

AGENDA FOR THE REGULAR MEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION

February 12, 2013

6:00 pm

Downieville School, Downieville, California

This meeting will be available for videoconferencing at Loyalton Middle School, Room 4, Loyalton, CA.
In the case of a technological difficulty at either school site, videoconferencing will not be available.

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at the Sierra County Board of Education, 305 S. Lincoln Street, Sierraville, CA 96126 and, when feasible, attached to the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)

- A. CALL TO ORDER
- B. ROLL CALL
- C. FLAG SALUTE
- D. APPROVAL OF THE AGENDA
- E. INFORMATION/DISCUSSION ITEMS
 - 1. Correspondence
 - 2. Superintendent's Report
 - a. Appointment of Rachel Guffin, Downieville School, Instructional Aide, effective January 18, 2013, 20 hours weekly
 - b. Extended Contracts and Contracted Services
 - c. California County Superintendents Educational Services Association (CCSESA)
 - d. Secure Rural Schools Payment
 - e. Agreement entered into with Haws, Theobold and Auman, PC (auditors)**
 - 3. Business Report
 - a. Board Report-Expenditures by Object 07/01/12 to 1/31/13**
 - 4. Staff Reports (5 minutes)
 - 5. SPTA Report (5 minutes)
 - 6. Board Members' Report (5 minutes)
 - 7. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)
 - a. Current location
 - b. Videoconference location
- F. CONSENT CALENDAR
 - 1. Approval of minutes of the Regular Board meeting held January 8, 2013**
 - 2. Approval of bill warrants for month of January 2013**
- G. ACTION ITEMS

1. New Business

- a. Approval of the Safe Schools Plan, Version 4.0, Published, February 2013**
- b. CSBA Delegate Assembly Election, Nominate Delegates**

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

- c. Approval of Board Policy 1312.3, Uniform Complaint Procedures**
- d. Approval of Administrative Regulation 1312.3, Uniform Complaint Procedure**
- e. Approval of Board Policy 5113.1, Chronic Absence and Truancy**
- f. Approval of Administrative Regulation 5113.1, Chronic Absence and Truancy**
- g. Approval of Administrative Regulation 5125, Student Records**
- h. Approval of Board Policy 5145.6, Parental Notifications**
- i. Approval of Administrative Regulation 6173.1, Education for Foster Youth**
- j. Approval of Board Policy 6174, Education for English Language Learners**
- k. Approval of Administrative Regulation 6174, Education for English Language Learners**
- l. Approval of Exhibit E 6174, Education for English Language Learners**
- m. Approval of Board Bylaw 9322, Agenda/Meeting Materials**
- n. Approval of Board Bylaw 9323.2, Actions By The Board**

H. ADVANCED PLANNING

- 1. Special Board Meeting to be held on February 26, 2013, at Loyalton Middle School, Room 4, Loyalton, California, at 6:00 pm.

Next Regular Board Meeting will be held on March 12, 2013, at Loyalton Middle School, Room 4, Loyalton School, Loyalton, California, at 6:00 pm.

2. Suggested Agenda Items

I. ADJOURNMENT


Stanford J. Hardeman, Superintendent

- *** prior month handout
- ** enclosed
- * handout



Haws, Theobald & Auman, PC
A Professional Corporation
CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

Kenneth G Theobald, CPA, M.S. Taxation
John E. Auman, CPA
Clay E. Singleton, CPA, M.S. Accountancy

January 30, 2013

To the Board of Trustees
Sierra County Office of Education
PO Box 157
305 South Lincoln Street
Sierraville, CA 96126

Dear Board Members:

Enclosed please find two copies of the Engagement Letter to conduct the audit for Sierra County Office of Education for the years ended June 30, 2013, 2014 and 2015. The bound copy is for your records. Please sign the stapled copy and return it in the envelope provided.

If you have any questions regarding this matter, please do not hesitate to contact me at (530)257-1040.

Sincerely,

Clay Singleton
Haws, Theobald & Auman, PC

Enclosure
CES/aec

Susanville:
1740 Main Street, Suite A
Susanville, CA 96130
530.257.1040 • Fax: 530.257.8876

hta@htacpa.com
www.htacpa.com

Chester:
P.O. Box 795
Chester, CA 96020
530.258.2272 • Fax: 530.258.2282



SINGLE AUDIT ENGAGEMENT LETTER

January 24, 2013

To the Board of Trustees
Sierra County Office of Education
PO Box 157
305 South Lincoln Street
Sierraville, CA 96126

Dear Board Members:

We are pleased to confirm our understanding of the services we are to provide for the years ended June 30, 2013, 2014 and 2015 to the Sierra County Office of Education.

As required by federal and state legal requirements we are a Certified Public Accounting Firm, duly authorized to practice, and licensed by the California State Board of Accountancy, License Number COR5923.

We will audit the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, which collectively comprise the entity's basic financial statements, of Sierra County Office of Education as of and for the years ended June 30, 2013, 2014 and 2015. As part of our engagement, we will apply certain limited procedures to Sierra County Office of Education required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries, the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following supplementary information accompanying the basic financial statements is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Required supplementary information under GASB 34.
2. Schedule of expenditures of federal awards.
3. Supplementary schedules required by the California State Comptroller.

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the document will also include the following additional information that will not be subject to the auditing procedures applied in our audit of the financial statements, and for which our accountant's report will disclaim an opinion:

1. Combining financial statements not required by GASB 34.
2. Management's Discussion and Analysis
3. Other supplementary information

Also we will include in your report the following supplemental information, as applicable, that will be subjected to the auditing procedures applied in our audit of the general-purpose financial statements:

Schedule of Average Daily Attendance
Schedule of Expenditures of Federal Awards
Reconciliation of Annual Financial Report with the audited Financial Statements
Schedule of Financial Trends and Analysis
Schedule of Instructional Time
Other Schedules required by the Controller's Office in the Revised Annual Audit Guide

Audit Objectives

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on—

- Internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the audit committee, management, specific legislative or regulatory bodies, federal awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with U.S. generally accepted auditing standards; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinions on the financial statements or the Single Audit compliance opinions are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for establishing and maintaining effective internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles, and that federal award programs are managed in compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making all financial records and related information available to us, including any significant vendor relationships in which the vendor has the responsibility for program compliance. We understand that you will provide us with such information required for our audit and that you are responsible for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Sierra County Office of Education and the respective changes in financial position and, where applicable, cash flows in conformity with U.S. generally accepted accounting principles.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud, or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud or illegal acts affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

As part of the audit, we will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse. As required by the Single Audit Act Amendments of 1996 and OMB Circular A-133, our audit will include tests of transactions related to major federal award programs for compliance with applicable laws and regulations and the provisions of contracts and agreements.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to

our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

Audit Procedures—Internal Controls

In planning and performing our audit, we will consider the internal control sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinions on Sierra County Office of Education's financial statements and on its compliance with requirements applicable to major programs.

