize the deactivation of teams as appropriate and ensure that any pending actions will be completed after deactivation
- Return all equipment and reusable supplies to Logistics

- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached
- After the incident, work with Planning/Intelligence Chief to develop AAR

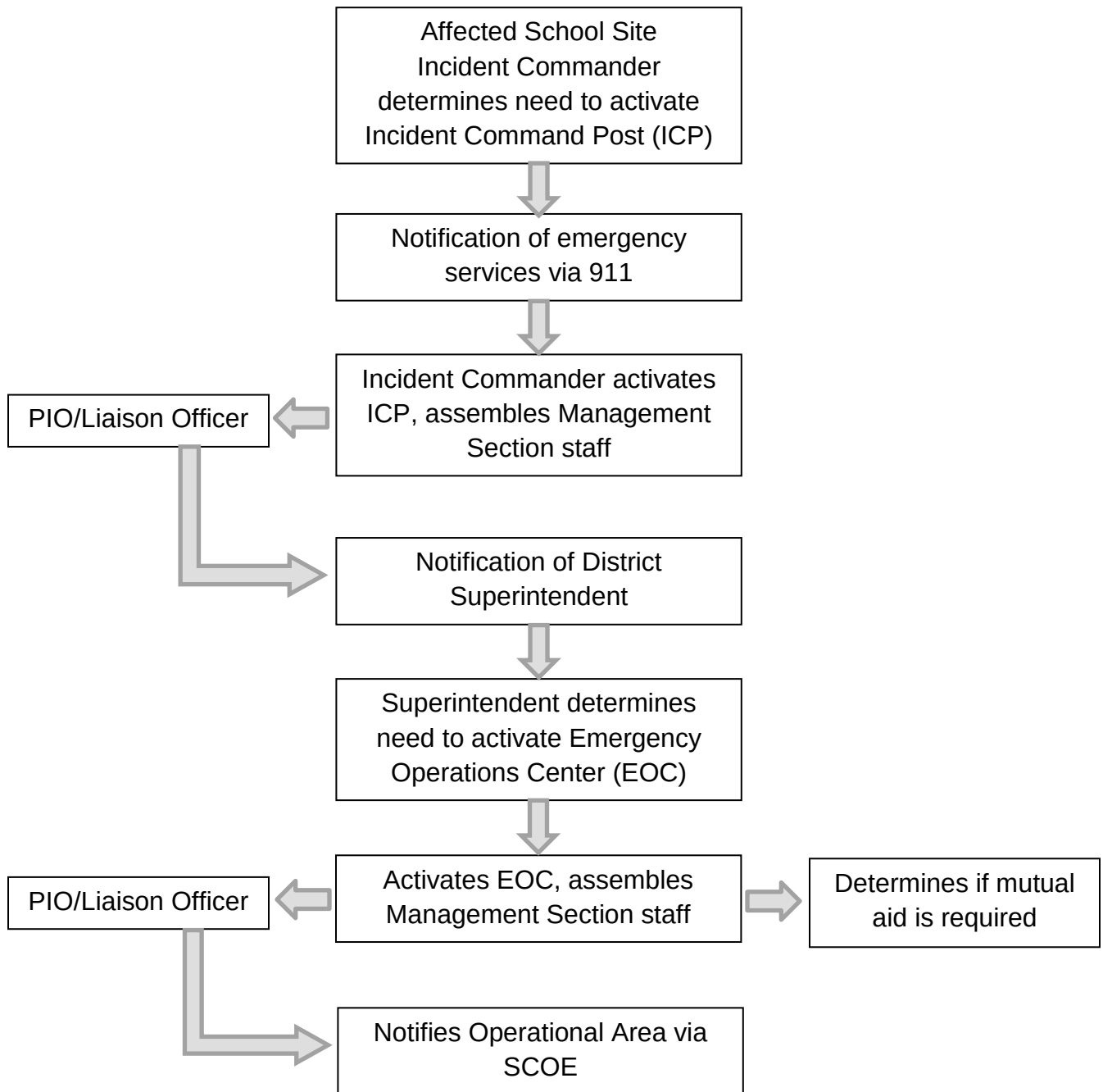
Go-Kit

- School site EOP
- Incident Commander position description
- Campus map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas
- School ICS Organizational Chart
- Normal Operations Template
- Staff and student rosters
- Emergency Contacts
- Whistle
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- *School Incident Response Flow Chart*
- *School Incident Response Management Guide*
- Forms:
 - o Section Activity Log
 - o Section and Team Rosters
 - o Incident Action Plan
 - o Situation Status Report

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlight (w/batteries)
- AM/FM radio (w/batteries)
- Table and chairs

School Incident Response Flow Chart



School Incident Response Management Guide

Step 1: Gather the Facts

- Survey situation or dispatch personnel to survey
- Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary

Step 2: Determine Level of Response

- The Incident Commander (IC) shall determine the level of response required
 - o Readiness - Minimal Standby Activation
Readiness is typically a “monitoring” phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.
 - o Local Emergency - Partial Activation of the ICP
Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site’s ICP or by the District’s Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.
 - o Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC
Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster.
- The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.
- Request assistance from the District as needed by contacting the District EOC.
- Re-evaluate level of response as the incident progresses.

Step 3: Document the response

- Ensure that **all** sections are keeping appropriate documentation
- Information and response documentation should be used to record response activities, information received, decisions made and justifications for those decisions

Step 4: Manage the flow of information

- Determine what information will be shared with the school community
- Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, parents, and the media.

Step 5: Release and Debrief Staff

- Release staff according to a previously established release priority list.
- Ensure all records are collected.
- Team Leaders shall debrief with their team just prior to release
- Section Chiefs shall debrief with their Team Leaders just prior to release
- IC shall debrief with Section Chiefs just prior to release

Step 6: Prepare for Recovery

- Create a recovery action plan to return to learning as soon as possible

Consider future response to anniversaries or other events that may trigger reactions from the staff/students

Normal Operations Template

To assist in an emergency, administrative personnel should document critical information as to the organization and management of the school site. A copy of this form should be included in the Incident Commander's Go-Kit and submitted to the district for reference.

NORMAL OPERATIONS TEMPLATE		
Name of school:		
Name of Principal:		
Principal's cell:	School phone:	School fax:
School population:	Number of staff:	
School office hours:	School session hours:	
Opening building time:	Closing building time:	
Custodial first in @	Last out @	
Location of custodial supplies:		
Location of Safety Data Sheets (formerly known as MSDS) for chemical supplies:		
After school activities:		
Location of all school gates and key numbers to gate padlocks:		
Where are emergency keys located or who has access?		
Location of roof access:	Roof key number:	Multi/MU key number::
Auditorium key number:	Cafeteria key number:	Custodial closet key number:
Location of main water valves: Key number:		
Location of main electrical panel: Key number:		
Location of main telephone panel: Key number:		
Location of student emergency cards: Key number:		

Public Information Officer Position Description

The Public Information Officer (PIO) is the school site's official spokesperson during emergency operations. The PIO releases information about the incident and response activities to the media until the District Office PIO is available. If the school site does not have a designated PIO, refer all requests for information to the District PIO.

Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Read this entire checklist
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Designate a media reception area, with IC approval
- Advise on site media of the time of the first press release or press conference
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Keep updated on response activities
- Request additional PIO staff if necessary
- Schedule regular press conferences, if appropriate
- Get approval from IC for all press releases/statements (see *Guidelines for Speaking to the Media* on the following page)
- Remind staff and volunteers to refer all parent and/or media questions to the PIO
- Arrange for the translation of announcements and response-related information, when appropriate
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure IC is aware of all media-related activities
- Release and sign out PIO staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached

Go-Kit

- PIO position description
- Campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier

- Sharpies, dry erase markers
- Masking tape/duct tape
- List of media contacts
- *Guidelines for Speaking to the Media*
- *Sample Press Release*
- Forms:
 - o Section Activity Log

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- AM/FM radio (w/batteries)
- Newsprint or dry erase board and portable easel
- Scissors

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **Read** all press statements
- Restate the nature of the incident; its cause and time of origin
- Describe the size and scope of the incident
- Report on the **current** situation
- Speak about the resources being utilized in response activities
- Reassure the public that everything possible is being done
- **DO NOT release any names**
- When answering questions be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- Do not use the phrase “no comment”
- Set up press times for updates
- Control media location

****SAMPLE PRESS RELEASE****

Event: Earthquake
Date/Time: March 1, 2008/8:00 AM
Release #: 001

Title of Release: Large Earthquake Causes Moderate Damage To ABC Elementary School in Sonoma County

FOR IMMEDIATE RELEASE

EXAMPLE At 5:25 AM on March 1, 2012, an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC Elementary School located at 1234 Anywhere Blvd. in Santa Rosa, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Highway 101 leading to the school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked to NOT go to the school as this will hamper response efforts.

School Districts throughout the county are instructed to call in to the SCOE office, (707) 524-2603, to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the Sonoma County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Operational Area Public Information Hotline at (707) 565-3856.

Further details will be provided when available.

Next Scheduled Release: As needed

###

Safety Officer Position Description

The Safety Officer (SO) is responsible for ensuring that all response activities are conducted safely. The SO has the authority to stop any response activity that would create an unsafe situation or put anyone at risk. The SO is responsible for communicating any possible safety hazards in the Incident Action Plan. The SO is responsible for the well-being of all staff and can implement shift changes, reassignments, breaks, and meals as necessary.

Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Read this entire checklist
- Meet with IC for a briefing
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Monitor emergency response activities for safe practices
- Request additional SO staff if necessary
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities or operations
- Ensure that school response teams are using appropriate personal protective equipment
- Anticipate future hazards
- Work with Maintenance/Fire/Site Security Team to determine if buildings are safe to enter; pass information to Ops Chief
- Create safety message to communicate any hazards in the Incident Action Plan
- Release and sign out SO staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached

Go-Kit

- School site EOP
- SO position description
- Campus map with locations of exits, phones, shut-off valves and emergency supplies
- Regional/neighborhood maps

- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
 - o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
 - o Face masks
 - o Hard hat (meeting ANSI Z89.1-1986)
 - o Leather palm work gloves
- Flashlight (w/batteries)
- Handheld radio
- Forms:
 - o Section Activity Log

Liaison Officer Position Description

The Liaison Officer is the point of contact for outside agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information. This person is also responsible for initiating and maintaining the Management/Command Section sign-in/sign-out portion of the Section Activity Log. They must ensure that every person assigned as Management/Command Section staff and Section Chiefs sign in when they are assigned and sign out when they are released.

Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Initiate sign-in/sign-out procedures for Management/Command Section and Section Chiefs. Sign yourself in.
- Open Go-Kit and check contents
- Read this entire checklist
- Meet with IC for a briefing
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Greet arriving organizations and orient them to the status of the situation, response priorities, and the Incident Action Plan
- Request additional Liaison Officer staff if necessary
- Ensure the coordination of efforts by keeping the IC informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Release and sign out Liaison Officer staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Complete sign-in/sign-out portion of the Section Activity Log and provide to Documentation Team. Leave contact information in case you need to be reached

Go-Kit

- School site EOP
- Liaison Officer position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier

- Forms:
 - o Section Activity Log

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio

Operations Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Assembly & Shelter Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Communications Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Crisis Intervention Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

First Aid Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Light Search & Rescue Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Maintenance/Fire/Site Security Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Student Release & Staff Accounting Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Operations Section Chief Position Description

The Operations Section Chief is responsible for initiating and directing the “hands-on” response to the school’s emergency/disaster through the activities of the Operations Section Teams (Ops Teams).

Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Read this entire checklist
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Ops Teams as needed, assume lead of all Ops Teams until staffed
- Meet with Ops Team Leaders and assist them in initiating their team’s response activities
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Monitor emergency response activities through contact with Ops Team Leaders
- Keep IC and Planning/Intelligence Chief informed of field activities and any developments
- Request additional staff or supplies from Logistics, when requested by Ops Teams
- Keep Ops Teams informed of shifting tasks/priorities as dictated by the situation or the Management/Command Section staff
- Ensure that all Ops Teams are documenting their activities and utilizing proper safety protocols
- Return all equipment and reusable supplies to Logistics
- Collect, complete and send all logs, reports, and response related documentation to the Documentation Team
- Release all Ops Teams and volunteers when directed by IC
- Sign out with Liaison Officer and leave contact information in case you need to be reached

Go-Kit

- School site EOP
- Operations Section Chief position description
- Campus map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas

- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
 - o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
 - o Face masks
 - o Hard hat (meeting ANSI Z89.1-1986)
 - o Leather palm work gloves
- Flashlight (w/batteries)
- Handheld radio
- Campus supply storage lists
- Forms:
 - o Section Activity Log
 - o Operations Section Roster
 - o Operations Section Team Rosters

Assembly & Shelter Team Leader Position Description

The Assembly & Shelter Team is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. The team is also in charge of facilitating campus evacuation when the school site is deemed to be unsafe by the Incident Commander or first responders. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Assembly & Shelter Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Assembly & Shelter Team members
- Open Go-Kit and check contents
- Team Leader makes appropriate assignments
- If designated assembly or shelter site is destroyed or inaccessible, consult with Ops Chief and determine alternate location
- Gather supplies and initiate shelter set-up or, if evacuating, confirm that assembly area and routes to it are safe
- Conduct initial population assessment and request up-to-date student roster from the Student Release & Staff Accounting Team
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Request additional Assembly & Shelter Team staff and/or supplies, if necessary
- Ensure initial record of all students and staff in shelter area is made and that it is updated regularly during the incident
- Monitor safety and well-being of students and staff in shelter area and send to First Aid or Crisis Intervention as needed. If possible, request that Safety Officer assist person(s) to First Aid or Crisis Intervention area.
- Procure and distribute food and water
- Set up sanitary facilities
- Work with Student Release Team to facilitate parent/student reunion procedures

- Break down, clean up, and close shelter when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader shall release and sign out Assembly & Shelter Team members and volunteers when directed by Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit

- Assembly & Shelter Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
 - o Section Activity Log
 - o Assembly & Shelter Team Roster
 - o Student and Staff Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries) or portable lighting
- Bullhorn
- Whistles
- Tarps or black poly sheeting (rolls)
- 5-gallon buckets (for toilets)
- Toilet bucket liners
- Toilet paper
- Stainless steel clamps
- Sanitation supplies (disposable hand wipes, hand sanitizer)
- Blankets
- Duct tape
- EZ-up tents or poles for build shelters

Communications Team Leader Position Description

The Communications Team is responsible for establishing, coordinating, and directing verbal and written communications both on-site and with the district office. The team is in charge of setting up communications systems and ensuring that communication devices are functioning properly. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Communications Team members, including yourself
- Team Leader is briefed by the Ops Chief and passes pertinent information to Communications Team members
- Open Go-Kit and check contents
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Establish communications center in a quiet location near the Incident Command Post (ICP)
- Set up and test communications equipment
- Team Leader shall advise Ops Chief when communications center is operational
- Request additional Communications Team staff if needed
- Coordinate all communications between the ICP and the district office
- Coordinate all communications on the school site and provide communications assistance to response teams when requested
- Team Leader shall periodically check that all communication systems are functioning and that logs are being maintained
- Establish other forms of communication as needed (e.g., message relay via runners)
- Refer all media requests to the Public Information Officer

- Monitor radio and television station(s) and radio scanner for local emergency news:
 - o Radio:
 - KZST 100.1FM
 - KSRO AM1350
 - KCBS AM740
 - KBBF 89.1FM
 - o Television:
 - KFTY Ch50
 - KTVU Ch2
 - NBC11 Ch3
 - KRON Ch4
 - KPIX Ch5
 - KGO Ch7
- Break down and close communications center when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Communications Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit

- Communications Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Communications equipment (e.g., handheld radios, mobile and landline phones, fax, computer)
- Contact list for district office
- Phone book
- Forms:
 - o Section Activity Log
 - o Communications Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- AM/FM Radio
- Flashlights (w/batteries)
- Tables and chairs
- File boxes
- Power strip with surge protection and extension cords

Crisis Intervention Team Leader Position Description

The Crisis Intervention Team monitors and supports the mental health needs of students, staff, parents, and volunteers involved or affected by a school emergency. The Team Leader is also in charge of assessing the immediate and long-term mental health needs of persons affected by a school emergency. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Refer to the *School Crisis Response and Recovery Resource Guide* and the System of Support (available on the Resources page of the Safe Schools Program website www.scoe.org/safeschools) for more information and direction.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Crisis Intervention Team members, including yourself
- Team Leader is briefed by the Ops Chief and passes pertinent information to Crisis Intervention Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Determine immediate need for mental health support/intervention
- Identify appropriate location on campus for intervention and counseling
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Implement components of the *School Crisis Response and Recovery Resource Guide*
- Request additional Crisis Intervention Team staff if needed
- Set up and staff intervention and counseling site(s)
- Monitor well-being of staff, students, parents, and volunteers
- Escort parents, to First Aid or Morgue as needed
- Determine need for outside assistance and activate System of Support if necessary
- Provide information to the Public Information Officer for dissemination
- Request student emergency contact cards from Student Release Team if needed

- Close intervention and counseling sites when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Crisis Intervention Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit

- Crisis Intervention Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Tissues
- Rubber gloves
- *School Crisis Response and Recovery Resource Guide* and System of Support information, available on the Resources page of SCOE's Safe Schools Program (www.scoe.org/safeschools)
- Student and Staff Roster
- Forms:
 - o Section Activity Log
 - o Crisis Intervention Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Privacy screen
- Phones and phone book

First Aid Team Leader Position Description

The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities. The Team is responsible for recording accurate treatment notes for all victims. The Team Leader is also responsible for determining when the scope of an emergency exceeds the capabilities of the team and requesting outside assistance. The Team Leader may also be charged with directing the establishment of an on-site morgue. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Crisis Intervention Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Crisis Intervention Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Determine if medical needs exceed the scope of the First Aid Team. Notify Ops Chief if outside assistance is needed
- Set-up first aid treatment area in a location away from the media center and student release site, but in an area accessible to emergency vehicles
- Set-up a triage station adjacent to the first aid treatment area to re-assess and process incoming victims
- Team Leader will consult with Crisis Intervention Team Leader regarding the need to establish an intervention and counseling area
- Set-up areas for "Immediate" and "Delayed" victims in the first aid treatment area
- Use appropriate personal protective equipment
- Request additional First Aid Team staff if needed
- Maintain open lines of communication with Ops Chief
- Use the following procedure in the treatment area for each victim:
 - o Greet injured party, reassess triage category, tag is to remain with victim;
 - o Direct injured party to the appropriate area (Immediate or Delayed);

- o Conduct head to toe assessment of injured party;
 - o Provide appropriate first aid;
 - o Fill out Medical Treatment Form (on opposite side of Triage Tag)
- Assist Light Search and Rescue Team with field first aid treatment if requested
- Maintain Medical Treatment Log including information for all victims
- Monitor/assess patients for changes in conditions at regular intervals
- Report deaths immediately to Team Leader and then Ops Chief (**NOT** by radio)
- Determine need to establish a morgue and choose an appropriate location, away from the media center, student release site, and not in view of the first aid treatment area
- Monitor situation for communicable diseases
- Work with Ops Chief to monitor the health care needs of students and staff with known medical conditions, all personal medical information should be securely stored
- Request student emergency contact cards from Student Release Team if needed
- When transportation becomes available, facilitate patient evacuation and note status on back of triage tag; DO NOT send any original campus records off-site with patient
- If injured student is transported off campus, send a copy of student emergency contact card with him/her
- Clean up and break down first aid treatment areas when directed by Ops Chief
- Properly dispose of hazardous waste
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out First Aid Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit

- First Aid Team Leader position description
- Campus map
- Writing utensils (incl. permanent markers), paper, clipboard
- Vest and/or ID badge/signifier
- Rubber gloves
- Face masks
- Student and Staff Roster
- Quick reference medical guides

- Forms:
 - o Section Activity Log
 - o Medical Treatment Log
 - o Medical Treatment Form (on opposite side of Triage Tags)
 - o First Aid Team Roster
 - o List of Staff with First Aid and CPR Certification

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Duct tape
- Site first aid kit
- Tarps
- Stretchers
- Blankets
- EZ-up tents or poles for build shelters

Light Search & Rescue Team Leader Position Description

The Light Search & Rescue Team is responsible for safely conducting all on site search and rescue efforts. The Team Leader is in charge of identifying search and rescue priorities and responsible for ensuring the safety of his/her teams while they are in the field. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Light Search & Rescue Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Light Search & Rescue Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments into search teams of at least two and gives each team specific assignments and a campus map
- Search teams should don appropriate equipment, visually inspect each other's gear, flashlights and perform a radio check before going to the field
- Consult with Maintenance/Fire/Site Security Team Leader and Safety Officer to determine if buildings are safe to enter for search
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Team Leader will not perform any search functions, unless no Team Members are available
- Search the campus from areas of high priority to areas of low priority
- Conduct Search & Rescue operations according to the following procedure:
 - o Inspect the exterior of each building for structural integrity before entering
 - o Notify the Team Leader of the location of any gas leaks, fires, or structural damage. The Team Leader will pass this information on to the Ops Chief and the Maintenance/Fire/Site Security Team Leader
 - o Mark unsafe areas with caution tape; **DO NOT** enter unsafe buildings, search only structurally sound buildings
 - o Search assigned areas using established search protocols

- o When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. The X indicates that the room has been searched.
- o Notify the Team Leader when injured persons are found; **DO NOT** mention any names over the radio. The Team Leader will pass this information on to the Ops Chief and the First Aid Team Leader
- o Rescue lightly trapped victims first
- o Triage all victims and fill out a triage card for each victim; the card shall stay with the victim
- o Provide rapid treatment if practical
- o Transport victims to the first aid treatment area. Remember to use proper lifting techniques to avoid back strain
- o As searched rooms have been cleared, call in report to Team Leader
- Request additional Light Search & Rescue Team staff if needed
- Team Leader will maintain contact with all dispatched search teams and pass any pertinent information to the Ops Chief
- Team Leader will monitor each search team's progress and record it in the Section Activity Log and on the site map. Keep triage tally on the map
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Light Search & Rescue Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit

- Light Search & Rescue Team Leader position description
- Campus map with locations of exits, phones, shut-off valves and emergency supplies
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
 - o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
 - o Face masks
 - o Hard hat (meeting ANSI Z89.1-1986)
 - o Leather palm work gloves
- Handheld radio
- Flashlights (w/batteries)

- Whistles
- Markers
- Caution tape
- Duct tape
- Small first aid kit
- Chalk
- Student and Staff Roster
- Forms:
 - o Section Activity Log
 - o Triage Tags (and string)
 - o Light Search & Rescue Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Table and chairs
- White board or newsprint flipchart
- Fire extinguishers
- Tarps
- Stretchers
- Blankets
- Bolt cutters
- Crowbars
- Shovels
- Rope
- Cribbing supplies

Maintenance/Fire/Site Security Team Leader Position Description

The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating on-site hazards during and immediately following an emergency. The Team is responsible for site security for the duration of the incident, or until first responders assume the responsibility. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Maintenance/Fire/Site Security Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Maintenance/Fire/Site Security Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments and distributes maps showing areas of responsibility
- Check flashlights and radios
- Team Leader surveys on-site hazards and prioritizes response
- Work with Safety Officer to determine if buildings are safe to enter
- Request additional Maintenance/Fire/Site Security Team staff if needed
- Team Leader will regularly report on progress or status to the Ops Chief
- Shut off utilities as necessary; shut off gas ONLY if you smell gas
- Determine integrity of on-site water system and report to Ops Chief
- Suppress small fires
- Notify the Team Leader of any existing or potential hazards. The Team Leader will pass this information on to the Ops Chief
- Facilitate emergency vehicle access
- Monitor campus security, implement perimeter control if necessary
- Secure site from unauthorized access
- Return all equipment and reusable supplies to Logistics

- Team Leader shall release and sign out Maintenance/Fire/Site Security Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit

- Maintenance/Fire/Site Security Team Leader position description
- Campus map with locations of exits, phones and utility shut-off valves
- Campus supply storage lists
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
 - o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
 - o Face masks
 - o Hard hat (meeting ANSI Z89.1-1986)
 - o Leather palm work gloves
- Handheld radio
- Flashlights (w/batteries)
- Markers
- Caution tape
- Duct tape
- Forms:
 - o Section Activity Log
 - o Maintenance/Fire/Site Security Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Fire extinguishers
- Bolt cutters
- Crowbars
- Shovels
- Rope
- Wrenches
- First aid kit

Preliminary Structure Evaluation Criteria

It is important to conduct an initial inspection of a building (called a size-up) before entering, particularly after an earthquake. Some possible conditions have been listed below and the appropriate way to respond to them. Please keep in mind that more than one condition may apply to a building.

Conditions	Action
Building has collapsed, partially collapsed, or moved off its foundation.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Building or any story is leaning significantly.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Obvious severe damage to primary structure, severe leaning of walls or other signs of severe stress.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Large cracks in the ground, massive ground movement, or slope displacement present that are under or near the building and are a hazard to the building.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Obvious parapet, chimney, or other falling hazard present.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.
Other hazard present (i.e., toxic spill, asbestos contamination, broken gas line, fallen power lines).	Barricade to prevent access to the area. Once area is made as safe as possible, rescuers may enter with proper safety equipment.
Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodged. Suspended ceiling system grid fallen or dislodged. Broken windows. Overhead mechanical equipment supports or bracing dislodged.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.
No damage is apparent; however, areas with overhead elements such as above that may fall in an aftershock, are potentially hazardous.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.

FEMA 154 Rapid Visual Screening of Buildings for Potential Seismic Hazards, is available at <http://www.fema.gov/library/viewRecord.do?id=3556> for a more in-depth look at post earthquake building evaluation.

Student Release & Staff Accounting Team Leader Position Description

The Student Release & Staff Accounting Team is responsible for the orderly and secure reunion of students and their parents or an authorized adult. This team is also responsible for accounting for all staff and visitors on site at the time of the incident. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Student Release & Staff Accounting Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Student Release & Staff Accounting Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Check with main office personnel to determine staff absences and procure list of substitutes or visitors on site at the time of the incident. Determine if there are any staff or visitors unaccounted for; the Team Leader will pass this information on to the Ops Chief
- Collect classroom rosters to account for all students
- Provide up-to-date student roster to Shelter & Assembly Team Leader
- Set up secure areas for student request and release gates
- Place traffic cones and signs to direct parking
- Clearly mark location of Student Request and Student Release areas
- Post alphabetize signage on request table(s), such as A-F, G-L, M-R, S-Z
- Have Student Request Forms available on clipboards with pens/pencils
- Team Leader shall collect the Emergency Contact Cards from their secure storage area and give them to Team members staffing the release gate
- Request additional Student Release & Staff Accounting Team staff if needed
- Team Leader will regularly check each gate to ensure that the process is flowing smoothly
- Team Leader will regularly report on progress or status to the Ops Chief

- Work with the Ops Chief to locate missing students, staff or visitors
- Team Leader will provide information regarding missing persons to the Ops Chief, Crisis Intervention Team Leader and the Light Search & Rescue Team Leader
- Request gate procedures:
 - o Distribute Student Emergency Contact Cards according to table signage
 - o Instruct parent or authorized adult to fill out one Student Request Form per student and assist parents as needed
 - o Verify ID of requesting parent or authorized adult, not of Form
 - o Give Student Request Form to a runner
 - o Direct parent or authorized adult to wait at the release gate for their student(s)
- Runner procedures:
 - o Take verified Student Request Form from the request gate staff to classroom or assembly area
 - o Retrieve student(s)
 - o Take student to release gate and wait as the release gate staff processes the student
 - o If student is absent, missing, or receiving first aid, make a note on the Student Request Form and consult with the Team Leader to determine next steps. Options may include escorting the parent or authorized adult to the First Aid area or the Crisis Intervention area
 - o Return to the request gate for another Student Request Form
- Release gate procedures:
 - o Match student to the requesting parent or authorized adult
 - o Reverify ID and have the requestor countersign the Student Release Log
 - o Release student to parent or authorized adult
 - o Release runner back to the request gate
- Close request and release gates when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Student Release & Staff Accounting Team members and volunteers when directed by Ops Chief
- Return Emergency Contact Cards to a secure location
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit

- Student Release & Staff Accounting Team Leader position description

- Campus map
- Lots of pens and clipboards
- Vest and/or ID badge/signifier
- Duct tape
- Scotch tape
- Markers
- Student and Staff Roster
- Alphabet Signage (e.g., A-F, G-L, M-R, S-Z)
- *Student Release Actions*
- *Student Release Flow Chart*
- Forms:
 - o Section Activity Log
 - o Student Request Form
 - o Student Release Log
 - o Student Release & Staff Accounting Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Easel and paper or white board
- Stanchions and/or barricades
- Student Emergency Contact Cards
- Caution tape

Student Release Actions

Some emergency situations may warrant the release or relocating of students at a time when parents expect their children to be at the school site. Student release will be initiated by a school administrator, and many staff members (even those not on the Student Release team) will be involved.

Four Steps for Staff

1. Request Table staff verifies parent ID and authorization.
2. Staff directs parent to the Release Gate and sends a runner to find student.
3. Runner brings the student to the Release Gate. Release Gate staff verify Student Request Form is signed.
4. Release student to custody of authorized adult.

Four Steps for Parents

1. Fill out Student Request Form.
2. Show photo ID at the Request Table.
3. Move to the Release Gate to wait for student.
4. Leave campus immediately after student is released to your custody.

Incident Commander (Principal/Site Administrator) Actions:

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; evaluate evacuation spot to determine if students should be moved.
- For schools without parent parking or a turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.
- Determine medical, search and rescue or other needs after population assessment.
- Reassess situation on a regular basis. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

Teacher/Staff Actions:

- Evacuate students to designated area, take roll.
- Report population assessment. On roll, mark student status beside name:
A = Absent
M = Medical; student taken to the First Aid station
U = Missing/Unaccounted
- Monitor students' medical and emotional condition.
- Partner with other staff for assigned duties; report to team when activated.

Student Release Team Actions:

- Take supplies to designated Request Table and Release Gate locations.
- Set up Student Request Table, Student Release Gate, and appropriate signage to direct parents.

- For a large student body, establish several lines at the Request Table for speedier processing.
- Post signs and set out file boxes of Student Emergency Cards for each line.
- Distribute clipboards with Student Request Forms to parents in line.
- Pull cards of absent, injured and missing students. Note status on those cards and file at back of box.

Runner (staff, students, parent volunteers) Actions:

- Take Student Request Form to Student Assembly Area to find requested student.
- Retrieve student and escort him/her to Student Release Gate
- If student cannot be found, alert Team Leader and request further direction.

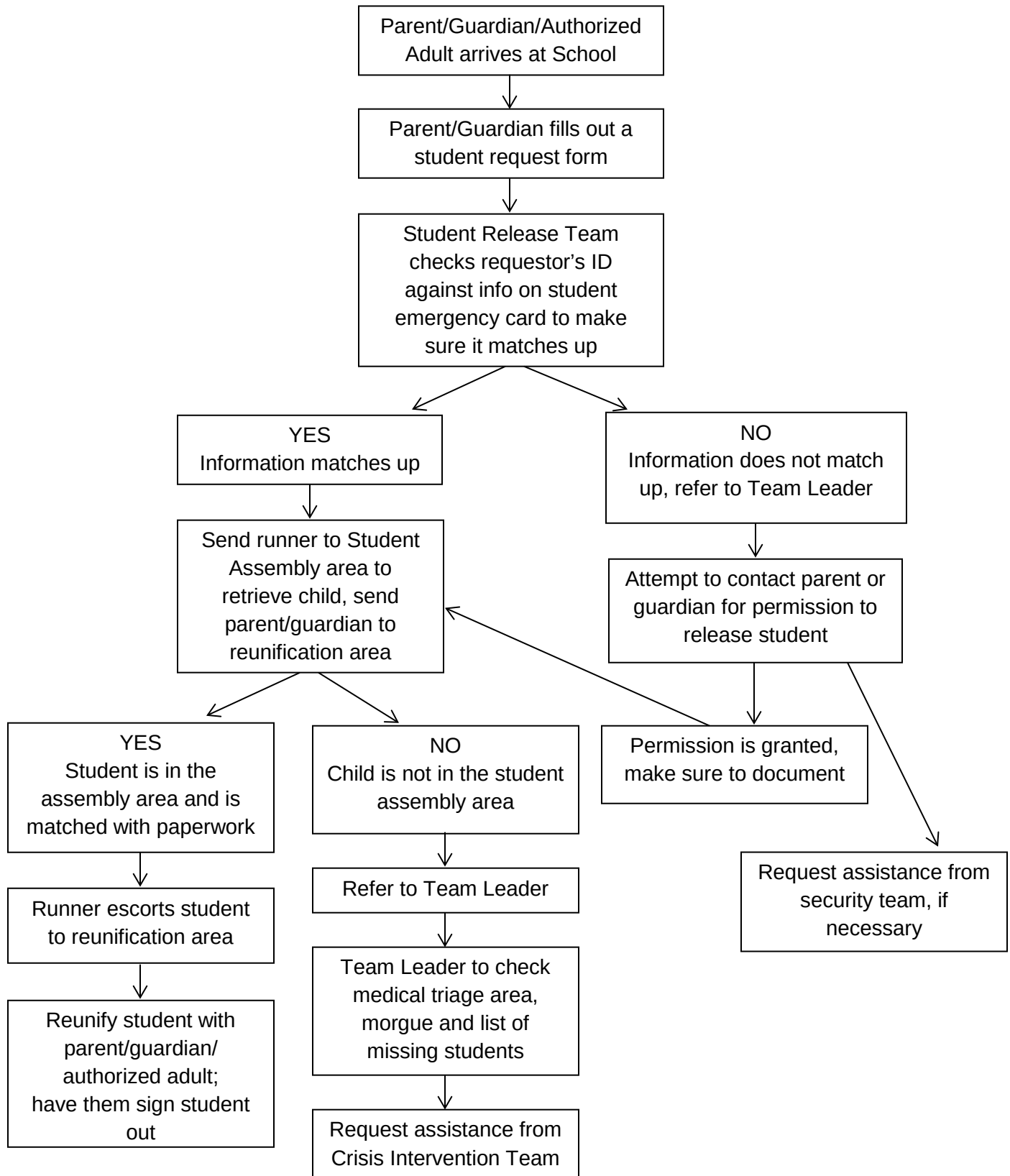
Maintenance/Site Security Team Actions:

- Place signs to guide parents to preferred parking area.
- Establish an access point for emergency vehicles and place traffic cones to discourage parents from blocking the area.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report crowd control issues on school grounds to Operations Chief, request assistance if necessary.

Crisis Intervention Team Actions:

- Calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

Student Release Process Flow Chart



Logistics Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Supplies & Staffing Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Transportation Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Logistics Section Chief Position Description

The Logistics Section Chief is responsible for ensuring that all sections have the materials, equipment, personnel, services, and facilities that they need in order to fulfill their responsibilities during an emergency.

Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Logistics Teams as needed and assume lead of all Logistics Teams until staffed
- Meet with Logistics Team Leaders and assist them in initiating their team's response activities
- Open supply containers and facilities
- Ensure that ICP and other facilities are properly equipped
- Monitor emergency response activities through contact with Logistics Team Leaders
- Oversee the distribution of supplies, equipment and personnel
- Maintain security of stored supplies and equipment
- Ensure that all Logistics Teams are documenting their activities
- Oversee the return of all equipment and reusable supplies from other sections
- Ensure that all equipment is properly stored or returned to its original location
- Collect, complete and send all logs, reports, and response related documentation to the Documentation Team
- Release all Logistics Teams and volunteers when directed by IC
- Sign out with Liaison Officer and leave contact information in case you need to be reached

Go-Kit

- School site EOP
- Logistics Section Chief position description
- School ICS Organizational Chart
- Campus map with locations of emergency supplies

- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements, contracts, or MOUs (if available)
- Campus supply storage lists
- Forms:
 - o Section Activity Log
 - o Logistics Section Roster
 - o Logistics Section Team Rosters

Other Supplies/Equipment on Site

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Computer
- Phone
- Phone book

Supplies & Staffing Team Leader Position Description

The Supplies & Staffing Team is responsible for filling all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Logistics Section Chief (Logs Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Supplies & Staffing Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Logs Chief and passes pertinent information to Supplies & Staffing Team members
- Open Go-Kit and check contents
- Open storage facility or storage containers and inventory supplies, if time allows
- Team Leader makes appropriate assignments
- Team Leader maintains contact with Logs Chief regarding the needs of other sections and teams
- Develop method for tracking resources
- Locate and provide additional personnel (staff, volunteers, or students as appropriate) to teams that request assistance. Track the deployment of these personnel
- Procure and distribute supplies and equipment as requested
- Facilitate the return of all equipment, unused and reusable supplies from other sections and teams
- Properly store all equipment or return to its original location
- Re-inventory equipment and supplies and create list of materials that need to be replaced
- Complete and send all logs, reports (including list of materials that need to be replaced), and response related documentation to the Logs Chief
- Team Leader shall release and sign out Supplies & Staffing Team members and volunteers when directed by Logs Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Logs Chief

Go-Kit

- Supplies & Staffing Team Leader position description
- School ICS Organizational Chart
- Campus map with locations of emergency supplies
- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements, contracts, or MOUs (if available)
- Campus supply storage lists
- Forms:
 - o Section Activity Log
 - o Supplies & Staffing Team Roster
 - o Student and Staff Roster
 - o List of volunteers (if available)

Other Supplies/Equipment on Site

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Phone
- Phone book

Transportation Team Leader Position Description

The Transportation Team is responsible for facilitating the use of vehicles, buses or other modes of transportation during school emergencies. This may include directing buses or trucks to areas where they are needed. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Logistics Section Chief (Logs Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Transportation Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Logs Chief and passes pertinent information to Transportation Team members
- Open Go-Kit and check contents
- Determine and gather transportation equipment and resources needed
- Team Leader makes appropriate assignments
- Maintain contact with Logs Chief regarding the needs of other sections and teams
- Secure transportation as requested
- Direct the safe movement of vehicles on campus
- Return all equipment and reusable supplies to the Supplies & Staffing Team
- Return vehicles to pre-incident locations
- Complete and send all logs, reports, and response related documentation to the Logs Chief
- Team Leader shall release and sign out Transportation Team members and volunteers when directed by Logs Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Logs Chief

Go-Kit

- Transportation Team Leader position description
- Campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard

- Vest and/or ID badge/signifier
- List of available vehicles and equipment
- Copies of any agreements or MOUs
- Copy of bus routes and schedules
- Forms:
 - o Section Activity Log
 - o Transportation Team Roster

Other Supplies/Equipment on Site (available from the Supplies and Staffing Team)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Phone
- Phone book

Planning/Intelligence Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Documentation Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Situation Status Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Planning/Intelligence Section Chief Position Description

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site maps. The Section Chief works with the Incident Commander (IC) to develop and update the Incident Action Plan (IAP) and to complete the After Action Report (AAR).

Action Checklist

- Wait to be activated by the IC
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Planning/Intelligence Teams as needed and assume lead of all Planning/Intelligence Teams until staffed
- Meet with Planning/Intelligence Team Leaders and assist them in initiating their team's response activities
- Develop IAP in cooperation with IC. Update IAP with IC at regular intervals to reflect the current situation
- Monitor emergency response activities through contact with Section Chiefs and relay information to Situation Status Team
- Request scribes from Documentation Team if they are needed by Management/Command or Section Chiefs
- Return all equipment and reusable supplies to Logistics
- Ensure that the Documentation Team has collected and completed all logs, reports, and other response related documentation.
- Release and sign out all Planning/Intelligence Teams and volunteers when directed by IC
- Submit all documentation to the Recordkeeping Team
- After Recordkeeping Team has added final financial and time records and has compiled a final report, work with IC to complete the After Action Report
- Sign out with Liaison Officer and leave contact information in case you need to be reached
- After the incident work with Incident Commander to development AAR

Go-Kit

- School site EOP
- Planning/Intelligence Section Chief position description
- Campus map with locations of exits, phones, utility shut-off valves and emergency supplies
- Regional/neighborhood maps
- Normal Operations Template (see IC position description)
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
 - o Section Activity Log
 - o Incident Action Plan
 - o Situation Status Report
 - o Planning/Intelligence Section Roster
 - o Planning/Intelligence Section Team Rosters

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Easel and paper or white board

Documentation Team Leader Position Description

The Documentation Team is responsible for the collection and organization of all completed emergency related forms just before the end of the Operational Period. The Documentation Team may provide scribes to assist Management/Command Section or Section Chiefs in documenting all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log. The team may also be involved in the reproduction and distribution of the Incident Action Plan, After Action Report and other documents as requested. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Planning/Intelligence Section Chief (Plans Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Documentation Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Plans Chief and passes pertinent information to Documentation Team members
- Open Go-Kit and check contents
- Locate supplies or contact Plans Chief for additional supplies
- Team Leader makes appropriate assignments
- Scribes assigned to specific personnel will create a record of all radio and verbal conversations, actions taken and decisions made (with justifications) by that person on the Section Activity Log (see The Scribe's Role on the following page)
- Maintain contact with Plans Chief regarding the needs of other sections
- Documentation Team members will regularly update the Team Leader. The Team leader will share key information with the Situation Status Team Leader
- File all reports as they are turned in. Although a permanent log may be typed up at a later date, all original notes and records MUST be kept as they are legal documents
- Collect and complete all logs, reports, and response related documentation from each section
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Documentation Team members and volunteers when directed by Plans Chief

- Team Leader signs out and leaves all completed paperwork and the Section Activity Log, including contact information, with the Plans Chief

Go-Kit

- Documentation Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
 - o Section Activity Log
 - o Documentation Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

The Scribe's Role

It is vital to document and communicate information about the disaster situation and resource status. Efficient flow of information makes it possible for resources to be deployed effectively and for professional emergency services to be applied appropriately. Depending on the situation, Section Chiefs and the Incident Commander may request assistance of a scribe to document:

- important events
- communications
- analyses
- decisions and justifications for those decisions

The scribes shadow and create records of the incident from the vantage point of the Section Chief or Incident Commander. Scribes may use the Section Activity Log to record information. The role of the scribe is important because these documents are crucial for the school district to receive reimbursement from the state or federal government.

Situation Status Team Leader Position Description

The Situation Status Team is responsible for collecting, evaluating, and documenting situation information regarding the incident. The Situation Status Team will maintain situation status boards detailing the development of the incident, the status of resources, and an accurate campus map. The team will also provide ongoing analysis of situation and resource status. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Planning/Intelligence Section Chief (Plans Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Situation Status Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Plans Chief and passes pertinent information to Situation Status Team members
- Open Go-Kit and check contents
- Locate supplies or contact Plans Chief for additional supplies
- Team Leader makes appropriate assignments
- Record updates from each section and the Documentation Team Leader on Situation Status Boards
- Keep Situation Status Boards in a location visible or easily accessible by the ICP
- Update campus map throughout the response
- Team Leader will assess and analyze information and relay it to the Plans Chief
- Anticipate situations and potential problems and develop contingency plans
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team Leader
- Team Leader shall release and sign out Situation Status Team members and volunteers when directed by Plans Chief
- Team Leader signs out and leaves all completed paperwork and the Section Activity Log including contact information with the Plans Chief

Go-Kit

- Situation Status Team Leader position description
- Large campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
 - o Section Activity Log
 - o Situation Status Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Situation Status Boards (can be whiteboards, chalkboards, easels, etc)

Finance/Administration Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Recordkeeping Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Finance/Administration Section Chief Position Description

The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. The Section Chief is also responsible for submitting all final paperwork, logs and other documentation to the Incident Commander (IC) and Planning/Intelligence Chief (Plans Chief) for inclusion in the After Action Report.

Action Checklist

- Wait to be activated by the IC
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Coordinate recordkeeping procedures with the Plans Chief
- Activate the Recordkeeping Teams when needed and assume lead of the team until staffed
- Meet with Recordkeeping Team Leader and assist in initiating the team's response activities
- Periodically ensure that all procedures are in place to accurately track time and expenditures
- Return all equipment and reusable supplies to Logistics
- Close logs. Collect, file and secure all final logs, reports, and response related documentation
- Compile final financial and time records and prepare a final report
- Release and sign out Recordkeeping Team and volunteers when directed by IC
- Submit all documentation and final report to IC and Plans Chief to complete the After Action Report
- Sign out with Liaison Officer and leave contact information in case you need to be reached

Go-Kit

- School site EOP
- Finance/Administration Section Chief position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier

- Copies of vendor agreements/contracts
- Copies of any agreements or MOUs
- Student and Staff Roster
- List of volunteers (if available)
- Forms:
 - o Section Activity Log
 - o Finance/Administration Section Roster
 - o Finance/Administration Section Team Rosters

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Computer
- Calculator
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

Recordkeeping Team Leader Position Description

The Recordkeeping Team is tasked with the maintenance of records for tracking personnel costs, volunteer hours, payroll, materials and supplies purchased, insurance claims, and cost recovery in support of response activities. The team is also responsible for compiling all final paperwork, logs and other documentation collected by the Documentation Team and submitting it to the Finance/Administration Section Chief. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Finance/Administration Section Chief
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Recordkeeping Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Finance/Administration Section Chief and passes pertinent information to Documentation Team members
- Open Go-Kit and check contents
- Locate supplies or contact Finance/Administration Section Chief for additional supplies
- Team Leader makes appropriate assignments
- Track staff and volunteer hours
- Track response-related requests and purchases
- Process purchase requests from the Logistics Section Chief
- File all reports as they are turned in. Although a permanent log may be typed up at a later date, all original notes and records MUST be kept as they are legal documents
- Return all equipment and reusable supplies to Logistics
- Close logs. Collect, file and secure all final logs, reports, and response related documentation from Documentation Team. Compile final financial and time records and prepare a final report
- Team Leader shall release and sign out Recordkeeping Team members and volunteers when directed by Finance/Administration Section Chief
- Team Leader signs out and leaves all completed paperwork, final report, and the Section Activity Log, including contact information, with the Finance/Administration Section Chief

Go-Kit

- Recordkeeping Team Leader position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements/contracts
- Copies of any agreements or MOUs
- Student and Staff Roster
- List of volunteers (if available)
- Forms:
 - o Section Activity Log
 - o Recordkeeping Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Calculator
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

INCIDENT ACTION PLAN		
District/School:	Incident Name:	Date and Time Prepared
For Operational Period	From Date/Time:	To Date/Time:
General Objectives		
Objectives should be stated in measureable terms to allow for evaluation of progress. Each task assigned to a section should address a specific objective.		
Safety Message		
Safety message should summarize the known safety hazards and is written by the Safety Officer		
Completed by (Name and Position): Approved by (IC):		Date:

SECTION ACTIVITY LOG			
Incident Name:	Date and Time Prepared:		Operational Period:
Section:	Team:		Section Chief/Team Leader:
Staff Sign In/Out Log			
Name/Initials	Time In	Time Out	Destination Upon Check Out and Contact Info
Event Log			
Time	Incidents, Messages, Notes	Action Taken	
Completed By (Name and Position):			Date:

SECTION ACTIVITY LOG: Event Log continued

[illegible]

SITUATION STATUS REPORT			
Initial Assessment	Incident Name:	District/School:	Date and Time Prepared:
Immediate Assistance Required			
(e.g., search and rescue, medical, personnel, fire, communications, transportation, other)			
Condition of Students			
Status and #	Names		
Missing			
Trapped			
Deceased			
Injured	Name	Type of Injury	
Condition of Staff/Visitors			
Status and #	Names		
Missing			
Trapped			
Deceased			
Injured	Name	Type of Injury	
Condition of School Building and Grounds			
(e.g., walls cracked, fallen light fixtures, shattered windows, broken water pipes, flooding)			
Condition of Neighborhood/Other Issues			
(e.g., fallen power lines, debris-cluttered streets, road closures)			
Completed by (Name and Position):			Date:

STUDENT REQUEST FORM		
STEP 1: Have parents/guardians fill out one form for each student requested. INSTRUCT THEM TO PRINT CLEARLY AND LEAVE SECTION ON RIGHT BLANK FOR STAFF USE. STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form. STEP 3: Send this sheet with a runner to retrieve student and bring both to the reunification area. Send requestor to the reunification area.		
STUDENT NAME:	GRADE:	FOR STAFF USE ONLY
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY (PRINT NAME):		AUTHORIZED ON EMERGENCY CARD? YES NO
I assume custody of the named above as a (circle one) Parent Guardian Authorized Adult Signature:		MEDICAL NEEDS? STUDENT STATUS (circle one): Released Custody Issues Absent Medical/First Aid Missing Deceased Other:
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES NO If YES, Name(s):		TIME OF RELEASE:

FORMULARIO DE SOLICITUD DE ESTUDIANTE		
PASO 1: Pedir al padre/guardián que llene un formulario por cada estudiante solicitado. PEDIR QUE ESCRIBA EN LETRA DE MOLDE Y DEJE LA SECCIÓN DEL LADO DERECHO EN BLANCO PARA EL USO DEL PERSONAL DE LA ESCUELA. PASO 2: Revisar la ID de la persona que solicita al estudiante y asegurar que esté en la tarjeta de emergencia del estudiante. PASO 3: Mandar al "mensajero" a encontrar el estudiante y llevarlo al área de reunificación. Envíe al solicitante al área de reunificación.		
ESTUDIANTE:	GRADO:	PARA EL USO DEL PERSONAL DE LA ESCUELA
MAESTRO/A:	FECHA/HORA:	PHOTO ID VERIFIED BY:
SOLICITADO POR (Escribir nombre y apellido in letras de molde):		AUTHORIZED ON EMERGENCY CARD? YES NO
Yo asumo custodia del estudiante nombrado como (circúle uno) Padre/Madre Guardián Adulto Autorizado Firma:		MEDICAL NEEDS? STUDENT STATUS (circle one): Released Custody Issues Absent Medical/First Aid Missing Deceased Other:
DESTINACIÓN:	TELÉFONO:	NOTES:
¿ESTÁ UD. AUTORIZADO A RECOGER A OTROS ESTUDIANTES? SÍ NO Si marcó SÍ, nombre(s):		TIME OF RELEASE:

STUDENT RELEASE LOG

[illegible]

TEAM ROSTER		
School Year:	Section:	Team:
Team Member Name		Contact Information

[illegible]

MEDICAL TREATMENT LOG				Date Prepared:
Patient Name	Time	Description of Treatment	Triage Category	Initials

BOMB THREAT REPORT FORM				
Call received by:		Date:	Time:	
Remain calm! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller. If given the opportunity, ask:				
What time is the bomb set for?				
Where has it been placed?				
What does it look like?				
What kind of bomb is it?				
Why are you doing this?				
Who are you?				
After the caller has hung up, take a moment to jot down some notes about the caller including the wording of the threat.				
Caller's demographics		Sex	Approx. age	
Caller's voice (circle all that apply)				
Loud	Soft	Deep	High-pitched	Raspy
Pleasant	Intoxicated	Nasal	Angry	Stutter
Disguised	Accent	Slurred	Slow	Calm
Irrational	Incoherent	Ragged	Rapid	Lisp
Other:				
Caller's language (circle all that apply)				
Well-spoken	Educated	Foul	Taped	Poor
Background sounds (circle all that apply)				
Street noise	Voices	Music	PA system	House noises
Motor	Office	Factory	Static	Street traffic
Machinery	TV			
Other:				

Search and Rescue Team

Found by:

Location:

Patient Name:

Triage Category Circle One

MINOR

walking wounded

DELAYED

R<30/min; P<2 sec; M-can do

IMMEDIATE

R>30/min; P>2 sec; M-can't do

DEAD

No respirations

Actions taken:

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

Search and Rescue Team

Found by:

Location:

Patient Name:

Triage Category Circle One

MINOR

walking wounded

DELAYED

R<30/min; P<2 sec; M-can do

IMMEDIATE

R>30/min; P>2 sec; M-can't do

DEAD

No respirations

Actions taken:

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

Search and Rescue Team

Found by:

Location:

Patient Name:

Triage Category Circle One

MINOR

walking wounded

DELAYED

R<30/min; P<2 sec; M-can do

IMMEDIATE

R>30/min; P>2 sec; M-can't do

DEAD

No respirations

Actions taken:

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

UPDATES

Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

UPDATES

Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

UPDATES

Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

Student Emergency Contact And Medical Consent Card

Office Use Only

CSIS
Date Enrolled
☐ MEDICAL
☐ CUSTODY
☐ SPECIAL NEEDS

In case of an emergency, it is imperative that the school be able to reach the student's parent or guardian. Please fill in the information on both sides of this card!

STUDENT

Last Name First Middle
Home Address (Primary Residence) City State/Zip
Mailing Address, if different from above City State/Zip

M / F

Teacher/Advisor Grade

Home Phone Birthdate Birthplace
Lives with: Both Parents Mother Father Legal Guardian
Address change? No Yes (if yes, please contact school office)

MOTHER/GUARDIAN

Last Name First Middle
Home Address, if different from above City State/Zip

Email Employer
Home Phone Work Phone Cell Phone Pager

FATHER/GUARDIAN

Last Name First Middle
Home Address, if different from above City State/Zip

Email Employer
Home Phone Work Phone Cell Phone Pager

Are there any COURT-MANDATED custody or visitation orders limiting access to this student? No
Yes If yes, please attach LEGAL ORDER.

Other children at home:

Name Grade School
Name Grade School

Languages spoken at home:

1. _____
2. _____

AUTHORIZED CONTACTS

Please list the names of relatives/neighbors/friends in close proximity to the school to which we may release your child or contact if you cannot be reached. No student will be released to anyone other than the parents, guardians or adults listed on this card. In selecting someone to whom you authorize the release of your child, consider: Would your child feel safe and comfortable with this person and family? Could this person care for your child for several days? Is this person prepared to handle any special medical needs required by your child?

I/We hereby authorize the release of the student named above to the following persons in the event of illness, injury, evacuation or emergency that may occur while students are in school.

Name	Relationship	Home Phone	Work or Cell Phone
Out-of-state contact:			

I declare that the information on this form is true and correct. I will notify the school office immediately of any changes to be made in the foregoing information.

Parent/Guardian Signature

Date

Relationship

Student Medical Information and Consent Card

Medical/Health Information

Student Name: _____

Medication: Does your child require medication? No Yes

If your child requires medication at school, all medication sent to school must be in the original prescription container with a current date and the child's name. An "Authorization for Administration of Medication" form must be on file. For disasters, please provide a separate 3-day supply for the school office, in the same format, along with the "72-Hour Disaster Medication" form. Both forms are available at the school office.

Medication	Dosage	Hour(s) given

Health Insurance Information (please circle)

Family Health Insurance Healthy Families California Kids
 Medi-Cal # _____ No health insurance

Physician/Health Care Provider _____ Phone _____

Health Plan/Group Name _____ Policy # _____

Dentist _____ Phone _____

Vision and/or Hearing Problems

Wears glasses/contacts: distance near

Date of last eye exam _____ Wears hearing aids Y N

Medical Conditions (please circle where appropriate)

Severe allergies requiring: Epi-pen Benadryl

Type of allergies: Food/Environmental Stinging Insects/Bees
 Medicines/Drugs Other:

Asthma: Inhaler Daily Medication

Seizures: Medication None

Diabetes: Insulin dependent None

Behavior problems: (describe)

Movement limitations: (describe)

Other: (please explain)

Recent illness, hospitalization or surgery. Please provide date(s) and description(s):

Medical condition which might require care or accommodation at school. Please describe:

Emergency Treatment Authorization

I/We, the undersigned parent(s) or legal guardian of, _____, a minor, do hereby give authorization and consent to the school to obtain emergency medical care and necessary transportation, including x-ray examination, anesthetic, medical or surgical diagnosis and emergency hospital care which is deemed advisable by and is to be rendered under the general or specific supervision of medical and emergency room staff licensed under the provisions of the Medical Practice Act and the State of California Department of Public Health.

It is understood that effort shall be made to contact the undersigned prior to rendering treatment to the student, but that any of the above treatment will not be withheld if the undersigned or authorized adults cannot be reached.

The hospital I/we prefer for emergency medical treatment of my/our child is _____.

I/We understand that the school district does not provide accident/medical insurance for students, and I/we further understand that all costs related to medical treatment may be my/our responsibility and not that of the school district.

 Parent/Guardian Signature

 Date

Volunteer Assistance

If you live close to school and feel that, if called, you can offer volunteer assistance during an emergency, please provide your name, phone number and expertise.

 Name

 Phone

 Qualifications

Tarjeta de Contacto de Emergencia del Estudiante

Contacto de Emergencia/ Consentimiento Médico (página dos)

Sólo uso oficial

CSIS
Date Enrolled
☐ MEDICAL
☐ CUSTODY
☐ SPECIAL NEEDS

ESTUDIANTE

Apellido _____ Primero _____ Segundo _____
Domicilio de casa (Residencia principal) _____ Ciudad _____ Estado/Zip _____

M / F _____
Maestro/Consejero _____ Grado _____

Dirección de correo, si es diferente de la anterior _____ Ciudad _____ Estado/Zip _____

Teléfono de casa _____ Fecha de nacimiento _____
Vive con: _____ Ambos padres _____ Mamá _____ Papá _____ Tutor legal _____
Cambio de domicilio? _____ No _____ Si (si: favor de contactar a la oficina escolar)

MADRE/TUTOR

Apellido _____ Primero _____ Segundo _____
Dirección de casa, si es diferente a la anterior _____ Ciudad _____ Estado/Zip _____

Correo electrónico _____ Lugar de empleo _____
Teléfono de casa _____ Teléfono de trabajo _____ Celular _____ Beeper _____

PADRE/TUTOR

Apellido _____ Primero _____ Segundo _____
Dirección de casa, si es diferente a la anterior _____ Ciudad _____ Estado/Zip _____

Correo electrónico _____ Lugar de empleo _____
Teléfono de casa _____ Teléfono de trabajo _____ Celular _____ Beeper _____

¿Hay alguna ORDEN DE CORTE de visita/custodia limitando acceso a este estudiante? No Si
Si: favor de adjuntar ORDEN LEGAL

Otros niños en casa:

Nombre _____ Grado _____ Escuela _____
Nombre _____ Grado _____ Escuela _____

Lenguajes hablados en casa:

1. _____
2. _____

CONTACTOS AUTORIZADOS

Favor de anotar los nombres de parientes/vecinos/amigos cerca dela escuela a quien podemos contactar o entregar a su hijo/hija si no podemos contactarlo. NINGÚN ESTUDIANTE SERÁ ENTREGADO A NADIE A PARTE DE LOS PADRES, TUTORES O ADULTOS ANOTADOS EN ESTA TARJETA. Al escoger a alguien a quien usted autorice entreguemos a su hijo, considere: (a) ¿Se sentirá su hijo cómodo y seguro con esta persona y su familia? (b) ¿Puede esta persona cuidar a su hijo por varios días? (c) ¿Puede esta persona lidiar con cualquier necesidad médica especial que requiera su hijo?