We will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Tests of controls relative to the financial statements are required only if control risk is assessed below the maximum level. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, we will inform the governing body or audit committee of any matters involving internal control and its operation that we consider to be significant

deficiencies under standards established by the American Institute of Certified Public Accountants. Significant deficiencies involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control that, in our judgment, could adversely affect the entity's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. We will also inform you of any non-significant deficiencies or other matters involving internal control, if any, as required by *Government Auditing Standards* and OMB Circular A-133.

Audit Procedures—Compliance

Our audit will be conducted in accordance with the standards referred to in the section titled Audit Objectives. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Sierra County Office of Education's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of the applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Sierra County Office of Education's major programs. The purpose of those procedures will be to express an opinion on Sierra County Office of Education's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Audit Administration

We understand that you will provide us with the basic information required for our audit and that you are responsible for the accuracy and completeness of that information. We will advise you about appropriate accounting principles and their application and assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. This responsibility includes the maintenance of adequate records and related controls, the selection and application of accounting principles, and the safeguarding of assets.

We understand that your employees will assist in the location of any records selected for testing by us.

The workpapers for this engagement are the property of Haws, Theobald and Auman PC and constitute confidential information. However, we may be requested to make

certain workpapers available to the cognizant agency, the State Controller's Office, or the General Accounting Office pursuant to authority given to it by law or regulation. If requested, access to such workpapers will be provided under the supervision of Haws, Theobald and Auman PC's personnel. Furthermore, upon request, we may provide photocopies of selected workpapers to the cognizant agency, the State Controller's Office, or the General Accounting Office. The cognizant agency, the State Controller's Office, or the General Accounting Office may intend, or decide, to distribute the photocopies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release or for any additional period requested by the cognizant agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the parties contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately June 1st of each year and to issue our report no later than December 15. Clay Singleton is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. The final issue date of our audit report is ultimately dependent on you providing us with complete, auditable financial records by the date agreed upon at the entrance conference.

Our professional fees are based on the time spent on an engagement at our standard hourly rates. Our hourly rates are established in relation to the level of experience of the individual assigned to the audit. We believe that our services approach and technique provide the capability to achieve cost savings while maintaining the highest quality standards. Our proposed fee includes all audit-related expenses including travel costs and 15 copies of the audit report. We will not charge for out-of-pocket expenses such as travel, mileage, or per diem associated with the engagement.

The proposed fee for the audit of Sierra County Office of Education for the years ending June 30, 2013, 2014, and 2015 are as follows.

For the Years Ended:	SCOE
June 30, 2013	\$ 8,200
June 30, 2014	8,400
June 30, 2015	8,600

However, should our fee exceed the contract amount, we will notify the County Office. Our standard hourly rates are as follows:

Principal	\$175.00
Professional Staff	\$40.00 to \$125.00
Clerical Staff	\$40.00

Our invoices for these fees, less ten percent (10%) which will be retained by the Sierra County Office of Education until the audit report is certified by the State Controller's Office, will be rendered each month as work progresses and are payable on presentation.

Haws, Theobald & Auman PC is organized to provide a full range of accounting, auditing, tax and management consulting services. We are committed to excellence in all areas of service. Every engagement we undertake is under the personal direction of one of the principals.

Our audit proposal is based on the expectation that your books will be closed, balanced and in auditable condition for the audit period. If during the course of the project the nature or scope of our work should change, we would discuss such matter with you and any effects of our fee estimates. The estimated fees are based on anticipated cooperation from you personnel and the assumption that unexpected circumstance will not be encountered during the engagement. If significant additional time is necessary for any reason, we will discuss it with you and arrive at a new estimate before we incur any additional cost.

~~Government Auditing Standards~~ require that we provide you with a copy of our most recent quality control review report. Our 2011 peer review report accompanies this letter.

We appreciate the opportunity to be of service to the Sierra County Office of Education and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Clay Singleton, Principal
HAWS, THEOBALD & AUMAN PC

RESPONSE:

This letter correctly sets forth the understanding of Sierra County Office of Education.

By: _____

Title: _____

Date: _____



SINGLE AUDIT ENGAGEMENT LETTER

January 24, 2013

To the Board of Trustees
Sierra-Plumas Joint Unified School District
PO Box 157
305 South Lincoln Street
Sierraville, CA 96126

Dear Board Members:

We are pleased to confirm our understanding of the services we are to provide for the years ended June 30, 2013, 2014 and 2015 to the Sierra-Plumas Joint Unified School District.

As required by federal and state legal requirements we are a Certified Public Accounting Firm, duly authorized to practice, and licensed by the California State Board of Accountancy, License Number COR5923.

We will audit the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, which collectively comprise the entity's basic financial statements, of Sierra-Plumas Joint Unified School District as of and for the years ended June 30, 2013, 2014 and 2015. The following supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries, the basic financial statement. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express and opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited.

1. Required supplementary information under GASB 34.
2. Schedule of expenditures of federal awards.
3. Supplementary schedules required by the California State Comptroller.

The document will also include the following additional information that will not be subject to the auditing procedures applied in our audit of the financial statements, and for which our accountant's report will disclaim an opinion:

1. Combining financial statements not required by GASB 34.

2. Other supplementary information.

Also we will include in your report the following supplemental information, as applicable, that will be subjected to the auditing procedures applied in our audit of the general-purpose financial statements:

Schedule of Average Daily Attendance
Schedule of Expenditures of Federal Awards
Reconciliation of Annual Financial Report with the audited Financial Statements
Schedule of Financial Trends and Analysis
Schedule of Instructional Time
Other Schedules required by the Controller's Office in the Revised Annual Audit Guide

Audit Objectives

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on—

- Internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the audit committee, management, specific legislative or regulatory bodies, federal awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with U.S. generally accepted auditing standards; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinions on the financial statements or the Single Audit compliance opinions are other than unqualified, we will fully discuss

the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for establishing and maintaining effective internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles, and that federal award programs are managed in compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making all financial records and related information available to us, including any significant vendor relationships in which the vendor has the responsibility for program compliance. We understand that you will provide us with such information required for our audit and that you are responsible for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Sierra-Plumas Joint Unified School District and the respective changes in financial position and, where applicable, cash flows in conformity with U.S. generally accepted accounting principles.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud, or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud or illegal acts affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for

identifying and ensuring that the entity complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

As part of the audit, we will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse. As required by the Single Audit Act Amendments of 1996 and OMB Circular A-133, our audit will include tests of transactions related to major federal award programs for compliance with applicable laws and regulations and the provisions of contracts and agreements.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories,

and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

Audit Procedures—Internal Controls

In planning and performing our audit, we will consider the internal control sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinions on Sierra-Plumas Joint Unified School District's financial statements and on its compliance with requirements applicable to major programs.