Yo/nosotros autorizamos la entrega del estudiante anotado en esta hoja a las siguientes personas en el evento de enfermedad, lesión, evacuación o emergencia que pueda suceder en lo que el estudiante está en la escuela.

Nombre	Relación	Teléfono de casa	Teléfono de trabajo o celular
Contacto fuera del estado:			

Yo declaro que la información de este formulario es verdadera y correcta. Yo notificaré inmediatamente a la oficina escolar de cualquier cambio que deba ser hecho en la información anterior.

Firma del padre/Tutor

Fecha

Relación

Tarjeta de Contacto De Emergencia del Estudiante

Información y Consentimiento Médico

Estudiante:

Información Médica/Salud

Medicamento: ¿Toma su hijo medicamento? ☐ No ☐ Si

Si su hijo requiere medicamento en la escuela, toda medicina mandada a la escuela debe estar en el pomo original de la farmacia con fecha actual y nombre del niño. Debe haber en el expediente un formulario para "Autorizar Administrar Medicamento". Para desastres, favor de proveer a la oficina por separado una provisión de tres días, de la misma manera, junto con el formulario verde "Medicamento de desastre de 72 Horas". Ambos formularios están disponibles en la oficina escolar.

Medicamento	Dosis	Horas (de tomar)

Información de seguro de salud (favor marcar lo apropiado)

☐ Seguro de salud familiar
 ☐ Healthy Families
 ☐ California Kids
☐ Medi-Cal # _____
 ☐ No hay seguro de salud

Doctor/Proveedor de cuidado médico _____ Teléfono _____

Plan de salud/Nombre de grupo _____ Policy # _____

Dentista _____ Teléfono _____

Problemas de la vista/oídos:

Usa lentes/contactos: ☐ para trabajo en el pizarrón
 ☐ para leer
 ☐ todo el tiempo
 Fecha del último examen de la vista _____ ☐ Usa aparato(s) para oír

Condiciones médicas: (favor de marcar donde apropiado si su hijo tiene algo de lo siguiente)

☐ Alergias severas requiriendo: ☐ Epi-pen
 ☐ Benadryl
☐ Alimentos/ambiente
 ☐ Piquetes de insectos/abejas
☐ Medicinas/Drogas
 ☐ Otras: (favor de explicar) _____

☐ Asma actual: si marca, ☐ usa inhalador
 ☐ toma medicina a diario

☐ Ataques actuales: si marca, ¿toma medicina? ☐ Si
 ☐ No

☐ Diabetes: si marca, ¿depende en insulina? ☐ Si
 ☐ No

☐ Problemas del comportamineto:

☐ Movimiento limitado:

☐ Otro: (explique)

☐ Enfermedad reciente, hospitalización o cirugía. Si lo marca, de fecha(s) y descripción(es):

☐ Condición médica requiriendo cuidado o acomodación en la escuela (describa):

Autorización de Tratamiento de Emergencia

Yo/nosotros el padre(s) firmando o tutor legal de _____, un menor, autorizo y consiento que la escuela, por medio de la presente obtenga cuidado médico y transporte, incluyendo rayos x, anestesia, diagnostico médico o quirúrgico y hospital de emergencia el cual es determinado recomendable y será llevado a cabo bajo la supervisión específica de personal médico y de emergencia licenciado bajo las provisiones de la ley de práctica médica y por el Departamento de Salud del Estado de California.

Se entiende que se hará un esfuerzo de contactar a los firmantes antes de llevar a cabo tratamiento al estudiante, pero no se evitará llevar a cabo cualquiera de los tratamientos mencionados si no se puede contactar al firmante o adultos autorizados.

_____ es el hospital que yo/nosotros prefiero para el cuidado médico de emergencia de mi/nuestro hijo.

Yo/nosotros entiendo que el distrito escolar no provee seguro de accidente/médico para los estudiantes, y yo/nosotros también entiendo que todos los costos relacionados al tratamiento médico pueden ser mi/nuestra responsabilidad y no del distrito escolar.

Firma del Padre/Tutor

Fecha

Asistencia de Voluntario

Si usted vive cerca de la escuela y siente que, si le llaman, puede ofrecer asistencia como voluntario durante una emergencia, favor de proveer su nombre y habilidad.

Me gustaría ayudar en una emergencia.

Nombre

Teléfono

Calificaciones

Recommended Emergency Supplies Inventory

To be able to respond to an emergency effectively, it will be necessary to have ready access to the tools and supplies needed. Below are recommended emergency supplies to store on campus. Supplies can be stored in each classroom, in one central location, or in several caches around campus. How supplies are stored on each site should be determined by factors such as quantities, availability of storage space inside buildings, age of buildings, budget, temperature extremes, etc. Regardless of how supplies are stored, several people on campus (i.e., Incident Commander and alternates, Logistics Chief and alternates, Supplies Team Leader) should know the locations of the supplies and be able to access them.

Water

At a minimum, store 2 quarts/person/day for drinking water. For individual consumption and immediate use, store water pouches, boxes, or bottles with an extended shelf life. For cooking, cleaning, and hygiene purposes, store 7-gallon containers that are replaced annually.

Food

When considering what and how much food, water and other supplies should be stored on site it is important to make some planning assumptions: do most students' families live nearby, or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If it is determined that most students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half of the remainder the next day, and the remaining students within another day; these schools stock supplies for 100% of the student population for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 100% of their students for 3 days, which is also the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus as well.

Select foods that are shelf stable and require little preparation or added water. Foods should have a long shelf life, be nutritious and be low in sodium. Food is a morale booster and can be chosen for enjoyment purposes as well. Some recommended foods include: applesauce, jerky, instant cocoa, instant coffee, tea, raisins, ready-to-eat canned meats, fruits and vegetables, juice, soup, granola bars, canned trail mix, and dried fruits. If sufficient water can be stored, lightweight foods such as cup-o-soups and freeze-dried foods may be chosen. Pre-packaged meals that are ready to eat (also known as MREs) with a 5 year shelf life are readily available as well. However, be aware that each meal may include more calories than a child needs in one day.

Foods should be replaced on a regular basis, but it is important to know how long each product can be stored. Foods such as dried fruit and crackers should be used or replaced within six months. Foods to be used or replaced within one year include: canned condensed meat and vegetable soups, canned fruits, fruit juices, and vegetables, cereals, peanut butter, jelly, hard candy, canned nuts, and vitamins. Foods that may be stored indefinitely (in proper containers and conditions) include: instant coffee, tea, cocoa, non-carbonated soft drinks, dry pasta, bouillon products, and white rice.

Regardless of the foods chosen, items for preparation, distribution, and clean-up of food should be available as well. These items will vary, but may include:

- Rubber gloves
- Can opener
- Cutting board
- Knives
- Large bowls
- Serving utensils
- Pots
- Potholders
- Portable heating mechanism (i.e., stove and fuel)
- Hand soap/hand sanitizer
- Cups, plates, eating utensils, napkins/paper towels
- Buckets for washing dishes
- Dishwashing soap
- Sponges
- Storage bags

Additional information regarding choosing and storing food and water can be found in the FEMA and Red Cross pamphlet “Food and Water in an Emergency” available for download at www.fema.gov.

Response Supplies

The Logistics Section is responsible for meeting response needs and they should have access to an area stocked with emergency response items. This may include items such as:

- Office supplies:
 - o Paper (various colors)
 - o Envelopes
 - o File folders and labels
 - o Notepads
 - o Paper clips, stapler and staples

- o Permanent markers
- o Post-its
- o Rubber bands
- o Scissors
- o Tape- masking, mailing, duct
- o Tissues
- o Ziplock bags
- Sanitation supplies:
 - o Baby wipes
 - o Duct tape
 - o Hand soap/hand sanitizer
 - o Large 3-ply garbage bags
 - o Medium garbage bags
 - o Paper towels
 - o Portable toilets/5 gallon buckets
 - o Sanitary napkins
 - o Tarps/screens
 - o Toilet disinfectant
 - o Toilet paper
- Miscellaneous
 - o Batteries
 - o Blankets
 - o Bullhorn
 - o Books
 - o Duct tape
 - o Flashlights (with batteries)
 - o Fire extinguisher
 - o Flip charts
 - o Games
 - o Hand tools (crowbar, pliers, screwdrivers, utility knife, utility wrench, etc)
 - o Lanterns/large lights (with batteries)
 - o Personal Protective Equipment (multiple sets):
 - Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
 - Face masks
 - Hard hat (meeting ANSI Z89.1-1986)
 - Leather palm work gloves
 - Vests or other signifier (e.g, ID, arm band, ball cap), brightly colored or color-coordinated by section
 - o Portable generators
 - o Portable tables
 - o Rain ponchos
 - o Radios (AM/FM and 2-way)

- o Tarps/canopies
- o Toothbrushes
- o Trash bags
- o Whistles

First Aid Supplies

The First Aid Team may request the site first aid kit, which may include:

- First Aid Handbook
- Antibiotic solution
- Band-aids of various sizes
- Bandages of various sizes or bed sheets cut into various sizes
- Bleach
- Cardboard “splints”
- Cold packs
- Cotton swabs
- Disinfectant – hand washing
- Disposable blankets
- Duct tape
- Eye drops
- Facemasks
- Forms (extra copies): Medical Treatment Log, Triage Tags
- Gauze, 3” or sanitary napkins
- Hot packs
- Nitrile/non-latex gloves
- Rubber gloves
- Rubbing alcohol
- Saline solution (or 1 tsp salt/quart of water)
- Sterile dressings of various sizes

ANNEX B

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Closure of School (school hours)

Schools are closed or classes cancelled when it is unsafe for students and staff due to road closures, power outages, severe weather, earthquakes, etc. Schools may also be closed if the campus is needed for public sheltering or public health measures.

When to close your school:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

Closure Procedures

- Contact District Office to obtain permission or collaborate on decision to close school
- Notify staff and students via:
 - o An announcement over the PA:
“Your attention please, your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until further notice.”
 - OR**
 - o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Activate parent alert system (phone tree if one is in place, or other method)
- Post “School Closed” signs in school office and main entry points. Indicate on the signs how to get additional information such as an emergency phone number, radio station, etc.
- Prepare for Student Release. Sections: Teams that may be activated:
 - o Management
 - o Operations: Student Release

Note: The conversion of a school campus for purposes of public sheltering or mass prophylaxis **must** be initiated by the District Superintendent/Designee at the request of the Department of Emergency Services, the American Red Cross, or the Department of Health Services.

Cancellation of School (before school hours)

If conditions warrant the cancellation of school prior to the beginning of the school day, the Sonoma County Office of Education (SCOE) normally requests the following protocol be utilized. The utilization of this procedure will ensure that all authorized school closure announcements are properly communicated to media representatives.

When to cancel school:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

Cancellation Procedures

- School site administrator is to notify the District Office
- District Office will notify SCOE in the following manner:
 - o 5:00AM - 7:30AM, call
 - the County Superintendent:
Home: (707) 837-9087
Cell: (707) 695-1652
 - if County Superintendent is unavailable, call the Deputy Superintendent:
Home: (707) 823-0523
Cell: (707) 799-6567
 - o After 7:30AM, call
 - SCOE: (707) 524-2606
- Notify staff (use staff phone tree, if one is in place or other method)
- Activate Parent Alert System (phone tree, if one is in place or other method)
- Assign someone to go to the school/district site (if safe to do so) to post a notice of school closure and contact numbers to call for information.
- Sections that may be activated:
 - o Management

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, “Shelter-in-Place” is a common method of protecting students from exposure. While similar to a “Lockdown,” the critical difference between the responses is the shutdown of the air handling systems in a “Shelter-in-Place” response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place :

- Explosion
- Hazardous Materials Incident
- Radiological Incident
- Terrorism
- Transportation Accident

Shelter-In-Place Procedures

- Notify District Office
- Notify staff and students via:
 - o An announcement over the PA:
“Your attention please, your attention please. Due to the

students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.

OR

- o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents **DO NOT** come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so:

“This school is sheltering-in-place. Do not attempt to enter any office or building”

Shelter-In-Place Preparations:

- In classrooms and offices:
 - o Post “Shelter-In-Place” sign on exterior door or window, if safe to do so
 - o Shut doors and all windows, pull draperies or close blinds
 - o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
 - o Take out class roster and take roll
 - o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows
- In the cafeteria, library or gymnasium:
 - o Move students and staff into a hallway or small room
 - o Shut doors and all windows, pull draperies or close blinds
 - o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
 - o Write down names of everyone in the room or collect sign-in sheets
 - o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows
- Outdoors:
 - o Move inside the nearest building
 - o Shut doors and all windows, pull draperies or close blinds
 - o Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
 - o Write down names of everyone in the room or collect sign-in sheets
 - o Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Note: A request to “Shelter-In-Place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended “Shelter-In-Place,” there will be access to food and water in classroom and/or school emergency kits.

Lockdown

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

When to Lockdown your school:

- Civil Unrest/Law Enforcement Activity
- Terrorism (i.e., shooter on campus)

Lockdown Procedure

- Designate an individual to call 911 and stay on the phone with the operator. Notify District Office at the same time, or as soon as possible.
- Notify staff, students, and visitors of the situation without using code words or euphemisms via:
 - o An announcement over the PA:
“LOCKDOWN-LOCKDOWN!!! Your attention please, initiates lockdown procedures immediately and stand by for further instructions.”
OR (if no PA system is available or audible in all areas of campus)
 - o Use pre-determined Bell Code System to alert staff. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Lockdown your office.
- Sit tight! When law enforcement arrives on campus they will give you instructions.

Lockdown Preparations:

- In classrooms and offices:
 - o Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows. DO NOT open the door for anyone or peek out windows until “All Clear” signal is given
 - o Move all students and staff out of the line of sight, usually away from the windows and staying low and quiet
 - o Turn off lights
 - o Keep calm and quiet
 - o Take out class roster and take roll. Notify office (as pre-determined via phone, email, text, etc.) of any missing or extra students.

- o Post red or green signs, if recommended by district, if it is safe to do so
 - o Remain in classrooms and offices until the “All Clear” signal is given or you are escorted out by first responders
- In the cafeteria, library or gymnasium:
 - o Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows
 - o Move all students and staff away from windows and stay low, below the window line
 - o Turn off lights
 - o Keep calm and quiet
 - o Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
 - o Post red or green signs, if recommended by district, if it is safe to do so
 - o Remain in place until the “All Clear” signal is given or you are escorted out by first responders
- Outdoors, passing periods, before and after school, and at lunch:
 - o Immediately move inside the nearest building
 - o Follow procedures above
 - o Remain in place until the “All Clear” signal is given or you are escorted out by first responders

Additional Lockdown Procedures:

- Short term lockdown (less than 8 hours)- open emergency supply box/kit if needed
- Long term lockdown (more than 8 hours)- open emergency supply box/kit and set-up latrine system
- After “All Clear “ signal is given:
 - o Activate Parent Alert System (phone tree, if one is in place or other method)
 - o Retake roll to determine if any students remain unaccounted
 - o Initiate Crisis Intervention Team for grief support and trauma recovery if necessary

Note: “Lockdown,” like “Drop, Cover, and Hold On” can be initiated by a teacher or employee in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

How to assist those with disabilities during a lockdown:

Visually impaired

- Announce the type of emergency
- Offer your arm for guidance if they need to be moved to safety

Hearing impaired

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with directions

Individuals with crutches, canes or walkers

- Assist to safety, if necessary

Individuals in wheelchairs

- If necessary, move wheelchair to appropriate place

Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

When to evacuate your school:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

Evacuation Procedures

Remember to take your personal belongings with you (such as purses and car keys) when you evacuate

- On-site evacuation:
 - o Notify District Office
 - o Sound alarm
 - o Notify staff and students via:
 - An announcement over the PA:
"Your attention please, your attention please. Due to the _____
students and staff should proceed immediately to the _____
evacuation site"
- OR**
- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
 - o Classroom teachers are to make sure that emergency supplies are brought to the evacuation site along with their "go-kit" (if they have one) and Quick Reference Guide
 - o When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors
 - o Prepare for student release.

- o Activate Parent Alert System (phone tree, if one is in place or other method)
- Off-Site Evacuation
 - o Notify District Office
 - o Activate Transportation Team
 - o Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information
 - o Sound alarm
 - o Notify staff and students via:
 - An announcement over the PA:
“Your attention please, your attention please. Students and staff should proceed immediately to the off-site evacuation staging area”
 - OR**
 - If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
 - o Classroom teachers are to make sure that emergency supplies are brought to the evacuation site along with their “go-kit” (if they have one) and Quick Reference Guide
 - o While waiting at the staging area or as students board buses, classroom teachers are to take roll and determine if anyone is missing. Missing students should be immediately reported to the Incident Command Post. Add names of guests/visitors that were in your classroom.
 - o Prepare for student release.
 - o Activate Parent Alert System (phone tree, if one is in place or other method)

How to assist those with disabilities during an evacuation:

Visually impaired

- Announce the type of emergency
- Offer your arm for guidance
- Tell the person where you are going, and mention any obstacles you encounter
- When you reach safety, ask if further help is needed

Hearing impaired

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with evacuation directions

Individuals with crutches, canes or walkers

- Evacuate these individuals as injured persons

- Assist and accompany to evacuation site, if possible
- Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

Individuals in wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so

Individuals with respiratory issues

- Remove individuals from smoke and vapors immediately

Reverse Evacuation

This emergency response action is designed to immediately bring people **indoors** from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the school could pose a threat to students and staff.

When to reverse evacuate your school:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

Evacuation Procedures

- Sound alarm, if available
- Notify staff and students via:
 - o An announcement over the PA:
“Your attention please, your attention please. Students and staff should return to your classrooms or offices immediately and stand by for further instructions.”

OR

- o Use Bell Code System to alert all areas of the campus

OR

- o If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Initiate “Lockdown” or “Shelter-In-Place” procedures if necessary
- Notify District Office
- Once the threat passes, either:
 - o Issue an “All Clear” to resume regular activities

OR

- o Initiate student release
- Activate Parent Alert System (phone tree, if one is in place or other method)

How to assist those with disabilities during a reverse evacuation:

Visually impaired

- Announce the type of emergency
- Offer your arm for guidance
- Tell the person where you are going, and mention any obstacles you encounter
- When you reach safety, ask if further help is needed

Hearing impaired

- Indicate directions with gestures or write a note with evacuation directions

Individuals with crutches, canes or walkers

- Assist and accompany to appropriate evacuation site, if possible
- Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

Individuals in wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Assist and accompany to appropriate evacuation site, if possible

Individuals with respiratory issues

- Remove individuals from smoke and vapors immediately

Drop, Cover and Hold On

Drop, Cover and Hold On is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter on campus.