We will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Tests of controls relative to the financial statements are required only if control risk is assessed below the maximum level. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, we will inform the governing body or audit committee of any matters involving internal control and its operation that we consider to be significant deficiencies under standards established by the American Institute of Certified Public Accountants. Significant deficiencies involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control that, in our judgment, could adversely affect the entity's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. We will also inform you of any non-significant deficiencies or other matters involving internal control, if any, as required by *Government Auditing Standards* and OMB Circular A-133.

Audit Procedures—Compliance

Our audit will be conducted in accordance with the standards referred to in the section titled Audit Objectives. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Sierra-Plumas Joint Unified School District's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of the applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Sierra-Plumas Joint Unified School District's major programs. The purpose of those procedures will be to express an opinion on Sierra-Plumas Joint Unified School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Audit Administration

We understand that you will provide us with the basic information required for our audit and that you are responsible for the accuracy and completeness of that information. We will advise you about appropriate accounting principles and their application and assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. This responsibility includes the maintenance of adequate records and related controls, the selection and application of accounting principles, and the safeguarding of assets.

We understand that your employees will assist in the location of any records selected for testing by us.

The workpapers for this engagement are the property of Haws, Theobald and Auman PC and constitute confidential information. However, we may be requested to make certain workpapers available to the cognizant agency, the State Controller's Office, or the General Accounting Office pursuant to authority given to it by law or regulation. If requested, access to such workpapers will be provided under the supervision of Haws, Theobald and Auman PC's personnel. Furthermore, upon request, we may provide photocopies of selected workpapers to the cognizant agency, the State Controller's Office, or the General Accounting Office. The cognizant agency, the State Controller's Office, or the General Accounting Office may intend, or decide, to distribute the

photocopies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release or for any additional period requested by the cognizant agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the parties contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately June 1st of each year and to issue our report no later than December 15th. John E. Auman is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. The final issue date of our audit report is ultimately dependent on you providing us with complete, auditable financial records by the date agreed upon at the entrance conference.

Our professional fees are based on the time spent on an engagement at our standard hourly rates. Our hourly rates are established in relation to the level of experience of the individual assigned to the audit. We believe that our services, approach and technique provide the capability to achieve cost savings while maintaining the highest quality standards. Our proposed fee includes all audit-related expenses including travel costs and 15 copies of the audit report. We will not charge for out-of-pocket expenses such as travel, mileage, or per diem associated with this engagement.

The proposed fee for the audit of the Sierra-Plumas Joint Unified School District for the years ending June 30, 2013, 2014, and 2015 are as follows:

For the Years Ended:	SPJUSD
June 30, 2013	\$ 13,500
June 30, 2014	13,700
June 30, 2015	13,900

However, should our fee exceed the contract amount, we will notify the District. Our standard hourly rates are as follows:

Principal	\$175.00
Professional Staff	\$40.00 to \$125.00
Clerical Staff	\$40.00

Our invoices for these fees, less ten percent (10%) which will be retained by the Sierra-Plumas Joint Unified School District until the audit report is certified by the State Controller's Office, will be rendered each month as work progresses and are payable on presentation.

Haws, Theobald & Auman PC is organized to provide a full range of accounting, auditing, tax and management consulting services. We are committed to excellence in all areas of service. Every engagement we undertake is under the personal direction of one of the principals.

Our audit proposal is based on the expectation that your books will be closed, balanced and in auditable condition for the audit period. If during the course of the project the nature or scope of our work should change, we would discuss such matter with you and any effects of our fee estimates. The estimated fees are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary for any reason, we will discuss it with you and arrive at a new estimate before we incur any additional cost.

Government Auditing Standards require that we provide you with a copy of our most recent quality control review report. Our 2011 peer review report accompanies this letter.

We appreciate the opportunity to be of service to the Sierra-Plumas Joint Unified School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Clay Singleton, Principal
HAWS, THEOBALD & AUMAN PC

RESPONSE:

This letter correctly sets forth the understanding of Sierra-Plumas Joint Unified School District.

By: _____

Title: _____

Date: _____

CHIANG, HAMMON & COMPANY
Certified Public Accountants
2007 W. Hedding Street, Suite 207 San Jose, CA 95128
(408) 244-2002 (408) 244-2333 Fax

System Review Report

June 15, 2011

To the shareholders of Haws Theobald & Auman PC
and the Peer Review Committee of the CalCPA

We have reviewed the system of quality control for the accounting and auditing practice of Haws Theobald & Auman PC in effect for the year ended December 31, 2010. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm reasonable assurance of conforming with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on my review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under the *Government Auditing Standards*;

In our opinion, the system of quality control for the accounting and auditing practice of Haws Theobald & Auman PC in effect for the year ended December 31, 2010, has been suitably designed and complied with to provide the firm with reasonable assurance of conforming with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Haws Theobald & Auman PC has received a peer review rating of *pass*.


Chiang, Hammon & Company

Balances through January						Fiscal Year 2012/13
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund						
1100	Teachers Salaries	165,966.00	169,479.00	80,555.55	85,666.79	3,256.66
1120	Certificated Substitutes	4,833.00	4,833.00		1,340.00	3,493.00
1200	Certificated Pupil Support Ser	59,350.00	61,714.00	28,943.50	28,943.50	3,827.00
1300	Certificated Supervisor Admini	65,192.00	65,192.00	27,163.25	38,028.55	.20
Total for Object 1000		295,341.00	301,218.00	136,662.30	153,978.84	10,576.86
2100	Instructional Aides' Salaries	108,737.00	138,147.00	56,042.61	50,583.17	31,521.22
2120	Classified Substitutes	1,000.00	1,000.00			1,000.00
2200	Classified Support Salaries	4,888.00	4,888.00	2,578.82	3,024.60	715.42-
2300	Classified Supervisors' Admini	100,802.00	100,922.00	41,625.00	58,590.00	707.00
2400	Clerical Technical Office Staf	113,746.00	113,696.00	48,281.76	65,491.38	77.14-
2900	Other Classified Salaries	6,144.00	6,208.00		2,200.00	4,008.00
Total for Object 2000		335,317.00	364,861.00	148,528.19	179,889.15	36,443.66
3101	STRS Certificated Positions	24,366.00	25,256.00	11,274.55	12,616.55	1,364.90
3102	STRS Classified Positions	300.00	300.00	150.00	150.00	.00
3202	PERS Classified Positions	50,903.00	51,504.00	20,691.10	27,064.74	3,748.16
3301	OASDI Certificated Positions				4.34	4.34-
3302	OASDI Classified Positions	19,595.00	21,896.00	8,897.53	10,785.24	2,213.23
3311	Medicare Certificated Position	4,202.00	4,281.00	1,945.45	2,377.48	41.93-
3312	Medicare Classified Positions	4,639.00	5,179.00	2,106.23	2,550.79	521.98
3401	Health & Welfare Benefits Cert	75,400.00	75,996.00	33,383.55	35,690.29	6,922.16
3402	Health & Welfare Benefits Clas	87,800.00	77,469.00	34,404.94	45,775.43	2,711.37-
3501	SUI Certificated	3,249.00	3,305.00	1,503.30	2,479.41	677.71-
3502	SUI Classified	3,666.00	3,889.00	1,633.78	1,966.74	288.48
3601	Workers' Compensation Certific	8,448.00	8,405.00	3,906.15	4,396.30	102.55
3602	Workers' Compensation Classifi	9,338.00	10,402.00	4,329.68	5,009.32	1,063.00
3701	OPEB, Allocated Certificated	27,730.00	21,251.00		12,958.44	8,292.56
3802	PERS Reduction Recapture	5,681.00	5,107.00	2,041.55	2,596.46	468.99
3901	Golden Handshake		12,958.00			12,958.00
Total for Object 3000		325,317.00	327,198.00	126,267.81	166,421.53	34,508.66
4100	Approved Textbooks Core Curric	532.00	532.00		293.13	238.87
4200	Library and Reference Material	4,250.00	7,062.00		3,744.80	3,317.20
4300	Materials and Supplies	14,275.00	14,201.00	1,421.62	4,425.86	8,353.52
4320	Custodial Supplies	1,300.00	1,300.00	181.31	724.90	393.79
4330	Office Supplies	2,000.00	2,000.00	62.21	348.16	1,589.63
4350	Vehicle Upkeep	7,000.00	7,000.00	811.45	972.12	5,216.43
Total for Object 4000		29,357.00	32,095.00	2,476.59	10,508.97	19,109.44
Selection	Filtered by User Permissions, (Org = 1, Online/Offline = N, Fiscal Year = 2013, Period = 7, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 1, Page Break? = N)					<input type="button" value="ESCAPE"/> <input type="button" value="ONLINE"/>

Balances through January						Fiscal Year 2012/13
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund (continued)						
5100	Subagreements for Services	50,000.00	50,000.00	20,700.00	4,300.00	25,000.00
5200	Travel and Conference	26,031.00	23,357.00	2,582.10	5,926.73	14,848.17
5300	Dues and Membership	16,321.00	16,321.00	2,100.00	7,114.00	7,107.00
5400	Insurance	10,200.00	10,200.00		10,187.00	13.00
5500	Operation Housekeeping Service	10,000.00	10,000.00	685.42	1,243.58	8,071.00
5600	Rentals, Leases, Repairs, Nonc	3,100.00	3,100.00	255.81	470.93	2,373.26
5800	Professional Consulting	9,000.00	9,000.00	4,400.00	3,200.00	1,400.00
5801	Legal Services	35,000.00	35,000.00	235.00	765.00	34,000.00
5803	Legal Publications	500.00	500.00	200.00	12.93	287.07
5805	Personnel Expense	700.00	700.00	250.00		450.00
5806	Negotiations	2,000.00	2,000.00			2,000.00
5808	Other Services & Fees	1,500.00	1,500.00	621.22	589.06	289.72
5810	Contracted Services	196,694.00	218,225.00	70,869.32	90,716.71	56,638.97
5899	SPJUSD to Reimburse			1,742.33	706.76	2,449.09-
5900	Communications	2,000.00	2,000.00			2,000.00
	Total for Object 5000	363,046.00	381,903.00	104,641.20	125,232.70	152,029.10
7110	County Tuition Inter Dist Agre	133,586.00	137,961.00		3,972.00	133,989.00
7141	Tuition, excess cost etc betwe	99,264.00	131,950.00	97,686.77	19,004.34	15,258.89
7310	Direct Support/Indirect Costs					.00
	Total for Object 7000	232,850.00	269,911.00	97,686.77	22,976.34	149,247.89
	Total for Expense accounts	1,581,228.00	1,677,186.00	616,262.86	659,007.53	401,915.61
	Total for Org 001, Fund 01 and Expense accounts	1,581,228.00	1,677,186.00	616,262.86	659,007.53	401,915.61

Checks Dated 01/01/2013 through 01/31/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00013648	01/09/2013	FRANCHISE TAX BOARD	01-5810		25.00
00013649	01/09/2013	HYATT MONTEREY	01-5200		616.60
00013650	01/09/2013	BARBARA MCKURTIS	01-5100	1,600.00	
			01-5810	400.00	2,000.00
00013651	01/09/2013	MIKE MOORE	01-5200		27.75
00013652	01/09/2013	QUILL CORPORATION	01-4300		33.45
00013653	01/09/2013	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		77.75
00013654	01/09/2013	SIERRA VALLEY HOME CENTER	01-4300		220.18
00013655	01/09/2013	CAMBIUM LEARNING INC.	01-4200		1,618.05
00013656	01/09/2013	TRI COUNTY SCHOOLS GROUP	01-9535	3,201.00	
			76-9576	11,223.10	14,424.10
00013657	01/09/2013	U.S. BANK	01-5899		20.00
00013658	01/09/2013	VOYAGER	01-4350	181.29	
			01-5899	84.33	265.62
00013659	01/23/2013	LIBERTY UTILITIES CPEC	01-5500		175.07
00013660	01/23/2013	BARBARA MCKURTIS	01-5100	2,700.00	
			01-5810	900.00	3,600.00
00013661	01/23/2013	PITNEY BOWES, INC.	01-5600	61.56	
			01-5899	184.68	246.24
00013662	01/23/2013	STAPLES CONTRACT & COMMERCIAL	01-4300		117.59
00013663	01/23/2013	SUSAN VANDRUFF, OTR	01-5810		80.00
			Total Number of Checks	16	23,547.40

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	16	12,324.30
76	Payroll Clearing	1	11,223.10
Total Number of Checks		16	23,547.40
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			23,547.40

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.

ESCAPE ONLINE

Page 1 of 1

MINUTES OF THE REGULAR MEEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION

January 8, 2013

Loyalton Middle School, Room 4, Loyalton, California

This meeting was videoconferenced to Downieville School, Downieville, CA.

A. CALL TO ORDER

Vice President Sharon Dryden called the meeting to order at 6:02 pm.

B. ROLL CALL

PRESENT: Mr. Allen Wright President– arrived at 6:04 pm
Ms. Sharon Dryden, Vice President
Ms. Patty Hall, Clerk
Mr. Mike Moore, Member
Mr. Tim Driscoll, Member- arrived at 6:05 pm

ABSENT: None

VACANT: None

STAFF: Mr. Stan Hardeman, Superintendent
Ms. Rose Asquith, Business Manager
Ms. Hannah Tomatis, Administrative Assistant
Ms. Marla Stock, Site Administrator
Mr. Derek Cooper, Site Administrator – via Videoconference from Downieville
Ms. Marlene Mongolo/SELPA Director

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA
MSCU/MOORE/HALL

E. INFORMATION/DISCUSSION ITEMS

1. CORRESPONDENCE - NONE

2. SUPERINTENDENT'S REPORT

a. Community Recognition – Rick and Carolyn Roberti

3. BUSINESS REPORT

a. SCOE and S-PJUSD Audit Presentation by Clay Singleton, CPA, of Haws, Theobold and Auman, CP

b. Board Report-Expenditures by Object 07/01/12 to 12/31/12

c. Board Trustee email - Emails were assigned to the new board members. It was agreed that only district email would be used to communicate with the Board Members.