When to Drop, Cover and Hold On:

- Civil Unrest/Law Enforcement Activity
- Explosion
- Landslide
- Major Earthquake
- Terrorism
- Winter Storm

Drop, Cover and Hold On Procedures

- At the first sign of shaking or imminent threat, all students and staff should immediately, **drop to the floor, cover the back of their necks, and hold on to the closest piece of furniture** (desk or chair) or other stable object with their free hand.
 - If you are in a location without furniture (such as a **hallway or bathroom**), immediately kneel next to a bare, inside wall and place your arms and hands over the back of your neck and head.
 - If you are **outdoors**, move away from trees, billboards, signs, buildings, electrical wiring and power poles. Drop to the ground and cover the back of your neck and head with your arms and hands.
 - Stay in this position until the threat passes and an “All Clear” announcement has been made-either through the PA system or via runners.
 - The main office should then make the announcement to either:
 - o Resume regular activities
- OR**
- o Direct a response action such as evacuation, cancellation, or closure of school
 - Check for injuries and take roll to be sure all students, guests and visitors are accounted. Notify the office of any injuries or missing persons.

Note: Remember to stay alert for aftershocks!

How to assist those with disabilities during Drop, Cover, and Hold On:

Visually impaired

- Announce the type of emergency and tell them to “Drop, Cover, and Hold On”

Hearing impaired

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with evacuation directions

Individuals with crutches, canes or walkers

- Have child cover his/her head and neck with both arms

Individuals in wheelchairs

- Lock the wheels on the chair
- Have child cover his/her head and neck with both arms

Bomb Threat

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.

Telephone

In the event that the school receives a bomb threat by telephone:

- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as “I’m sorry, I didn’t understand you. What did you say?”
- Alert someone else by prearranged signal to call 9-1-1 and notify the telephone company to trace the call while the caller is on the line. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description
- Notify the site administrator immediately after completing the call.
- Complete the Bomb Threat Report Form (Annex A)

Mail

In the event that the school receives a bomb threat by mail:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify principal or site administrator.

Suspicious package

In the event that a suspicious package is found on campus:

- Caution students against picking up or touching any strange objects or packages
- Notify principal or site administrator

Principal/Site Administrator Actions

- Call 9-1-1
- Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Use of these devices may trigger explosive devices.

- Determine whether to evacuate the threatened building and adjoining buildings. Modify evacuation routes as necessary to bypass the location of the bomb, if known. Keep in mind that evacuation may not be the best response
- Use the intercom, runners, or the PA system to evacuate threatened rooms.
- Direct a staff to look for suspicious packages, boxes or foreign objects. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects in work areas, public areas, unlocked closets, exterior areas, and power sources. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- Do not return to the school building until it has been inspected and determined safe by emergency response officials.
- Avoid publicizing the threat any more than necessary.

Guidelines for Writing an After Action Report

The National Incident Management System requires the development of an After Action Report after every exercise or response operation. The After Action Report is intended to help schools improve their Emergency Operations Plan by analyzing exercise results or incident activities. The report should identify strengths to be maintained and built upon, areas for improvement, and follow-up actions. The report should include:

- Summary of Event (e.g., incident/exercise name, date/time, location, exercise timeline, hazard, other participating agencies)
- Exercise Goals and Objectives
- Management Section Summary
 - o Incident Commander(s), Name and Summary of Events
 - o PIO(s), Name and Summary of Events
 - o Liaison Officer(s), Name and Summary of Events
 - o Safety Officer(s), Name and Summary of Events
 - o Management Section Lessons Learned
- Other Sections Summaries
 - o Each Section Chief(s), Name and Summary of Events
 - o Each Activated Team Leader(s), Names and Summary of Events
 - o Section Lessons Learned
- Analysis of Outcomes
- Items for correction/improvement
 - o Estimated date for completion of corrections/improvements
- Other Comments/Conclusion
- Dated signatures for Incident Commander and Planning/Intelligence Chief

Recovery

The goal of recovery is to return to learning and restore the infrastructure of the school. Focus should be on students and the physical school site, and should take as much time as needed. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the district's assets are also crucial to the overall restoration of the educational process.

It is important to plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. District-level counselors may want to train school staff to assess the emotional needs of students and colleagues to help determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and verify those that will be used during recovery.

During the preparedness phase, identify local vendors who may assist in recovery. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged in advance of an emergency situation. It is also crucial to identify service providers in the community with appropriate skills and certifications that may want to assist after a crisis. This planning will help district and school personnel coordinate recovery activities and see that district procedures and intervention goals are followed.

Financial Recovery and Accountability

There are two crucial requirements in order to recover the financial costs of a disaster. The first requirement is that the incident is declared a disaster/emergency at the local, state, and federal levels. These declarations allow agencies to seek reimbursement from the government. The second requirement is good recordkeeping throughout the response, recovery and rebuilding period. While schools are unable to control the first requirement, they are fully responsible for meeting the second.

As a subgrantee, the school district will have to identify all eligible activities and/or projects to be approved by the granting agency (FEMA or Cal EMA). All costs will need to be documented by project, by person, and by minute. It is also critical to have well-defined methods of procurement and accounting, as granting agencies ask for documentation detailing the authorized procurement authorities, the proper administration of these methods, contractor selection, and contractor pricing. It is recommended that one person at the district be designated to coordinate the accumulation of records.

When applying for reimbursement, subgrantees will have to summarize labor, equipment, material, rental equipment, and contract costs to turn into the granting agency. Format templates will be available from the granting agency, and it will be helpful to maintain contact with the granting agency to ensure that all necessary parts of the application are completed. Applications for expenses will be submitted by the

project, and each cost must be clearly tied to the project, including management costs. Copies of supporting documentation such as receipts, invoices, contracts, and time cards will have to be submitted to the granting agency.

It is important to remember that it may take a long time to get reimbursed by the State or Federal government, probably years. Once the grant has been formally closed, it may be audited within the next three years. See the Department of Homeland Security's *Audit Tips for Managing Disaster-Related Project Costs* for more helpful tips, http://www.oig.dhs.gov/assets/Audit_Tips.pdf. All original documentation will need to be maintained for at least that time period, and it is advisable to keep the documentation around even longer. If maintaining or storing the documentation is a burden, the district may choose to scan and save the documents in a digital format. In order to do this, the school board must define/authorize scanned or other electronic documents as their originals. In this situation, the district would benefit from an audit of the electronic duplication procedures and processes, to show that the digital format is an accurate "copy" of the source document.

School Community Recovery

While fiscal recovery will undoubtedly be the longest part of the recovery phase, most of the school staff will be involved in the shorter term response actions. The following Recovery Action List will guide schools through the non-fiscal recovery process.

Recovery Action List

- Assemble the Crisis Intervention Team as needed
- Strive to return to learning as quickly as possible
- Restore the physical school site, as well as the school community
- Restore communications systems
- Recover data
- Make arrangements for alternative housing for classes and offices
- Monitor staff assessments of students for emotional impact of the crisis
- Identify follow up interventions that are available to students, staff and first responders
- Conduct debriefings with staff and first responders
- Assess curricular activities that address the crisis
- Allocate appropriate time for recovery
- Plan how anniversaries of events will be commemorated
- Capture "lessons learned" and incorporate them into revisions and trainings
- Complete all paperwork and reports for financial aid for disaster relief, if available
- Work with local state emergency services professionals to maximize your cost-recovery efforts

Many of these steps are discussed in the *Sonoma County School Crisis Response and Recovery Resource Guide*, developed by the Sonoma County Office of Education's Safe Schools Program. The manual can be downloaded from the Resources page of the Safe Schools website, www.scoe.org/safeschools.

Assemble the Crisis Intervention Team

A Crisis Intervention Team, or CIT, is composed of individuals at either the district or school level involved in recovery. A review of the literature shows that there are different models for organizing a CIT. The CIT may be organized at the district level to serve all schools in the district, alternatively, each school has an on-site CIT. Even if CITs exist at each site, it may be necessary for the superintendent or designee to allocate additional resources on an as-needed basis.

Return to learning as quickly as possible

Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Focus on the building, as well as people, during recovery

Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff students, families and responders

Assess the emotional needs of all students and staff, and determine those who need intervention by a school counselor, social worker, school psychologist or other mental health professional. Arrange for appropriate interventions by school or community-based service providers. In addition, available services need to be identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time

Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from

writing play or stories about their experiences. Engage older adolescents in group discussions and address any issues of guilt.

Remember anniversaries of crises

Many occasions will remind staff, students and families about crises. The anniversaries of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crisis, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incidents. This underscores the notion that recovery may take a longer time than anticipated. Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of crises. Trauma experts discourage memorials for suicide victims to avoid glorification and the sensationalizing of these deaths.

Provide information on the incident to the appropriate person

Follow the chain of command in the plan when providing information about an incident. All information is to be disseminated through the PIO position. It is important to have a single message being sent out to parents, staff, the community and the media.

Take as much time as needed for recovery

An individual recovers from a crisis at his or her own pace. Recovery is not linear and healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Evaluate recovery efforts

Evaluating recovery efforts will help prepare for the next crisis. Use several methods to evaluate recovery efforts. Conduct brief interviews with emergency responders, families, teachers, students and staff. Focus groups may also be helpful in obtaining candid information about recovery efforts. The following are examples of questions to ask:

- Which classroom-based intervention proved most successful and why?
- Which assessment and referral strategies were the most successful and why?
- What were the most positive aspects of staff debriefings and why?
- Which recovery strategies would you change and why?
- Do other professionals need to be considered to help with future crises?
- What additional training is necessary to enable the school community to prepare for future crises?

- What additional equipment or resources are necessary to support recovery efforts?
- What other planning actions will facilitate future recovery efforts?

Recovery may seem like an end, but it is also a beginning. A critical step in crisis planning is to evaluate each incident. What worked? What did not work? How could you improve operations? Take what was learned, as discussed in the After Action Report, and incorporate those findings back into the Emergency Operations Plan.

ANNEX C

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Resources Available for Schools

U.S. Department of Education Emergency Plan Website

The U.S. Department of Education's Office of Safe and Drug-Free Schools' Emergency Plan Website, www2.ed.gov/emergencyplan, provides a one-stop site for information to help plan for, mitigate, respond to and recover from any emergency (natural disasters, violent incidents, terrorist acts and the like). The site provides access to materials such as *Practical Information on Crisis Planning*, and links to additional emergency planning resources of government agencies, non-governmental organizations, health care provider resources, mental health resources, and state and local resources.

Practical Information on Crisis Planning: A Guide for Schools and Communities

This binder provides schools and communities with basic guidelines and useful ideas on how to develop and refine their emergency response and crisis management plans for the four phases of crisis planning: mitigation and prevention, preparedness, response, and recovery. This information is available at www2.ed.gov/emergencyplan.

Readiness and Emergency Management for Schools Technical Assistance Center

The comprehensive Readiness and Emergency Management for Schools Technical Assistance Center at <http://rems.ed.gov/> is also available to answer questions on all school related emergency preparedness and management issues. The website provides online courses regarding the four stages of emergency management and on topics such as special needs and bereavement.

Infrastructure Protection: National Clearinghouse for Educational Facilities

This web based clearinghouse at www.edfacilities.org provides information on school safety issues, such as how to design buildings to prevent or mitigate possible terrorist attacks and violence.

Bomb Threat Assessment Guide: USDOE and Bureau of Alcohol, Tobacco and Firearms

The *Step-by-Step Guide for Bomb Threats* can assist school districts, administrators and emergency responders in planning an effective bomb threat response protocol in schools. A CD-ROM interactive planning tool provides schools with a 15 step guide. In 2003, a copy of the CD-ROM was distributed to every school district in the country. It is still available at www2.ed.gov/emergencyplan/. A discussion board for individuals to share ideas and assistance with the CD-ROM is available at the www.threatplan.org website.

Safe Schools Initiative: USDOE and the U.S. Secret Service

The 2002 *Safe Schools Initiative Guide and Final Report* provides guidelines for managing threatening situations and offers ways to create a safe school environment. It is available at www2.ed.gov/emergencyplan/.

Information for Children

A website with age appropriate information for children on disasters is at www.fema.gov/kids/. In addition, the Department of Homeland Security's www.ready.gov website discusses how to involve children in preparing for crises.

Grants available from the USDOE

The Safe Schools-Healthy Students Initiative grants provide students, schools and communities with federal funding to implement a comprehensive plan of activities, programs and services focusing on promoting healthy childhood development and preventing violence and alcohol and drug abuse. At the time of this revision, it is not known if the USDOE anticipates awarding new grants in FY2011 or beyond. For more information, visit www2.ed.gov/programs/dvpsafeschools/funding.html.

Dealing with Children and Adults in Traumatic Situations

The National Child Traumatic Stress Network website www.nctsnet.org contains tools and materials that can be used by schools both for school planning purposes and as handouts for parents and caregivers. Tools accessible on the website include presentations on selected topics related to child trauma and traumatic stress and tip sheets for parents, caregivers, and teachers on current topics, as well as basic information on child traumatic stress for different audiences.

The *Sonoma County School Crisis Response and Recovery Resource Guide* is another valuable tool for administrators and other Crisis Intervention Team Leaders and members. The manual has been designed to assist schools in responding to the psychological impact of school crises, large and small. The manual outlines appropriate responses to a range of situations, guiding the school and the Crisis Intervention Team in moving through them. The goal is to address the trauma experienced by the school community to prevent or reduce long term negative impacts. The *Resource Guide* is available on the Resource page of SCOE's Safe Schools Program website at www.scoe.org/safeschools.

Developing a Training Calendar

It has been noted that when a crisis occurs, people will go on autopilot, and do not respond in a manner they normally would. Because this happens, it is important to train staff and students to respond to emergency signals in an appropriate way, as is done across the country with fire drills. As with fire drills; lockdowns, shelter-in-place, reverse evacuations, drop, cover and hold on, and student release signals and procedures need to be practiced at the school site on a routine basis.

To ensure that these drills and trainings are “institutionalized,” it may be helpful to establish an Emergency Planning Calendar. Some items to include are assessing site hazards, scheduling drills, updating the emergency plan, arranging for staff training, and updating/replacing emergency supplies. A sample Emergency Planning Calendar has been included on the following page to assist in the planning process.

Addressing the Needs of Disabled Individuals

It is also crucial while planning for an emergency and during drills and trainings, to address the needs of students, staff and visitors with disabilities during a disaster. For people with disabilities the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff students or visitors who need evacuation assistance, each school must have a plan that includes the needs of individuals with disabilities. While specific instructions have been included in the response actions, this checklist covers additional steps necessary to address the needs of disabled individuals.

- Assess classrooms and offices for unsecured, non-structural hazards, potentially blocked exits and other issues that could put students and staff at risk of injury in a fire, earthquake or other emergency
- Take mitigation measures to eliminate or reduce hazards
- Develop a list of individuals needing assistance and update regularly
- Establish a Buddy System and assign an adult to assist a disabled individual
- Train staff to use the site Emergency Operations Plan
- Test your plan
- Include individuals with disabilities in drills and exercises

- Review procedures annually and make changes as necessary

SAMPLE EMERGENCY PLANNING CALENDAR		
Person Responsible	Activity	Month
Principal or designee	• School Facilities Hazard Assessment walk through (buildings, grounds, evacuation routes, etc)	August
	• Review EOP, know responsibilities	August
	• Update ICS organizational chart	August
	• Train new employees, refresh returning employees regarding the EOP and their role in a response	August
	• Plan annual training schedule	August
	• Review emergency plan with parents; give them a copy of the "Emergency Guide for Parents"	September
	• Fire Drill	September
	• Earthquake Drill/California ShakeOut	October
	• Discuss winter storm and flooding preparedness at staff meeting	November
	• Fire Drill	December
	• Practice using student release forms	January
	• Review Shelter-in-Place procedures with staff	January
	• Shelter-in-Place Drill	February
	• Tabletop exercise	April
	• Fire Drill	April
Office Secretary	• Update student rosters for each classroom	August
	• Inventory and restock classroom emergency supplies	September
	• Collect and prepare student emergency contact cards	September
Maintenance Director	• Conduct School Facilities Hazard Assessment walk through with principal or designee	August
	• Check fire extinguishers	August
	• Inventory and restock site emergency supplies	August
Teachers	• Attend EOP training	August
	• Ensure that you understand your role in an emergency	August
	• Participate in drills	

		Continuous
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Stages of Training

Training is an important component of emergency preparedness, and is conducted to help clarify roles and responsibilities, find resource gaps and to develop individual performance. There are a number of different training methods, but overall, training should be planned so that complexity increases over time and each exercise builds on the previous one. Four stages of training will be discussed in this Annex:

- Orientation
- Tabletop exercises
- Drills
- Functional exercises

Much of the information that follows comes from FEMA's online course, IS120.A - An Introduction to Exercises. This course is available, free of charge at <http://training.fema.gov/IS>.

Orientation

The first stage of training is orienting staff to the basics of emergency management and the school site's Emergency Operations Plan. NIMS, the National Incident Management System, requires that all public employees receive ICS 100, 200, and ICS 700 training. These courses discuss the principles of all-hazards emergency management and the requirements of NIMS, such use of ICS, common terminology and Joint Information Systems. These free courses are available online at <http://training.fema.gov/IS>, or through a 1-hour training presented by RESIG's Loss Prevention Program and approved by Sonoma County's Department of Emergency Services. This basic emergency management information will help staff understand their role in the school site's Emergency Operations Plan. RESIG's Loss Prevention Department can be reached at (707) 836-0779.

Each staff member should be given a copy of the school's ICS organizational chart, their position description, and any additional information pertinent to their position. RESIG recommends that this information be included in their classroom's purple Quick Reference Guide. It is also important that staff understands how to transition from normal operations to emergency operations. At this point, and throughout the training process, staff will have a lot of questions. Some of the things that may be asked, and should be considered include:

- Using teacher buddy systems to release staff into their emergency roles
- What happens with the students

- Where each team meets
- How teams are deployed
- Where emergency supplies are located and who has access to them
- Where the “Go-Kits” are located

Tabletop Exercises

After a successful orientation to the Emergency Operations Plan, tabletop exercises can be conducted with staff. Tabletops are informal discussion-based exercises where staff considers and works through a hypothetical scenario. Tabletops encourage in-depth discussions and can help identify strengths and shortfalls in the plan, and enhance understanding of new concepts. This gives staff a chance to ask “what if” questions and further clarify how the Emergency Operations Plan is expected to work. RESIG’s Loss Prevention staff, (707) 836-0779, is available to help facilitate this type of exercise. Several sample tabletop exercises have been included in this annex and may be modified for each school site.

Drills

Once tabletops have been conducted to help staff understand how an emergency will progress, operations-based exercises can be implemented to train on new equipment, test new procedures, or practice skills. Drills are supervised activities that test a specific operation or function, such as the activation of the Incident Command Post or the test of a communications system. These exercises are helpful to continue to clarify roles and responsibilities and to improve individual and team performance.

RESIG’s Loss Prevention Department is available to help develop and conduct drills to test functions and procedures. RESIG can conduct a Student Release Game to demonstrate student release procedures and improve Student Release/Staff Accounting Team performance. RESIG also offers SCOPE (School Communities Organized to Prepare for Emergencies) to improve the skills of Maintenance/Fire/Site Security, Search & Rescue, and First Aid team members. For more information, contact the Loss Prevention Department at (707) 836-0779.