4. STAFF REPORT - None

5. SPTA REPORT - None
6. BOARD MEMBER'S REPORT
WRIGHT and MOORE met with the Grand Jury on January 7, 2013.
7. PUBLIC COMMENT
President WRIGHT opened the meeting for public comment at 6:35 pm.
There was no comment.
President WRIGHT closed the meeting for public comment at 6:36 pm.

F. CONSENT CALENDAR

The following items were included in the consent calendar:

1. Approval of minutes of the Regular Board meeting held December 11, 2012
2. Approval of bill warrants for month of December 2012
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 31, 2012.
No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra County Office of Education during the quarter ending December 31, 2012.
MSCU/MOORE/HALL

G. ACTION ITEMS

1. NEW BUSINESS
 - a. Acceptance of 2011-2012 Financial Audit
MSCU/DRYDEN/MOORE
 - b. Approval of School Accountability Report Card
MSCU/MOORE/DRISCOLL

H. ADVANCED PLANNING

The next regular meeting of the Board will be held on Tuesday, February 12, 2013, at Downieville School, Downieville, California at 6:00 pm.

There will be a Special Board meeting, February 26, 2013, at Loyalton Middle School, Loyalton, California, 6 pm.

Suggested Agenda Items for regular meeting

- a. Budget

I. ADJOURNMENT

MSCU/DRISCOLL/DRYDEN
Adjourned at 7:38 pm.

Patty Hall, Clerk

Stanford J. Hardeman, Superintendent

Sierra County Office of Education



Safe Schools Plan

Version: 4.0

Date published: February 2013

Stanford J. Hardeman, Superintendent of Schools

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GENERAL INFORMATION

Sierra-Plumas Joint Unified School District is considered a small school district. Therefore, each school need not develop an individual safety plan when the District creates one applicable to each school site.

California Education Code §32281(d)(1)

"Subdivision(b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each school site."

Assessment of Crime

Crime Reports

In the school year of 2011-2012, there were a total of nine crime reports made.

Suspensions/Expulsions

In the 2011-2012 school year, eight students were suspended for a total of fifteen days.

In the 2011-12 school year, one student was expelled.

School Crisis and Safety Plan Summary

Sierra county residents are aware that the following may characterize major emergency situations:

- There is little advance warning.
- Highways may be closed.
- Telephones and other major utilities may be out for several days.
- In a major disaster, deaths and injuries will exceed the capacity of our health facilities.
- Because government and school agencies are limited in their capabilities, it is likely that our school and our nearby community must be self-sufficient for a time and may be required to provide shelter to the immediate community.

The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and staff;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster, and
4. To arrange for a calm and efficient plan for parents to retrieve their children from school if necessary.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Action Plan Summary

A. Teachers Will:

- Give "**Duck, Cover and Hold On**" instructions in event of earthquake.
- Evacuate building in case of fire or after an earthquake.
- Take emergency folder and evacuate students to assigned area on yard.
- Take classroom emergency kit only when evacuating after an earthquake.
- Hold students in assigned yard area, take roll, and wait for further instructions.
- Remain with class and report anyone who is missing.
- Take appropriate first aid action.
- Not re-enter buildings until deemed safe by authorities.
- Dismiss students to go home only to parent/or authorized adult. Children must be signed out by parent/or authorized adult.

B. Assigned School Personnel Will:

- In the event of a fire, shut off gas, electricity and water (in that order). (Custodians, maintenance personnel)
- In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
- Set up and coordinate a first aid center.
- Report to site administrator for further instructions.
- Assume assigned emergency response roles: i.e., coordinate a first aid center, engage in search and rescue tasks, supervise students, secure gates, etc.

C. Site administrator's Office Will:

- If telephones are operable: notify **9-1-1** (Sierra County Sheriff) and the school district office for Level 2 & 3 emergencies,¹ District Office for all emergencies; and monitor incoming phone calls.
- Establish communication with the school district office.
- Maintain communication with staff and outside agencies.
- Assign available adults to tasks as needed.
- Site administrator to decide if evacuation to a designated shelter is necessary.

¹ As defined in Section I, pg. 10

Special Information for Parents

A. Crisis Information

Parents will receive initial information by the "Emergency Phone Notification System" or by a "snow day" telephone call (i.e., where teachers or others have a list of parents to notify in case of a school emergency when the Phone Notification System is not working).

Do not come to or call the school! Each school will designate a parent gathering center where parents will be informed and, when possible, pick up their children.

B. Parent Gathering Places

- Loyaltown Schools: Holy Family Catholic Church
- Downieville Schools: Yuba Theatre (park in corner parking lot)

C. Student Dismissal

In the event of a major earthquake, **school will not be dismissed, and children will remain under the supervision of school authorities** until parents or responsible adults can pick them up.

If the site administrator or teacher in charge determines that students are to be dismissed following a crisis event, they will be transported to the parent- gathering place, where their parents can pick them up, or be dismissed to return home by the usual method.

D. Picking Up Your Child

Students will be released at the designated gathering center. After signing the Student Release form, your child (and any other children you are picking up) will be released to you. Only teachers, children and parent volunteers will be allowed onto the playground.

Do not remove your child or any other child from school or gathering areas without having signed your name on the emergency release form. This provides a record of each child's location.

Many of you may not be able to reach school by automobile or phone. If conditions make it necessary, we will release your child to the adult indicated on your child's "Emergency Release" form. We will keep a written record of the child and the adult to whom the child has been released.

If children are caught in a disaster between home and the school, it is

recommended they go immediately to school.

E. Food and Water Supply

In the event that children would need to remain on campus for several hours after any sort of a disaster, we have a supply of food and fresh water. However, the supply is limited.

F. First Aid

School personnel have been trained in first aid and CPR. Each classroom has a specially designed disaster kit containing appropriate supplies.

Section I - Introduction

1. Introduction
2. Planning
3. Communications
4. Emergency Actions
5. Responsibilities
6. General Crisis Management Plan
7. Team Responsibilities

1. Introduction

Purpose

Each school site in the Sierra-Plumas Joint Unified School District has provided safe ingress and egress for students and staff, including drop off areas at the front of schools and specific arrival and departure procedures for bus students. This plan is designed to provide a framework for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. In the event of a widespread emergency such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. The school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

Levels of Emergencies

Services are described by one of the following three levels:

- **Level One Emergency:** A localized emergency which school district personnel can handle by following the procedures at their own site. *Examples: power outage, minor earthquake, tragedies affecting students.*
- **Level Two Emergency:** A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police, etc. *Examples: fire, severe earthquake with injuries and/or structural damage.*
- **Level Three Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

Authorities and References

The Plan is based on federal and state law, as well as the District's adopted policy and administrative regulations.²

Plan Implementation

The Plan will be:

- Initiated by the superintendent, site administrator or designee when conditions exist which warrant its execution.
- Implemented by all staff that will remain at school and perform those duties as assigned until released by the site administrator.
- Reviewed at least annually.³
- Emergency and disaster functions have been identified and pre-assigned.
- The Emergency Teams will be updated at least annually (see pg. 18).

² Section VII, Authorities and References, pg. 93

³ Ibid

- To fully implement this plan each school shall have:
 - A working PA system available in all rooms and areas with students and staff
 - Rooms that are lockable from the inside
 - Drapes or other covering for all windows
 - Telephones in all rooms for communication purposes

2. Planning

A. Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the site administrator and maintenance staff will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

B. Staff Orientation/Training

All school staff will be oriented to this Plan by the site administrator and/or designee at the beginning of each school year.

The first week of school will be designated Emergency Preparedness Week. During this time each drill will be practiced and evaluated for effectiveness.⁴

Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

C. Drills

In accordance with state law:

- Fire drills will be conducted on a monthly basis.⁵
- An earthquake "Drop, Cover and Hold On" drill will be held each quarter. for elementary schools and once each semester for secondary schools.⁶
- Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year.⁷
- All students and staff will participate in these mandated drills.
- Substitutes and volunteers will participate at least once each year.
- All drills will be recorded on the Emergency Drills form.⁸

D. Evacuation Routes and Emergency Signals & Procedures

The site administrator is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

Emergency signals & procedures will be posted in each classroom, library and office. Each classroom will have an emergency binder containing:

- A summary of emergency procedures.
- Current class roster. Middle and high schools will have a roster for each period of the school day.
- "Pick-up" information for each student.

⁴ Section IV, pg. 57

⁵ Code of Regulations, Title 5, 550

⁶ EC 35297

⁷ Section 560, Title V, California Administrative Code

⁸ Section VI, Form D, pg. 83

- Emergency phone/cell numbers in case of separation from the main group.

Front of binder will be green to use to signal "all accounted for"; the back will be red to signal "missing student" or "help needed".

E. Emergency Signals:

- Fire..... Fire drill bell
- Earthquake drill Air horn or PA announcement for drill
- Secure Building PA announcement or three short bells
- Return to building Short whistle blasts or PA announcement
- All Clear One long bell, or PA announcement

In the event the PA or bells are not working, runners will be used to inform staff and students.

F. Parent Communication/Responsibility

Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child at a pre-designated place in the event of an emergency. (School campus pickup may be inappropriate in some emergencies.)

G. Supplies and Equipment

Disaster supplies and equipment are maintained as follows:

- Emergency kits in each classroom.
- First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.
- Tools for shutting off the utilities at each shut-off location.

H. Emergency File

An Emergency File containing Student Release information for all students and blank Student Release-Permission Slips will be maintained in the school office marked "EMERGENCY FILE", and will be taken by the school secretary whenever the school building is evacuated.⁹

⁹ Section VI, Form K, pg. 92.

3. Communications

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance.

In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. Runners will be utilized within the school building and on school grounds.

It is the responsibility of the superintendent to disseminate information to the public.

Site administrator or designee will:

- Notify the district/county office of the school's status/needs.
- Designate staff member(s) to monitor all communications.

Parents will be notified of an emergency and where to go to receive information using the "Emergency Phone Notification System". Each school will also have a "snow day" plan for parent notification in the event the phones are not working. Parents/staff will be reminded during the Emergency Preparedness Week to have a land line phone for emergency use.

4. Emergency Actions

When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others.

The following Emergency Actions are detailed in Section II, EMERGENCY ACTIONS. Each staff member must become familiar with each Emergency Action and be prepared to do assigned responsibilities.

All students are to be taught and to practice what their actions are when the following Emergency Actions are implemented:

1. Leave Building
2. Stand-By Lockdown
3. Secure Building/Shelter in Place
4. Evacuation/Directed Transportation
5. Duck, Cover, and Hold On
6. Return to Building
7. All Clear
8. Convert Building

This Plan establishes procedures to be followed which will nullify or minimize the effects of the sixteen emergencies listed below and covered in Section 3. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this Plan are:

- Bomb Threat
- Hazardous Materials
- Civil Disobedience
- Earthquake
- Explosion and/or Threat of Explosion
- Fire
- Broken water/sewer mains/Flood
- Irrational Behavior
- Loss of Utilities
- Personal Emergencies
- Rabid Animal/Animal Disturbance
- Severe Weather
- Weapons Fired
- Medical Emergency (epidemic)
- Threat Condition Red/War
- Medical/Health emergency

See Section III for detailed information for each emergency.

5. Responsibilities

A. Site administrator or Designee

- Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan.
- Good judgment, based upon the facts available in any emergency situation, is of paramount importance.
- This Plan should not be considered as a restriction to judgmental prerogatives.
- Assign school personnel to emergency committees as deemed necessary. Personnel may have duties in addition to those listed below.
- Establish and contact County/District schools office at (530) 994-1044 and if severe crisis Sierra County Office of Emergency Services at (530) 289-2850.

B. Office Staff

- Provide assistance to site administrator by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.

C. Teachers

- Responsible for the supervision of students in their charge.
- Direct evacuation of students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders.
- Give "**Duck, Cover and Hold On**" command during an earthquake or in a surprise attack.
- Take roll when class relocates in an outside or inside assembly area or at another location.
- Report missing students to site administrator.
- Send students in need of first aid to school nurse or person trained in first aid. Acquire first aid for those unable to be moved.

D. Instructional Assistants/Aides

- Assist teacher.

E. Custodians/Maintenance Personnel

- Examine buildings and plant for damage, provide damage control.
- Keep site administrator informed of condition of school.
- Assist as directed by the site administrator.

F. Bus Drivers

- Supervise the care of children if disaster occurs while children are in bus.¹⁰
- Transfer students to new location when directed.

¹⁰ Section V, Page 67.

- Assist custodian in damage control.
- Transport individuals in need of medical attention.

G. Nurses/Health Assistants

- Administer first aid.
- Supervise administration of first aid by those trained in it.
- Organize first aid and medical supplies.

H. All Other Employees

- Report to site administrator for directions.

6. General Crisis Management Plan

A. Site administrator, or in their absence, the teacher-in-charge, will take charge immediately:

- Notify the District/County Office, 994 -1044.
- Provide immediate, accurate information about the incident to staff, students, parents, and other district staff.
- Coordinate with the police, fire department and EMTs as necessary.
- Assign roles.

B. Secretary:

- Supervise front activities.
- Account for students, injuries, absences, etc.
- Have ready map of school and accountability report, and school roster for each class.