Functional exercises

The goal of a school’s administration or emergency preparedness coordinator may be to eventually be able to conduct functional exercises which are single or multi-agency activities designed to evaluate capabilities and multiple functions using simulated response. This type of exercise is helpful to evaluate the management of the incident command post and assess the adequacy of response plans and resources. In functional exercises, the deployment of resources and personnel is simulated and persons in leadership positions are required to make rapid decisions. Although the

scenario is scripted, the stressful environment will make the response seem more realistic and participants will often react to the stimulus as they would in a real situation (e.g., higher blood pressure, sweat, confusion, etc).

Planning a functional exercise should start months in advance and should include developing a master task list and delegating task assignments. The number of personnel involved in planning the exercise is proportional to the size of the exercise (e.g., a district-wide exercise will need a bigger planning team than an individual school-site exercise). This exercise planning team will need to determine the type, scope, scenario and objectives of the exercise and set task assignments for each team member. Responsibilities for planning the exercise may be divided among the exercise planning team according to the Incident Command System; for example, the Logistics Section may be responsible for procuring facilities and snacks for the exercise, while the Operations Section may be responsible for setting up the scene. The exercise planning team may also develop a list of updates, similar to tabletop exercise updates, to be injected at various points to make the exercise more realistic. During the exercise it is important to give the participants a safety net to prevent physical harm to individuals or damage to property. Clearly lay out the boundary of the exercise and introduce any rules (e.g., no carrying of individuals is allowed) to the participants. Remember that the exercise should not turn into a real incident! To ensure that the exercise is evaluated objectively, it will be important to recruit outside evaluators. The evaluators should be given a specific task (e.g., evaluate the search methods used by the search and rescue team, or analyze the flow of information and decisions within the Management Section) to ensure that goals of the exercise are met. The planning team may develop a set of questions to focus the evaluator on particular aspects of the exercise and to gauge performance against expected outcomes. Evaluators will also be helpful to identify any resolved and unresolved issues, to help analyze exercise results, and to determine what changes are needed to ensure outcomes. Good evaluations result in suggestions for filling and bridging capability gaps or making needed improvements which may involve changes to procedures, plans, staffing, equipment, and/or communication.

After the exercise is concluded it is important to get immediate feedback from the participants. This can be done as a “hot wash” or through participant feedback forms. If a hot wash is chosen, all comments, thoughts, and ideas should be recorded for the exercise planning team to evaluate at a later date. This information along with evaluator’s reports and comments should be incorporated into an After Action Report.

RESIG’s Loss Prevention Department is also available to help organize, conduct, and evaluate functional exercises. With first responder contacts across the county, RESIG

can bring in collaborators from multiple response fields as well. Contact the Loss Prevention Department at (707) 836-0779.

Sample Earthquake Scenario

A magnitude 6.4 earthquake struck around 10 AM this morning. Most of the school buildings were slightly damaged, light fixtures and ceiling tiles fell in many classrooms. Books and boxes fell off shelves. Several students were injured by falling items, they are currently being cared for by the first aid team. The kitchen staff is trapped in the kitchen where they were preparing lunch. They are scared, but okay. Students had assembled in the fields by 10:30 AM, about half have been picked up by parents. The remaining students are getting antsy. Six students were unaccounted for, but two walked out, shaken and bruised, around 11 AM. The Search and Rescue team self-deployed and has swept classrooms 15-18 and 26-28. The XYZ Volunteer Fire Department is fighting three house fires and is unavailable. There is no electricity. Your cell phones are dying.

Questions:

- What were your initial actions (i.e. at 10 AM)?
- What teams have you activated?
- What is your top priority at this time?
- Are you concerned that the S&R team self-deployed?
- What do you want to know about the missing children to focus your search?
- How are you learning about the overall situation?
- What are your plans for the trapped kitchen workers?
- Where might you look for help?
- For what contingencies do you need to plan?
- What will you do if a parent of one of the missing children arrives?

Update #1

An amateur radio operator arrives and asks if he can be of assistance. A runner from the first aid team comes to report that one of the injured students has gone into shock. The first aid team recommends removing the student to a hospital. The condition of the roads is unknown at this time.

Questions:

- Do you accept the amateur radio operator's offer? What precautions might you take?
- How do you transport the student to a hospital? What about a clinic?

Update #2

The District Office contacts the school and asks for a situation update.

Questions:

- Do you request any assistance from the District Office?
- What is your plan for the next five hours?

Sample Fire Scenario

It is March and rain is threatening. The temperature is 50 degrees Fahrenheit and the wind is blowing at 14 mph from the north. At 11:10 AM, the science room is rocked by an explosion, immediately the sprinkler system activates and, within a minute, someone activates the fire alarm. For the most part, teachers begin an orderly evacuation. Because no one had time to get their belongings, and there is no shelter in the immediate area for the school, everyone is exposed to the elements. Some students begin walking toward a stand of trees outside the assembly area. Others who live within walking distance begin walking home.

Questions:

- Where will you establish your Command Post for this incident?
- After establishing command, what will you do first? Why?
- What is your first concern in this situation?
- For what contingencies should you plan?
- What teams will you activate?

Update #1

It is now 11:20 AM and both the fire and police have arrived. They are beginning to fight the fire and organize search and rescue operations for 12 students and 2 teachers who were in adjacent classrooms at the time of the explosion. It has started raining on the remaining students.

Questions:

- What information will you provide the fire captain as you transfer command?
- The fire captain has asked what chemicals were in the lab so that they can determine if hazardous materials may be involved. Do you have a list you can give to him?
- How does the new information about the missing students change your planning?
- How will you work with response personnel throughout the remainder of the incident?
- What will you tell parents? How will you notify them?

Update #2

Not realizing that the school has been evacuated, parents are calling the school. When no one answers their calls, some are coming to the school to pick up their children.

Questions:

- How will you deal with the parents?
- For what long-term contingencies should you plan?
- How can you prepare to deal with questions from the media?

Update #3

It is 1:30 PM and the fire has been extinguished. Some firefighters are still on the campus conducting search and recovery operations. At least six students and one teacher are missing. All

were in classrooms adjacent to the science lab at the time of the explosion. Many others are suffering from severe burns and smoke inhalation. Damage to the science lab is extensive. There is a partial roof collapse in the classroom where the explosion occurred. There is also heavy smoke and water damage to the adjacent buildings. Students are still being picked up by parents. Unfortunately, it became necessary for several students to be transported to medical facilities for treatment of hypothermia.

Question:

- What are your long term recovery concerns?

Sample Intruder Scenario

Midmorning, a teacher sees a parent, Mr. Snidely, walking onto the campus from her window. The teacher steps outside the classroom and asks Mr. Snidely if he needs help. Mr. Snidely tells the teacher that he is here to pick up his child. Since the teacher recognizes the parent, she directs Mr. Snidely to the front office to check out his child. Mr. Snidely goes to the office and asks to pull his son out of class. The school recently received a restraining order to prevent Mr. Snidely from taking his son off campus, and the principal, hearing the conversation, sends an urgent e-mail to her secretary to call 911 for help and to get the custodian to the front office as quickly as possible. The principal attempts to talk to Mr. Snidely and informs him that his son is not on the campus that day. Mr. Snidely yells at the principal, telling her that he knows his son is there because he followed his soon to be ex-wife and saw her drop off their son. Mr. Snidely starts to leave the office when the custodian tries to intervene and talk to Mr. Snidely. Mr. Snidely punches the custodian, knocking him to the ground, and runs away yelling for his son.

Questions:

- At this point what steps should be taken?
- Who should be alerted as to the situation?

Update #1

Students and staff near the multipurpose room hear a man yelling at the custodian. The teacher in room 8 looks out her door and sees the custodian down on the ground and trying to get up and a parent who is known to be in the middle of a child custody issue walking toward her classroom.

Questions:

- What steps should the teacher take?
- What, if anything, should be done to assist the custodian?

Update #2

The principal activates the school's emergency plan and calls for a lockdown over the intercom system. Shortly after a lockdown is called, the police arrive at the school site.

Questions:

- What information will the police need and who will they get it from?
- What is the school's role at this point?
- What steps should be taken by teachers?

Update #3

The police officers conduct a sweep of the campus but are unable to find Mr. Snidely, so they bring in a search dog to help track Mr. Snidely. Parents who have heard about the incident start to show up outside of the school looking for answers. Just after noon, Mr. Snidely is found by the police dog hiding in a neighbor's garage. The police department gives the all clear to the principal.

Questions:

- What steps should be taken by school staff in the office?
- How will the parents and incoming phone calls be dealt with?
- How is the lockdown terminated?
- What can be done to prepare for a situation like this in the future?

Sample Skit

The following skit was developed to show school staff how an emergency might evolve over time. While not a true tabletop, the skit demonstrates how ICS allows for the expansion and contraction of the response effort. Due to the location of this school site and the frequency with which they have to call lockdowns, this site has developed several lockdown levels which call for different response actions depending on the situation. Your school may choose to use a level system or not.

A Day in the Life of the Incident Command System ***"An Emergency Preparedness Skit"***

Narrator: It was a typical morning at school, the sun was shining, the birds were singing, and there was a busy hum of student achievement in the air.

Incident Commander: What a beautiful day! I just have a feeling that today's going to run smoothly. No matter what comes at us today, my gut feeling is that we can handle it!

Narrator: Little did they know that a huge emergency would occur within minutes, and staff members would show their hidden talents of emergency preparedness and teamwork as the day progressed.

(phone rings in the school office)

Secretary: Good morning, XYZ School!

Sheriff: Yes, hello, this is the Sonoma County Sheriff's Department. We are calling to report gang activity occurring at the supermarket and have reason to believe that these gang members are armed and headed your way. Please secure your campus immediately!

Secretary: No problem, we've got it covered! Bye. *(hangs up phone)* I'd better notify the Incident Commander, AKA the site principal, to announce a CODE RED LOCKDOWN for all students and staff. Principal, the Sheriff's Department just called to say gangs with weapons are headed our way. We need a CODE RED LOCKDOWN ASAP!

Incident Commander: Good thing we practiced this! *(announces on the PA system)* CAN I HAVE YOUR ATTENTION PLEASE. WE ARE HAVING A CODE RED LOCKDOWN; I REPEAT, CODE RED

LOCKDOWN. TEACHERS PLEASE SECURE YOUR CLASSROOMS IMMEDIATELY AND POST RED OR GREEN CARD IN WINDOW ONCE ROLL IS TAKEN!

Incident Commander: I hope the teachers remember that during a CODE RED LOCKDOWN they need to round up students from the playground quickly, with the help of the Instructional Assistants and begin CODE RED LOCKDOWN procedures!!

Secretary: You mean like locking their doors, closing their blinds, turning off their lights, assembling students quietly in an area of the carpet far away from windows or doors and taking roll? Oh, and placing their red or green card from their Red Classroom Emergency Bags in their window to show if there is a problem or not. Right?

Incident Commander: That's exactly what I mean. But I know that our staff rocks, so I'm sure that it is all being done as we speak. I'd better call the District Office immediately!

District Office Secretary: Hello, District Office!

Incident Commander: Hello, this is the school office; we received a call from the Sheriff's Department notifying us of an armed gang headed our way. We are in CODE RED LOCKDOWN. We are prepared to activate our Emergency Operations teams if necessary. Please alert the superintendent of our situation!

District Office Secretary: Will do! Please continue to keep me posted of your changing situation.

Incident Commander: I will, bye!

Narrator: Not a moment later, shots rang out on the playground. All staff members and students remain contained in the classrooms under CODE RED LOCKDOWN procedures as everyone waits. Many teachers have a green card posted visibly in their window nearest the outward facing door symbolizing that a complete class with no missing or extra students, or injuries are inside. Some teachers have posted a red card. Possibly, they are missing students who are not absent, or have an injury in their class due to the emergency. Regardless of which card they posted or the shots they heard, teachers know not to call the school office tying up the phone lines unless they have an injured student that cannot be treated with the contents of their red emergency bag. Staff members with students under their supervision are remaining calm, keeping the students calm and assembled quietly, and waiting for more announcements on the PA system. Unbeknownst to all members of the school community, a fatal battle was taking place right outside their locked doors.

Incident Commander: Oh my gosh!! Was that gunshots I just heard? Oh my gosh, I'd better go find my Emergency Operations Plan Binder. I'm pretty sure that this is a situation that will require

the activation of many teams from the Emergency Plan. I need to designate someone already in the office to keep the Sheriff's Department and the District Office updated.

Narrator: While the Incident Commander is locating the Incident Command System organization chart with team personnel, conveniently located inside her Emergency Operations Plan Binder, the office staff is alerting the Sheriff's Department and the District Office of the changing situation. More shots are heard, and a group of teenagers is heard running and yelling by the school office and out onto the street. The office continues to notify the Sheriff's Department of these changes, and soon sirens are heard by several law enforcement vehicles racing past the school in pursuit. Although it seems the threat has left the campus, the Incident Commander will keep the school in CODE RED LOCKDOWN until the Sheriff's Department confirms the absence of a threat.

(phone rings)

Secretary: XYZ School.

Sheriff: This is the Sonoma County Sheriff Department. We have just apprehended the suspects who were on your campus, but have found them with injuries. We believe that their injuries occurred while on your campus. At this time, there is no further threat to your school, but you will need to conduct a campus sweep and take appropriate action on your findings.

Secretary: Okay, thank you. We will be activating the appropriate teams in our Emergency Operations Plan and determine our next steps.

Sheriff: Great, and I must say, your school seems very prepared!!

Secretary: Thank you! *(hangs up phone)*

Narrator: After relaying this information to the Incident Commander, next steps are being planned.

Incident Commander: Okay, first thing's first. Let's make sure that the teachers know that the threat is no longer on our campus, but we are still on lockdown while we assess our campus for problems. Hmmmm, I'd better also call the members of the Emergency Operations teams who are needed right now. *(announces on PA system)* CAN I HAVE YOUR ATTENTION PLEASE. WE ARE ON CODE YELLOW LOCKDOWN, I REPEAT, CODE YELLOW LOCKDOWN. ALL AVAILABLE MEMBERS OF THE ASSEMBLY/SHELTER TEAM AND THE MAINTENANCE/FIRE/SITE SECURITY TEAM, PLEASE REPORT IMMEDIATELY TO THE SCHOOL OFFICE. ALL AVAILABLE MEMBERS OF THE ASSEMBLY/SHELTER TEAM AND THE MAINTENANCE/FIRE/SITE SECURITY TEAM, PLEASE REPORT IMMEDIATELY TO THE SCHOOL OFFICE, THANK YOU.

Secretary: But wait a minute! How can the teachers who have students come to the office? They can't leave their students!!

Incident Commander: You're right, that's why I announced for only the AVAILABLE members to come. If teachers still have their students, they will NOT come to the school office. If I need them, I will be sending someone to cover their class.

Secretary: Oh, that's right! Boy, I'm glad we have been trained on all this!

Narrator: While waiting for available members of the Assembly/Shelter Team as well as the Maintenance/Fire/Site Security Team to arrive, the Incident Commander is realizing that she needs to begin delegating jobs to her Incident Command System section chiefs. She will shortly be sending some available staff members who report to the office to release staff members who are most needed for the emergency. Once the Maintenance/Fire/Site Security Team arrives, they arm themselves with a walkie talkie and are sent out to sweep the campus.

Incident Commander: Okay, Maintenance/Fire/Site Security Team, I need you to do the initial campus sweep. Be my eyes! Please use the walkie talkies to report everything you see that is out of the ordinary, including red cards in windows of classrooms. Return after 10 minutes for your next steps.

Maintenance/Fire/Site Security Team Leader: Okay, will do!! I will remember that it is not my job to fix problems as I see them, but to report on everything out of the ordinary so that you can activate appropriate teams. I won't be entering any classrooms; I will just be your eyes around the campus.

Incident Commander: Great! Thank you!

Narrator: As the available members of the Maintenance/Fire/Site Security Team begin their sweep, the Incident Commander will designate someone in the school office to be on the receiving end of the walkie talkie. Several members of the Assembly/Shelter Team have begun arriving to the office, ready to be sent to classrooms to release team leaders and section chiefs. The members of this team were purposefully chosen to include several people who do not have a classroom of their own, and could be used to release other team leaders. They include Instructional Assistants and CAL Serves Mentors. In order to activate appropriate teams, the Incident Commander needs to know what occurred on the campus, and is awaiting the results of the campus sweep.

Maintenance/Fire/Site Security Team Leader: This is the Maintenance/Fire/Site Security Team Leader to report the situation on the playground. Over.

Secretary: This is the office; what do you see? Over.

Maintenance/Fire/Site Security Team Leader: The situation is pretty ugly. I see about a dozen people scattered around the playground and they are not moving. There are bullet holes in many of the classrooms surrounding the playground, and the library windows are shattered. Over.

Secretary: Okay, I got all that. What else do you see? Over.

Maintenance/Fire/Site Security Team Leader: I also see a lot of classrooms that have red cards hanging in the windows. The ground has bullet shells all around, and blood is all around the playground. There is a gun in front of the library on the ground. Over.

Secretary: Okay, I got all that. Please continue your sweep and report the rooms which have red cards hanging in the window. Over.

Maintenance/Fire/Site Security Team Leader: Will do. Over.

Narrator: The person in the office documenting this conversation shares this with the Incident Commander who realizes that this emergency situation is far from over. She will keep a CODE YELLOW LOCKDOWN activated while she calls upon the section chiefs to report to the office. All the while, she is keeping the District Office apprised of changing conditions.

Incident Commander: Okay, this emergency will require more help! I need to call all my section chiefs and the rest of the management section to help me. *(announces over the PA system)* CAN I HAVE YOUR ATTENTION, WE ARE STILL IN CODE YELLOW LOCKDOWN. ALL EMERGENCY OPERATIONS SECTION CHIEFS AND ALL MEMBERS OF THE MANAGEMENT SECTION, PLEASE REPORT IMMEDIATELY TO THE OFFICE ONCE YOU ARE RELEASED FROM YOUR CLASSROOM. I REPEAT, ALL EMERGENCY OPERATIONS SECTION CHIEFS AND ALL MEMBERS OF THE MANAGEMENT SECTION, PLEASE REPORT IMMEDIATELY TO THE OFFICE AS SOON AS YOU ARE RELEASED FROM YOUR CLASSROOM.

Narrator: In order for the Section Chiefs and Management Section to assume their responsibilities, they will need to be released quickly by available Assembly/Shelter team members who are already in the office. That means that if you are needed, you will be provided a staff member to care for your class. If you are called to the office and do not have a class, you will not wait for coverage, but rather report immediately to the office. Once the Section Chiefs and Management Section has arrived, the Incident Commander begins debriefing and delegating.

Incident Commander: We have quite a lot of work to do. It will be necessary for us to activate parts of the Management Section, the Operations Section, the Logistic Section, and the Planning/Intelligence Section. Okay, is everyone here? Safety Officer, are you here?

Safety Officer: I'm here!

Incident Commander: Great, I will be activating teams of XYZ School staff members and I need you to make sure we are being safe. Please take a walkie talkie and walk around to the different teams once they are in place making sure that everyone is protecting themselves, and that we are not putting ourselves or others at risk.

Safety Officer: No problem, I am sure that we all want to be as safe as possible!

Incident Commander: Liason Officer, are you here?

Liason Officer: Here I am!

Incident Commander: Super! I will need you take over the outgoing office phone and make any appropriate calls to get the services we need for this emergency.