C. Instructional Aides/Classified employees

- Supervise grounds.
- Notify and assist teachers in implementing plan.
- Assist site administrator in checking out all rooms in case of evacuation order.

The Emergency Teams will include:

- Emergency Operations/Command Team
 - Site administrator and front office staff
- Search and Rescue Team
 - Aides and classified staff
- First Aid Team
 - Designated staff
- Student Supervision
 - Teaching staff and aides when available
- Accounting
 - All teaching staff
- Parental Assistance/Information
 - Site administrator will designate staff
- Building Security
 - Maintenance/Custodian
- Crisis Intervention
 - Counselor/Sierra County Health or Social Services

Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

7. Team Responsibilities

A. Search and Rescue Team (All aides)

- Obtain any equipment, supplies, or instructions to help in the search. (walkie-talkies or two way radios should be available.)
- Always work with a partner.
- Search designated area to find injured and/or missing persons. Pay close attention to restrooms, office, classrooms, storage areas.
 - a) Explore each room visually, vocally, and physically.
 - b) Look, call out for replies and actively search.
- Have one team member stay with an injured person while the other reports to the first aid team.
- Report any damage noticed.
- Mark unsafe areas.
- Report information to the command center (front office).
- Assist any team that needs help.

B. First Aid Team (Site administrator will designate)

- Obtain equipment, supplies, and instructions to begin responsibilities.
- Meet at the first aid station (the office).
- Always work with a partner if you leave the station.
- Communicate with search and rescue team. If necessary go to the team to assist with an injured person.
- Provide first aid for each victim.
- Document all victims removed from the site for medical care.¹¹

C. Accounting Team (All Teachers)

- Interpret meaning of warning signal or recognize the signs such as earth tremors.
- Give command to students. E.g. Drop, Cover (under desk, table, door entry), Hold On, wait for instructions to leave the building—given by teacher, or prearranged signal.
- Determine if anyone is injured.
- Give first aid if necessary.
- Cooperate with teachers near you in student assembly area.
- Evacuate building when directed and go to your designated fire drill position, or to bus staging area if so directed. Take emergency Handbook, take roll, and fill out an emergency status report if necessary. Give to an administrator/designee.
- All staff are to walk with their class to assigned area in the student assembly area.
- Supervise and reassure students throughout emergency.
- Accompany students if they are evacuated and assist in signing them out to parents or other designated person.

¹¹ Section VI, Form E, pg. 84

Section II – Emergency Actions

1. Leave Building
2. Stand-By Lockdown
3. Secure Building/Shelter in Place
4. Evacuation/Directed Transportation
5. Duck, Cover, and Hold On
6. Return to Building
7. All Clear
8. Convert Building

1. Leave Building

A. Announcement

- Fire alarm (bell).
- Provided time is available, make an announcement in person directly or over the public address system which will indicate the nature of the emergency event.
- Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

B. Description

- The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.
- This action should be followed by another action or a return to school buildings and normal class routine.
 - a) All clear signal one long bell.
- Use Emergency Phone Notification System when appropriate.
- Site administrator and designees will check every room in building to be certain no students remain. Communication via 2-way, walkie-talkie.

C. When Used

- This action is considered appropriate for, but is not limited to, the following:
 - a) Fire
 - b) Bomb threat
 - c) Chemical accident
 - d) Explosion or threat of explosion
 - e) Post earthquake
 - f) Other similar occurrences which might make the school buildings unsafe.

2. Stand-By Lockdown

A. Announcement

- An announcement in person directly or over the public address system.
*Example: "Your attention please. **STANDBY.** (Pause) **STAND BY.** (Pause) **Additional information to follow.**"*
- Use messengers with oral or written word as an alternate means of faculty notification.

The situation isn't critical enough to warrant the disruption of teaching but is serious enough to not want students outside or unsupervised. All students and staff are instructed to remain in their designated room with the door locked.

B. Description

- If outside, teachers are to return students to their classrooms.
- If inside, teachers will hold students in classrooms pending receipt of further instructions.
- This action must be followed by another action or a return to normal school activities.
 - a) All clear signal one long bell.

C. When Used

- This action is appropriate for all disasters or emergencies, except those that occur without warning.

3. Secure Building/Shelter in Place

A. Announcement

- An announcement in person directly or over the public address system.
Example: "Your attention please. (Pause), SECURE BUILDING, or INTRUDER. (Pause) SECURE BUILDING.
- Teachers should initiate this action anytime they hear extremely violent behavior, i.e., shots, etc., outside their classroom.
- Use messengers with oral or written word as an alternate means of staff notification when safe to do so.
- Students outside classrooms will walk to the nearest rooms quickly on hearing three blasts of whistle.

B. Description

- Teachers and other staff members are to immediately lock doors and have students lie on the floor.
- While students are getting on floor, close any shades and/or blinds if it appears safe to do so.
- Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.
- During an activity period, or outside, students should take shelter in a building if possible; otherwise, run in a zig-zag pattern to shelter, cover and hide until the all clear signal.
- If a student were in the halls or bathrooms, remain inside until found by staff or hear the all clear signal.
- If any students anywhere on campus hear gunshots they are to remain inside until found by staff or hear the all clear signal.
- Not in classroom: go to closest room, take cover. Help secure the room and then take cover, remain silent until the all clear signal. People will be checking the doors, so do not respond to any attempts to open doors.
- If necessary, tape bottom of doors, and vents. (chemical spill)
- Use Emergency Phone Notification System for parents as soon as possible.

C. When Used

- This action is considered appropriate for, but not limited to, the following:
 - a) Extreme Violence
 - b) Gunfire
 - c) Violent intruder
 - d) Animal on campus
 - e) Chemical spill
 - f) Threat of explosion

4. Evacuation/Directed Transportation

A. Evacuation

- Announcement
 - a) Fire bell or PA notification.
 - b) Use messengers with oral or written word as an alternate means of staff notification.
- Description
 - a) Students and teacher evacuate building using posted route. Teacher takes Emergency Handbook and Emergency Backpack.
 - b) Close all windows and doors.
 - c) Teacher takes roll and reports any missing students.
- When Used
 - a) Fire or threat of fire
 - b) Bomb threat
 - c) Threat of explosion if time to evacuate. If not, Duck, Cover and Hold On

B. Directed Transportation

- Announcement
 - a) Use PA system to move students to bus staging area. Or follow regular fire evacuation procedures and wait further information.
- Description
 - a) Students evacuate to bus staging area to board buses.
 - b) Teacher: Take emergency handbook.
- When Used
 - a) Students need to be transported to another site.
 - b) After a school lock down, in order for their parents to pick them up or to be transported home.
 - c) To remove students from hazardous materials.
 - d) For non-school emergency use this action will be initiated only by action of the Superintendent and/or upon the direction of Sierra County Office of Emergency Services.
 - e) It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

5. Duck, Cover, and Hold On

A. Announcement

- An oral command to "**Duck, Cover and Hold On**" (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

B. Description

- When inside
 - a) Upon the command "**Duck, Cover and Hold On**", students and staff should immediately drop to the floor, get under their desk and hold on. Desks should be arranged so that they do not face windows. Teacher will close curtains.
- When outside
 - a) Upon the command "**Duck, Cover and Hold On**", students and staff should immediately move away from buildings and other objects which might topple over.
- Use Emergency Telephone Notification System if appropriate.