Liason Officer: Okay, but how will I know what services we need?

Incident Commander: Great question! Well, we already know that ambulances are needed, and the Sheriff is already on their way over. But you will need to listen to the Logistics Section Chief to determine if we need something we don't have, or if it is reported that we need more ambulances.

Liason Officer: Got it! I will stay in the office at the phone and make sure that I document all incoming phone calls and make any necessary phone calls for additional help.

Incident Commander: Operations Section Chief, are you here?

Operations Section Chief: Ready to go!

Incident Commander: You have your work cut out for you! Please start out by listening in to the walkie talkie transmission from the Maintenance/Fire/Site Security Team conducting the campus sweep to determine which of your teams to activate. We already know that there are injuries on the campus, and may need to activate the First Aid Team. We also know that many classrooms have red cards hanging in their classroom windows, so please activate the Search and Rescue Team to check out what's going on. Since there is damage to the classrooms around the playground, you also should start to set up an Assembly/Shelter area for those students. We will need to wait for the

injured students to be cleared before allowing students to leave those rooms to go to the assembly area, so please make sure your team leaders keep you posted of their progress. If you feel that the other teams in the Operations Section need to be activated, please do so.

Operations Section Chief: Hmmmmm... Well, since some of the students are probably going to be affected by what has happened at our campus, I think that once the campus is cleared, we will set up a Crisis Intervention room for upset students and staff. I also am pretty sure that we should set up a secure student release area since parents will want to pick up their kids immediately once word gets out that an emergency happened. Gosh, with so many different teams activated, I want to make sure that everyone keeps me posted, so I will also activate the Communications Team to serve as runners if we don't have enough walkie talkies.

Incident Commander: Wow, you are on top of it! Please remind your team leaders to report to you, the Operations Section Chief, and not directly to the office. I would like for you to report to me.

Operations Section Chief: Not to worry! I will immediately activate the necessary teams to begin their work.

Incident Commander: Logistics Section Chief, are you here?

Logistics Section Chief: You betcha!

Incident Commander: Wonderful! You will need to work closely with the Operations Section Chief to make sure all Operations Teams have the supplies and staff that they need.

Logistics Section Chief: So for example, you want my team to bring first aid equipment to the first aid team location, and help the operations teams with their staffing?

Incident Commander: Exactly! You are so on top of it!

Logistics Section Chief: I'm ready to go! I will have my teams report to me and I'll report to you.

Incident Commander: Perfect! Planning/Intelligence Section Chief, are you here?

Planning/Intelligence Section Chief: Right here!

Incident Commander: With so much going on, we really need you to help us organize all this information and help plan our next steps. Can you activate your Documentation Team to collect all phone logs, team sign-in sheets, and activity logs from all teams activated so that we can make sure that this emergency is well documented? Also, you should activate your Situation Status Team so

that we can keep an up-to-date situation status board in the staff room. That way we will keep all this information organized.

Planning/Intelligence Section Chief: I'm on it right now! Not to worry, we will keep all this information organized!

Incident Commander: Excellent! Finance/Administration Section Chief, are you here?

Finance/Administration Section Chief: Ready to go!!

Incident Commander: Wonderful, I'll need your help! The Documentation Team will turn in all their paperwork to you. You will need to keep track of any missing documents, logs, activity sheets, phone logs, and personnel sign in sheets so that we can financially recover from this emergency!

Finance/Administration Section Chief: Okay, I will make sure we have the documentation needed to be turned in to RESIG. As long as we follow the Incident Command System and keep good documentation throughout the emergency, we will be able to get reimbursed for any damages we incur and any money we need to return our campus to its original state. I sure hope XYZ School Staff can remember to sign in to their teams and that all team leaders and section chiefs keep activity logs of their work! That will sure make my job easier!

Incident Commander: I think we can count on our staff!

Narrator: As the section chiefs begin to assemble their necessary teams, the Incident Commander continues to manage the section chiefs and management section only. Section chiefs assume the responsibility and delegation of the teams within their section with the help of the team leaders. Let's check in with the Operation Section Chief to see what the Operations Teams are doing.

Operation Section Chief: Wow! So many of my teams are being activated, I am so glad that the team leaders for each team keeps me apprised of what's going on.

First Aid Team Leader: Hi, First Aid Team Leader here to give you our status update.

Operation Section Chief: Wonderful, what's going on with your team?

First Aid Team Leader: We just finished setting up the First Aid Station in the Library. We have areas designated for minor injuries, immediate injuries, and a separate room for those who have deceased. We have already contacted the Logistics Section to get us some more medical supplies, and the Search and Rescue Team has begun bringing us injured people. I am sad to announce that some of the injured people are XYZ School students. I think they might have gotten caught in the

crossfire, and are seriously injured. The ambulance has already arrived to take the first seriously wounded person away. We need at least three more ambulances.

Operation Section Chief: Good work, I will contact the Liaison Officer for more ambulances. Please remember to contact the Logistics Section Chief if you need more supplies or staff.

First Aid Team Leader: Sounds good.

Search and Rescue Team Leader: Hi Operations Section Chief, this is the Search and Rescue Team Leader, I am reporting on our status.

Operation Section Chief: Go ahead.

Search and Rescue Team Leader: We all gathered in the staff room to put on our protective gear that the Logistics Team brought to us and have two jobs to do. Half of us will work in teams of two to transport the injured students from the playground to the First Aid Station. The other half of us will work in teams of two to check out the situation in every classroom with a red card visible in the window. We will collect the teacher's accounting of the students in his or her classroom including extra students and missing students. This information will be brought to the Assembly/Shelter Team who is setting up their location. We might have to ask the Assembly/Shelter Team to bring classrooms of students to a common assembly location if their classroom is unsafe or if the teacher is needed to work on their team and we don't have anyone to cover that class. We will work closely with the Maintenance/Fire/Site Security Team to ensure that all hazardous materials have been cleared and determine which classrooms are not safe to enter or contain injured students.

Operation Section Chief: Great Job!! Please let me know when your duties have ended so that I can inform the Logistics Section in case they need more staff for a different team.

Search and Rescue Team Leader: You got it!

Maintenance/Fire/Site Security Team Leader: This is the Maintenance/Fire/Site Security Team Leader. We are finished sweeping the campus and have already given the location of all injured students to the Search and Rescue Team. We wrote down the list of the classrooms with red cards in the windows and have given that information to them as well. What should we do next? There are no fires to put out!

Operations Section Chief: Well, we need to make sure that each classroom and building on our campus is safe. If a classroom isn't safe, we will need to move the students to the assembly/shelter location and determine what needs to be done to make those classrooms safe.

Then your team will need to clean up any hazardous materials that are on our campus. We need to get our campus back to normal.

Maintenance/Fire/Site Security Team Leader: We will get to work right away!

Assembly/Shelter Team Leader: Hi, this is the Team Leader for the Assembly/Shelter Team. I am reporting for our group. We have set up a safe location for students. Some teachers have already started bringing their students to us since they have to report to their own team. We are organizing fun activities for the kids to do to keep them occupied and are monitoring the students that seem upset. We will notify the Crisis/Intervention Team if we see any students who look like they need to speak with a counselor. We have started to think about how we might get lunches to the assembly location since it looks like we might be here a while. We might even ask the Logistics Section to bring us the emergency food supplies from the classrooms to give the students a snack.

Operations Section Chief: That sounds really good! Please remember to keep all kids indoors until we announce CODE GREEN.

Assembly/Shelter Team Leader: If the CODE GREEN is announced, we will be sure to check in with you for our next steps.

Operations Section Chief: Excellent!

Communications Team Leader: This is the Communications Team Leader. It seems that we are short a couple of walkie talkies for all the different teams, so we have been running messages from the teams to the office. We are getting our exercise and ensuring good communication.

Operations Section Chief: Great! Good communication is key!

Crisis Intervention Team Leader: Hi, this is the Crisis Intervention Team Leader. We have noticed that a few students are really upset about what happened. One second grade student was inside the girls' bathroom when the shootings happened, and she saw the whole thing. Another student noticed that her cousin was one of the students lying on the playground because she looked out the window during the CODE YELLOW. We have set up a Crisis Intervention area in a classroom and have counselors who are working with these two students. We are waiting for the Search and Rescue Team to inform us of any emotional trauma the students might have as they search the classrooms with the red cards in the window.

Operations Section Chief: Good job! Please make sure you note the students who require counseling on your activity log so that we can follow up with additional counseling.

Crisis Intervention Team Leader: I will.

Operations Section Chief: Well, one team that has not been activated yet is the Student Release/Staff Accounting Team. Considering the amount of damage that has happened to our school and due to the fact that the news of our emergency will probably be reaching the parents throughout the day, I think we should probably prepare for a large number of parents arriving to our school to pick up their children. We also will need the Student Release Team to prepare for parents of injured, deceased or traumatized students.

Narrator: As the Operations Section Chief works with the Logistics Section to arrange for team members of the Student Release/Staff Accounting Team to be released, all Operations Section Teams continue to keep the Section Chief updated.

Student Release/Staff Accounting Team Leader: Hi, I am the Student Release/Staff Accounting Team Leader checking in for my briefing.

Operations Section Chief: Yes! I think it is time to start assembling this team. Our school has had a lot of damage and I know that the news of our emergency will probably be reaching the parents any minute now. We need to be ready for all the parents coming to our school to pick up their children. I need your team to work with the Assembly/Shelter Team to get those kids to their parents. You should also prepare to inform parents that their student is injured, deceased or traumatized. Make sure you get the attendance records from the office and the current location of each class.

Student Release/Staff Accounting Team Leader: Ok, we are going to set up in the school cafeteria because it is near the front of the school and we don't want parents walking across campus to find their child. This might cause problems. We will make sure that we are organized because there will be many parents coming to pick up their children.

Narrator: Meanwhile, the Logistics Section Chief is busy organizing Logistics Teams as needed.

Logistics Section Chief: Whoa! We are so busy! It seems like everyone needs us right now! We brought supplies to the First Aid Team. We sent extra staff members to the Student Assembly/Shelter area so they could release teachers. We brought supplies to the Search and Rescue Team and the walkie talkies to the Communications Team. Now we are making sure that the Student Release Team has enough staff members to help with releasing all the students. Right now we don't need our Transportation Team since we don't need to immediately leave campus. The threat is gone, and we are safe right here. Sorry, gotta go; we just got a call from the Maintenance/Fire/Site Security Team. They need more bleach from the janitor's closet to clean up the hazardous materials.

Narrator: In another part of the office, the Incident Commander is preparing a letter to go out to all students about the emergency today. She is also preparing a statement for the media who have called the office several times in the past hour. While she is doing this, she hears from the Maintenance/Fire/Site Security Team that the campus is cleared of all injured students and hazardous materials and is safe. The Search and Rescue Team has also finished checking classrooms with red cards in the window. All students have been accounted for and are either in their own classrooms or in the Assembly/Shelter location.

Incident Commander: Wow! What amazing team effort! I am so proud of our staff for working together towards our safety goal during this emergency. We no longer need students and staff to remain in their classrooms because the campus is safe. I am pretty sure though that we will need to have an emergency assembly for the entire school so that students know that our school is safe. *(announces on the PA system)* CAN I HAVE YOUR ATTENTION PLEASE. WE ARE CODE GREEN; I REPEAT WE ARE CODE GREEN. WE WILL BE HAVING A SCHOOL WIDE ASSEMBLY IN 15 MINUTES. ALL CLASSES ARE TO REPORT IMMEDIATELY TO THE GYM FOR A SCHOOL WIDE ASSEMBLY. THANK YOU, AND GREAT WORK.

Narrator: All students report to the assembly with their teacher in charge, and are given appropriate information regarding the situation at school today. The principal announces the change for student dismissal for today only, and teachers are given parent letters to distribute regarding the emergency. The sun comes out once again from behind the trees, the birds resume their singing, and students at XYZ School are safe once again.

ANNEX D

Planning Considerations

There are many factors that can impact the development of a site or district office specific Emergency Operations Plan (EOP). Some of these considerations are obvious such as the age of the students at the school site, while others are less apparent but just as important. Below are some key considerations that will affect the response operation and should be addressed in the school site and/or district office specific plan:

Location

- Is the site located on school district property?
- Is the site located off of school district property?
- Is the site shared with another entity (i.e., charter school, daycare, special ed classroom)? Have plans been coordinated with these other entities?
- Is the school located on multiple properties?

Demographics

- What are the ages of the population served?
- How many students are in the school?
- What are the access and functional needs of the population served? How many students have mobility difficulty?
- Are wheelchairs available? How many?
- How close or far do students live?
- What are the cognitive needs of the population served?
- How many staff work at the school?
- How close or far does staff live?
- Do any staff members with skills such as EMT training, or volunteer firefighting training (see Staff Skills Survey & Inventory in this Annex)?
- What are substitute teachers told about the emergency plan?
- How, or will, substitute teachers be included in an emergency response?
- Will long term substitutes be more involved in a response than short term substitutes?

Neighborhood

- What are the primary languages of the population served?
- What are the neighboring businesses and what populations do they serve?
- Have agreements with local stores for goods and supplies during an emergency been formalized?
- Has a secondary evacuation site been chosen (and is an MOU in place)?

Small Schools

- Smaller schools may incorporate volunteers into the ICS organizational chart.
- Every staff member may have more than one role, as long as those roles do not conflict (i.e., the PIO and Liaison Officer may be filled by the same person, whereas the IC cannot be on the Search and Rescue Team).
- Consider partnering with local volunteer groups, such as CERT (Community Emergency Response Team).
- Consider combining some teams, such as creating a Staffing, Supplies, and Transportation Team.
- Single school districts only need to have one plan that addresses all needs.

District or Site Governance

- If board members are involved, what is their role?
- As a charter school, what is the relationship with the district?
- As a charter school, is the school funded through a district?
- How are charter schools different from non-charters in the school district?
- Do employee union negotiations address lockdown or fire situations, which, because they are not declared disasters, the state and federal governments do not reimburse schools for personnel overtime?

Student Release

- May an adult, known to the school but not on the emergency contact card, pick up a child that they normally pick up?
- Will a student who is 18 years or older be allowed to sign themselves out?
- If a parent/guardian is known by sight, is the Student Release Team allowed to process the student request without checking the parent/guardian's ID?
- May an underage sibling pick up a child?
- Do all parents/guardians speak English? Have accommodations been made for those who do not?
- What types of personal identification is considered sufficient (i.e., work ID, gym ID, national ID, etc.), and have parents/guardians been informed?
- Consider crowd control and traffic flow when establishing or planning a student release area.
- What should the Student Release Team do if a parent of an injured, deceased, or missing student arrives?
- Have parents been informed of their role in a student release situation? RESIG's Parent Emergency Guide may be a helpful tool (available in English and Spanish on the RESIG Loss Prevention Department webpage (www.resig.org/loss-prevention)).

Volunteers

- If volunteers are involved, what is their role?
- Is there a process in place to allow convergent volunteers to help in an emergency situation?
- Are volunteers invited to participate in school emergency training?
- Have the liability issues that volunteers bring been addressed?

Communications

- What communication systems are available on campus, and who knows how to operate them?
- How will parents be communicated with? Will social media be used for communication purposes, and who has authority to use this system? How will security be maintained if social media is used?
- How will contact information for staff and students be maintained and kept up-to-date? Will the contact information be accessible from offsite?
- How will other on-site entities, such as charter school, preschool, special ed classrooms, and daycare, be contacted?
- Will students be allowed to use their cell phones?

Safety and Security

- Who has access to, and knows how to operate utility shut-offs?
- Can doors be locked from the inside?
- Does more than one person have access to campus keys? Who are they?
- Is it possible to secure the campus? If not, what are the most secure areas on campus?
- Are there rooms large enough to shelter all students and staff?
- What sort of ventilation system is in the buildings?
- Have classroom hazards been mitigated?

Resource Management

- What resources are available locally? What resource may need to be requested from off-site?
- Have Memoranda of Understanding been signed with local partners for sheltering, transportation, or supplies?
- Have policies been established for the acquisition and tracking of resources?
- Have policies been established for financial recordkeeping?
- Has a priority release list been developed to release staff?

Position Specific Resource Needs

In order to thoroughly prepare for an emergency, it is crucial to gather documents such as maps, vendor agreements, and pertinent policies and procedures, in one place for easy access. Many of these documents should be duplicated for multiple positions, while others need only be available for one position. The table below lists the different documents and the positions which should have copies of the documents.

	Normal Operations Template	Staff Trained in First Aid and CPR	Logistics Inventory	School Organizational Chart	Section/Team Rosters	Staff/Student Rosters	Site/Office EOP	Campus Map	Exits, Utilities, and Supplies Map	Regional Maps	Media Contacts	Vendor Contracts	Agreements/MOUs	List of Vehicles/Equipment	Bus Routes and Schedules
Incident Commander	X			X	X	X	X	X	X						
Public Info Officer								X		X	X				
Safety Officer							X		X	X					
Liaison Officer							X								
Operations Chief					X		X	X	x	X					
Assembly Shelter					X	X		X							
Communications					X			X							
Crisis Intervention					X	X		X							
First Aid		X			X	X		X							
Search & Rescue					X	X		X							
Maint./Fire/Security			X		X			X	X						
Student Release					X			X							
Logistics Chief		X	X	X	X		X	X		X		X	X		
Supplies & Staffing		X	X	X	X	X		X		X		X	X		
Transportation					X			X		X			X	X	X
Planning/Intel Chief	X				X		X	X	X						
Documentation			X		X			X							
Situation Status			X		X			X		X					
Finance/Admin Chief					X	X	X					X	X		
Recordkeeping					X	X						X	X		

Staff Skills Survey & Inventory

Name:

School:

Room:

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training, and capabilities of the staff will play a vital role in their ability to cope with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please check any of the following in which you have expertise and training. Circle yes or no where appropriate

☐	First Aid (current card yes/no)	☐	CPR (current card yes/no)	☐	Bus/Truck Driver Class of license?
☐	Firefighting	☐	Triage	☐	Construction
☐	Survival Training and Techniques	☐	Emergency Management	☐	Bi/Multi-lingual Languages?
☐	Law Enforcement	☐	Emergency Planning	☐	Search & Rescue
☐	Mechanical Ability	☐	Structural Engineering	☐	Shelter Management
☐	Food Preparation	☐	Ham Radio Operator	☐	CB Radio
☐	Journalism	☐	Camping	☐	Waste Disposal
☐	Recreation Leader	☐	Running/Jogging	☐	Other?

Is there anything you would feel uncomfortable doing in an emergency (i.e., do you faint at the sight of blood)?

Do you keep a personal emergency kit at home? In your car? In your classroom?

Do you have materials in your room that would be of use during an emergency (i.e., athletic bibs, traffic cones, carpet squares, blankets, pillows, etc.)? Please list:

Do you have equipment or access to equipment or materials at your school site that could be used in an emergency? Please list:

What would make you feel more prepared should a disaster strike while you are at school?



Rincon Valley Union School District

Emergency Resource Guide for Parents



Emergency Contact Information

ENTER School Emergency Hotline Number.....	XXX-XXXX
LOCAL Police Department Information Line.....	528-5222
LOCAL Fire Department Information Line.....	543-3500
American Red Cross, (Sonoma County Chapter).....	577-7600
State of California Highway Patrol Information	588-1400
Sonoma County Sheriff's Department.....	565-2511
Sonoma County Department of Emergency Services.....	565-1152
Sonoma County Public Health Information Hotline.....	565-4477
Sonoma County Information Hotline.....	211
Kaiser Permanente Hospital.....	571-4000
Memorial Hospital.....	546-3210
Sutter Medical Center.....	576-4000
Sonoma Valley Hospital.....	935-5000
Petaluma Valley Hospital.....	778-1111
Healdsburg District Hospital.....	431-6500

Local media that will provide information in the event of an emergency:

<u>RADIO</u>		<u>T.V</u>	
KZST	100.1 FM	KTVU	Ch 2
KSRO	1250 AM	NBC11	Ch 3
KCBS	740 AM	KRON	Ch 4
KBBF (Spanish)	89.1 FM	KPIX	Ch 5
		KGO	Ch 7
		KFTY	Ch 50

Should a school emergency, closing, or cancellation occur, you will be notified by phone and e-mail via the school's parent notification system. A phone, message or e-mail will inform you of the most current information available at the time. If it is an ongoing event, updates will be sent to you.

Rincon Valley Union School District Public Schools is committed to providing a **safe environment** for students, staff and visitors. We work closely with our local safety officials - police, fire, emergency medical services, public health and the Emergency Services Program at RESIG, to ensure our schools are well prepared for an emergency. We have an Model *Emergency Operations Plan* that covers a wide variety of emergencies that serves as a guide to help staff and our public safety partners respond swiftly should a crisis occur in our schools.

This guide provides an overview of the many safety measures **Rincon Valley Union School District** Schools has implemented and serves as a resource for parents and students should there be an emergency or if schools need to be closed or be cancelled due to inclement weather. Please read the following important information carefully, and then keep this guide where you can refer to it quickly.

Safety Measures and Staff Training in Our Schools

Parents should be assured to know that the safety measures in place in our schools are extensive. Our school district staff works diligently to ensure our emergency plan is current and that all staff members are prepared to respond to a wide variety of school emergencies. Every one of our schools has numerous safety measures in place to provide a safe learning environment for our students.

As a parent; you should feel confident to know that we provide **crisis management training** to school administrators. Each school has key staff members with assigned roles and responsibilities to perform during an emergency. Every school conducts emergency drills throughout the school year so that students and staff are aware of the most effective and safe emergency responses.

As a Parent How Can You Prepare for a School Emergency?

As a parent, it is important to provide accurate **emergency contact information** to your child's school and notify the school office staff if it changes. This will allow school staff to provide you with timely updates using our notification system. It is critical that your child's school has access to your current phone numbers and e-mail addresses during an emergency situation.

How Should You Use Communications during a School Emergency?

During an emergency, it is critical that parents receive accurate and timely information and directions from school officials before going to the school site. Our school and district will do everything possible to make sure that accurate and timely information will be released to parents during any emergency.

Should a school emergency occur, parents can get information and directions by calling:

Schools Emergency Hotline at **XXX-XXX-XXXX**

(Monday – Friday, 8:00 a.m. – 4:00 p.m., answered by school staff)

Should an emergency situation occur at your child's school, it is important that you know:

Each school has a procedure for parent-child re-unification. Parents/guardians will be directed to a specific location where they will be required to show photo identification. **Remember, a student can only be released to an adult that is documented as an emergency contact.** If you are a non-custodial parent, you must be listed on the student's emergency contact card as a guardian and show photo identification.

The Student Release Procedure If There is an Emergency:

WHAT PARENTS WILL DO:

- ❑ Remain calm.
- ❑ Call the **school hotline XXX-XXXX** for recorded information.
Do not tie up the school telephone lines.
- ❑ Bring a photo ID with you to school.
- ❑ Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- ❑ Follow the directions of school personnel and cooperate fully with public safety officials.
- ❑ Fill out the Student Request Form
- ❑ Show photo ID at Request Gate
- ❑ Go to Student Release Gate to wait for children
- ❑ Pick up all children for whom you are authorized.
- ❑ Leave campus as soon as you are reunited with the student(s) released to your custody.

WHAT STAFF WILL DO

- ❑ At the REQUEST GATE, verify photo ID and student release authorization information
- ❑ Direct parents and authorized persons to the RELEASE GATE, radio ahead or send runner for requested student
- ❑ At the RELEASE GATE, verify Student Request Form is signed
- ❑ Release student to custody of authorized adult

WHAT STUDENTS WILL DO

- ❑ Stay calm.
- ❑ Remain in the designated evacuation area until an authorized adult picks you up.

TO PREPARE FOR AN EMERGENCY

- ☐ Make certain your child's school emergency contact card information is accurate and up-to-date.
- ☐ Notify the adults you authorize of any special medical or dietary requirements your child has.
- ☐ Let your child know who will make the pickup at school if you are unable to do so.
- ☐ Keep emergency supplies in your car, including comfortable shoes, water and warm jackets.
- ☐ Designate an out-of-state contact to relay family emergency information.

IN THE EVENT OF AN EMERGENCY

- ☐ Remain calm.
- ☐ Call the school hotline for recorded information. Do not tie up the school telephone lines.
- ☐ Bring a photo ID with you to school.
- ☐ Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- ☐ Follow the directions of school personnel. Cooperate fully with public safety officials.
- ☐ Pick up all children for whom you are authorized.
- ☐ Leave campus as soon as you are reunited with your child and the others released to your custody.

Parent Wallet Card

SCHOOL EMERGENCY/EVACUATION CONTACTS-----

Student _____ Grade _____
School _____ Phone* _____
Physician _____ Phone _____

People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

Out-of-state contact/phone: _____

SCHOOL EMERGENCY CONTACT INFORMATION -

*In an emergency, please DO NOT CALL the school and tie up the school telephones. Use the designated hotline for recorded information.

SCHOOL HOTLINE: _____

Emergency Information: **KCBS 740 AM - KGO 810 AM**

Call 911 ONLY if you have a life-threatening emergency.
Do not call 911 for information.

TO PREPARE FOR AN EMERGENCY

- ☐ Make certain your child's school emergency contact card information is accurate and up-to-date.
- ☐ Notify the adults you authorize of any special medical or dietary requirements your child has.
- ☐ Let your child know who will make the pickup at school if you are unable to do so.
- ☐ Keep emergency supplies in your car, including comfortable shoes, water and warm jackets.
- ☐ Designate an out-of-state contact to relay family emergency information.

IN THE EVENT OF AN EMERGENCY

- ☐ Remain calm.
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- ☐ Bring a photo ID with you to school.
- ☐ Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- ☐ Follow the directions of school personnel. Cooperate fully with public safety officials.
- ☐ Pick up all children for whom you are authorized.
- ☐ Leave campus as soon as you are reunited with your child and the others released to your custody.

Parent Wallet Card

SCHOOL EMERGENCY/EVACUATION CONTACTS-----

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School _____ Phone* _____
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People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

Out-of-state contact/phone: _____

SCHOOL EMERGENCY CONTACT INFORMATION-----

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- ☐ Designate an out-of-state contact to relay family emergency information.

IN THE EVENT OF AN EMERGENCY

- ☐ Remain calm.
- ☐ Call the school hotline for recorded information. Do not tie up the school telephone lines.
- ☐ Bring a photo ID with you to school.
- ☐ Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- ☐ Follow the directions of school personnel. Cooperate fully with public safety officials.
- ☐ Pick up all children for whom you are authorized.
- ☐ Leave campus as soon as you are reunited with your child and the others released to your custody.

Parent Wallet Card

SCHOOL EMERGENCY/EVACUATION CONTACTS-----

Student _____ Grade _____
School _____ Phone* _____
Physician _____ Phone _____

People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

Out-of-state contact/phone: _____

SCHOOL EMERGENCY CONTACT INFORMATION-----

*In an emergency, please DO NOT CALL the school and tie up the school telephones. Use the designated hotline for recorded information.

SCHOOL HOTLINE: _____

Emergency Information: **KCBS 740 AM - KGO 810 AM**

Call 911 ONLY if you have a life-threatening emergency.
Do not call 911 for information.

***Rincon Valley Union School District
Board of Trustees
Agenda Item Summary***

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.7

Subject: Facility Construction Update

Submitter: Dr. Joe Pandolfo, Deputy Superintendent, Business

Background: The facility committee will report out on progress on the Village Elementary Construction plans as well as the planned solar projects.

Attachments: None

Fiscal Impact: NA

Recommendation: For discussion only

***Rincon Valley Union School District
Board of Trustees
Agenda Item Summary***

Meeting Date: March 8, 2016

Agenda Item: Information Item 12.8

Subject: State of Schools Report (Goals 4c,d)

Submitter: Dr. Tony Roehrick, Superintendent

Background: The Governing Board annually sets goal areas and success indicators to ensure district-wide focus and coherence. Goal 4.c is to “Increase communication about student performance in academic and social emotional learning.” Goal 4.d has two components, “Increase parent involvement and participation on school and district advisory councils and in-school activities,” and “Increase parent attendance at parent information (Back to School Night, Open House) and training (Latino Family Literacy, parenting series) events.”

Goal 4.c: Our goal this year is to increase communication on the Essential Attributes of Success and Achievement marks of the report card. We published the Parent Report Card Guides on our website. We also provided communication about these resources in school newsletters. Counselors also produced newsletter articles about special activities and classroom lessons related to social and emotional learning. Those at the Restorative Practices pilot schools have also written newsletter items on this program.

Goal 4.d: This was a year of transition at the Superintendent level. Former stakeholder Superintendent advisory committees were continued to include teachers, classified staff, parents, and students. The most significant outreach held this year was our site-based LCAP Annual Update meetings facilitated by our principals. We are continuing our LCAP discussions with our stakeholders this month through district-wide meetings with specific groups and with the community at large. This phase of our LCAP outreach includes:

- Superintendent Parent Advisory Council, March 2, 9:00 a.m.
- Superintendent Student Advisory Council, March 10, 9:00 a.m.
- Administrative Council, March 15, 9:00 a.m.
- District-wide Community Meetings, March 15 (Matanzas) and March 16 (Sequoia), 6:30 p.m.
- District English Learner Advisory Council, March 16
- Governing Board, April 12, 6:00 p.m.
- CSEA, March 28, 3:00 p.m. (Matanzas)
- RVUTA, March 29, 3:30 p.m. (Matanzas)

Our schools have held their Back to School Nights. I can attest having attended each one, these were very well attended by parents. Teacher presentations were focused on building partnerships with parents/guardians to support our students. Our schools also hold a number of other family-based events to include multi-cultural celebrations, Family Literacy and Family Math night, movie nights, and

Rincon Valley Union School District

Board of Trustees

Agenda Item Summary

science fairs. Each of these is held in joint partnership between the schools and their parent organizations.

We held a number of district-wide parent education events that included:

1. Where Do I Go For.....? Spanish workshop for parents on how to access different school "systems".
2. Building Resiliency and Growth Mindset in Your Child
3. Cyber Safety and Internet Essentials.

We have two more offerings scheduled that include:

1. Transitions and How to Support Your Student Through Tem
2. Follow-up Cyber-Safety

Though attendance at these events has often been less than hoped for, our LCAP outreach noted many parents value parent education and want to see opportunities expanded.

Attachments: ***2015-16 LCAP Summary of Site-based Stakeholder Input***

Fiscal Impact: None

Recommendation: For discussion only

Rincon Valley Union School District
2015-16 LCAP Summary of Site-based Stakeholder Input

Goal 1: Increase student achievement in English Language Arts and Math		
Measurable Outcomes: 1. DIBELS – 78% at or above benchmark 2. STAR Reading Scores – 70% at or above benchmark 3. STAR math scores – 70% at or above benchmark		
Actions and Services	Results	Feedback
Assess students using a variety of measure in language arts and math and use the results to develop action plans to instruction and support of students	Assessments used include DIBELS (K/1), STAR Reading/Math (2-6), CELDT (all ELs), SBAC (3-8). Results are used to plan instruction for individual and groups of students	Parent Groups Increased opportunities for Math intervention Ongoing use of benchmarks to support building intervention groups ELAC Parent education so parents understand student data and how to support their children at home (especially in Math) Students More hands on Math Increased emphasis on projected-based learning

Rincon Valley Union School District
2015-16 LCAP Summary of Site-based Stakeholder Input

Implement high quality instructional (HQI) practices in language arts and math	Teacher professional development is provided and is structured around the 4 Pillars of HQI (classroom culture, engagement, structure, & accountability/outcomes)	Parent Groups Parent ed to better understand HQI ELAC None Students Offer an after-school advanced math option
Utilize Student Support model for low performing students when additional support is needed to include intervention programs, student monitoring and targeted summer programs	Each site has an intervention coordinator that organizes and provides support, as well as monitors results. Summer programs include the ELD Academy and summer intervention.	Parent Groups Increased support for GATE students Greater focus on Math in K-1 Extended day homework support Before/after school intervention Expand summer opportunities for struggling students ELAC Expand push-in support model ELD Academy is highly valued Students None

Rincon Valley Union School District
2015-16 LCAP Summary of Site-based Stakeholder Input

Goal 4: Increase English Learners fluency in English and academic success as demonstrated on CELDT scores and reading assessments		
Measurable Outcomes: 1. CELDT scores: • 55% will gain at least one level • 45% will move from “intermediate” to a higher level • 30% of students will be reclassified as RFEP 2. STAR Reading: • 35% of students will score at or above the 50th percentile		
Actions and Services	Results	Feedback
For English Learners, implement high-leverage practices such as integrated ELD instruction, including structured language practices and designated ELD instruction by classroom teachers	Professional development is being provided for teachers this year focused on the new ELD standards and integrated ELD practices	Parent Groups Provide incentives for attending Summer ELD Academy ELD assistants are effective Provide Spanish instruction for parents ELAC Afterschool and tech support for students Strengthen home connection to bilingual family liaisons and EL assistants Students Make connections to future careers and high school

Rincon Valley Union School District
2015-16 LCAP Summary of Site-based Stakeholder Input

For English Learners, provide a summer school ELD Academy, monitor progress of EL writing, integrate support for EL students, and provide EL parent involvement trainings	Summer ELD academy was held serving 95 EL students.	Parent Groups Sheltered classroom model Push-in support for ELs English classes for parents Include middle school students in summer program ELAC Strengthen home to school connection Home-based vocabulary development Students None
For English Learners, celebrate and recognize EL language growth and RFEP students at site-based events	<i>Site-based result</i>	Parent Groups Celebrate at Monday assemblies EL focused after school support for classroom work ELAC None Students Recognize and celebrate language growth

Rincon Valley Union School District
2015-16 LCAP Summary of Site-based Stakeholder Input

Goal 5: Increase student skills with technology in grades K-8		
Measurable Outcomes: 1. Bright Bytes: - Foundational Skills – 25% - Online Skills – 30%		
Actions and Services	Results	Feedback
Adjust computer schedules so that students in grades 1-6 have time in the labs	Lab schedules have been adjusted to provide greater access to younger students	Parent Groups Expand Hour of Code type of experiences Replace K computers; expand use of iPads Partner w/ business to ensure we are addressing real world needs/skills for students ELAC Make labs available to families before/after school to include increasing parent skills Students Increase keyboard skills
Allow grade 4-8 students to utilize mobile devices in their classrooms in lieu of computer lab session each week	Mobile Chromebook labs have been provided at each campus	Parent Groups None ELAC None Students Add more skill-based instruction at the beginning of year

Rincon Valley Union School District
2015-16 LCAP Summary of Site-based Stakeholder Input

		Expand programming options
Begin delivering K-6 scope and sequence of technology skills and experiences	Increased Site Tech time and shifted focus from tech support to instructional support; technology skills progression published and tech team is working with consulting teacher to identify resources for skills	P Parent Groups Expand Lego Robotics ELAC Provide parents with resources, such as websites, to help their children at home Parents want to understand how Google accounts work Students
Provide professional development in technology to certificated and classified staff	Summer technology institute offered twice serving 62 teachers	Parent Groups None ELAC None Students None

Rincon Valley Union School District
2015-16 LCAP Summary of Site-based Stakeholder Input

Goal 6: Increase protective school factors on the California Healthy Kids Survey and/or school-based student surveys		
Measurable Outcomes:		
1. Healthy Kids Survey % student surveys – 70% of students report received assets at school		
Actions and Services	Results	Feedback
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching	Toolbox training has been provided including for newly hired teachers and counselors. Playworks training is scheduled for late October.	Parent Groups ToolBox is seen very positively; PlayWorks and additional Yard Duty II time is also appreciated Increase facility safety; decrease access points Require employees to wear ID badges ELAC ToolBox information for parents Students Small classes increase positive student/teacher relationships
Pilot Restorative Practices at two school sites	Village, Matanzas, and RVCS staff have been trained and are using the model	Parent Groups More information needed for parents Expand program to other sites ELAC None Students Increase student reward systems

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Implement cybersafety training for all students K-8	ALL students complete a cyber-safety training on their first visit to the computer lab each school year.	Parent Groups More training for students and more information for parents More in-depth for students at middle school (they have a contact with cyber crimes who can help) ELAC Would like a parent night in Spanish rather than through a translator Students Instruction on how to be safe on the internet
Provide counseling services for all sites	Counseling services were expanded by 5 FTE	Parent Groups Viewed very positively ELAC None Students Viewed by middle school students as very positive

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Goal 7: Increase attendance rates each year; decrease chronic absenteeism each year; maintain dropout rate at 0%		
Measurable Outcomes: 1. School attendance rate on P2 – 96% ADA 2. Chronic absenteeism rate – 4.5% 3. Maintain dropout rate at 0%		
Actions and Services	Results	Feedback
Continue to implement attendance interventions and regular SART hearings by having school counselor coordinate the SART meetings	Attendance monitoring has been strengthened with the addition of 4 additional hours per day of office support. Attendance monitoring systems have been revised to improve communication and intervention.	Parent Groups Increase independent study awareness Increase student incentives and recognition Family liaison to make home visits ELAC None Students Have students set personal goals for attendance
Develop restorative practices in schools and train staff	Village, Matanzas, and RVCS staff have been trained and are using the model	Parent Groups None ELAC None Students None

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Increase parent awareness on the importance of regular school attendance	Attendance information has been included in school newsletters and counseling newsletters. Counselors and office staff call parents when students are absent and SART meetings are held to discuss solutions to attendance issues.	Parent Groups None ELAC None Students None

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Goal 9: Increase parent involvement and participation on school and district advisory councils and school activities; Increase parent attendance at parent information evenings, such as Back to School Night and Open House; we had 10% attendance at parent trainings		
Measurable Outcomes:		
1. Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities		
Actions and Services	Results	Feedback
Increase parent involvement on District and Site committees - Continue Superintendent Advisory Councils with representatives from all sites: teachers, classified, parents, and students - Promote opportunities for participation on Site Councils, ELAC, and DELAC - Set-up RVEF site liaisons to report monthly to PTA/PTO - Each site to hold “State of the School” meetings with parents	Advisory councils continue to operate and provide opportunities for greater stakeholder engagement <i>Add site-based results</i>	Parent Groups Increase access by parent groups to district translation services Provide incentives for parents attending meetings/events/training such as car stickers Provide adult ed during the school day Provide childcare at key events Longer back-to-school nights w/ emphasis on parent/parent group networking ELAC Host both English and Spanish websites Survey parents for parent ed topics Provide morning and evening options for meetings Students None

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To support school and community communication each site will • Publish or email weekly newsletter • Link events to family fun (i.e. ice cream social to book fair) • Target personal phone calls • Utilize One Call Now • Survey parents each year	<i>Site-based results</i>	Parent Groups Use texting more Provide several reminders, in different ways, for key events ELAC Use texting more Students None