C. When Used

- This action is appropriate for:
 - a) Earthquake
 - b) Explosion
 - c) Surprise Attack
 - d) Intruder
- Earthquake
 - a) Earthquake drill will be announced with an air horn. Students will immediately "Duck, Cover, and Hold On" away from windows, under desks, tables.
 - b) Evacuate building when the "All Clear" signal sounds. (one long bell.) Follow procedures for Evacuation/Fire.

6. Return to Building

A. Announcement

- Teachers on duty will blow three short blasts on their whistle.

B. When Used

- This action is to be taken when students are outdoors and a crisis requires that they immediately return to the building.
 - a) Dangerous animal on campus
 - b) Intruder
 - c) Lightening

7. All Clear

A. Announcement

- In person directly or over PA system. May also be one long bell.

B. Description

- This action signifies the end of the action that had been initiated.
- Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.
- Use Emergency Telephone Notification System if appropriate.

C. When Used

- This action is used as the final action to conclude:
 - a) Duck, Cover and Hold On
 - b) Leave Building
 - c) Secure Building
 - d) Stand-By
 - e) Take Cover

8. Convert School

A. Description

- During School Hours
 - a) Dismissal for all classes, followed by action to go home, or if the situation dictates, hold students at school for temporary care.
 - b) Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center. (Congregate Care Center is operated by officials of the Department of Health and Human Services or the American Red Cross.)
 - c) This action will normally be preceded by one or more of the other Emergency Actions.
- Other than School Hours
 - a) Alerting school employees.
 - b) Suspension of scheduled classes. Use Emergency Telephone Notification System. Notify District Office for assistance by other means.
 - c) Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center.
 - d) When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

B. When Used

- This action will be initiated only by action of the Superintendent and/or upon the direction of officials from the Sierra County Office of Emergency Management, Department of Health and Human Services or upon the request of the American Red Cross.
- It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

Section III – Emergency Procedures

1. Preface
2. Fire
3. Flood
4. Earthquake
5. Loss of Utilities and/or Sewer Problems
6. Severe Weather
7. Weapons Fired
8. Hazardous Materials
9. Irrational Behavior
10. Personal Emergencies
11. Rabid Animal/Animal Disturbance
12. Bomb Threat
13. Civil Disobedience/Student Disorder
14. Stranger or Intruder on Campus
15. Explosion/Threat of Explosion
16. Threat Condition Red/War
17. Health/Medical Emergency
18. Special Education Adaptations

1. Preface

Staff awareness and knowledge of what to do in the following emergencies is vital for the safety of all on our campuses.

Therefore, the following methods will be used for dissemination of information about procedures:

- Staff handbook and discussion at staff meeting.
- Substitute folders.
- Drill during Emergency Preparedness Week and additionally as required by law. It is recommended that law enforcement be present for the drill to help monitor and improve performance.
- Volunteers and substitutes will participate in drills at least twice a year.

It is recommended that students should be aware in advance that there will be severe consequences for failure to cooperate with administration or staff during an emergency or drill.

In emergencies, the administrator or designee is in charge. Some duties are pre-designated, and some will be assigned as needed. See Team Responsibilities.¹²

During Level 3 emergencies, the Sierra County Office of Emergency Services will be the lead agency, coordinating needed services.

¹² Section I, pg. 19.

2. Fire

LEVEL 2 OR 3 EMERGENCY

A. Within School Buildings

Site administrator or designee will:

- a) Immediately initiate action **LEAVE BUILDING/ Evacuate**. Fire bell.
- b) Call 9-1-1.
- c) Organize a fight of incipient fires until arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.)
- d) Ensure that access roads are kept open for emergency vehicles.
- e) Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
- f) Notify the superintendent.
- g) Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

Teachers will:

- h) Take emergency handbook, close doors and windows if time.
- i) Take roll after proceeding along designated evacuation route.
- j) Report missing students to site administrator designee outside. Those not found will be reported to Fire and Law Enforcement Officials.
- k) Do not release students to anyone but their parents or the student's emergency person.

B. Fire Near School

- Site administrator will determine the need to implement any action. If the answer is "no", continue with school routine.
- Notify appropriate Fire Department to be sure alarm has been given.
- If the fire threatens the school, the site administrator will execute those actions under "Within School Buildings" above.

3. Flood

LEVEL 1 EMERGENCY

None of the SPJUSD schools are in a flood zone. However, there will be times when transportation of students to their homes may be through flood prone areas.

A. Within School Buildings (such as broken water mains, or sewer or floods that may prevent student transportation.)

1. The extent of the crisis will dictate the course of action to be taken. Depending on the situation, the Site administrator may find it necessary to initiate one or more of the following Emergency Actions and procedures:
 - a) Action **STAND-BY**, followed by
 - b) Action **LEAVE BUILDING**, or
 - c) Action **DIRECTED TRANSPORTATION**, or
 - d) On official request, action **CONVERT SCHOOL** for emergency evacuations.
2. Sound the appropriate warning signal.
3. Maintain communication with County Emergency Services for information updates.
4. Supervise the execution of the action decided upon.
5. The site administrator will notify the Superintendent of action taken.

4. Earthquake

LEVEL 1 OR LEVEL 2 EMERGENCY

A. When Inside

1. Action **DUCK, COVER AND HOLD ON** upon an indication of an earthquake and at teacher's command. Teacher will try to close curtains if inside.
2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures. (The same applies to other staff members.)
3. When the earthquake is over, Site administrator or designee will initiate action **LEAVE BUILDING/EVACUATE BUILDING**.
4. Teachers will take their first-aid kits & emergency folders as class leaves following designated evacuation route or alternate route if first is hazardous or blocked.
5. The earthquake safety team will (custodians/maintenance):
 - a) Post guards a safe distance away from building entrances to see that no one re-enters the buildings.
 - b) Warn all personnel to avoid touching electrical wires which may have fallen to the ground.
 - c) Notify the superintendent.
 - d) Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
 - e) Inspect school buildings. When damage is apparent, contact superintendent and determine the advisability of closing the school.
 - f) Initiate any other action deemed necessary, or return to normal routine.

B. When Outside on School Grounds

1. Teachers will take their first-aid kits & Emergency folders as class leaves following designated evacuation route or alternate route if first is hazardous or blocked.
2. The earthquake safety team will (custodians/maintenance):
 - a) Post guards a safe distance away from building entrances to see that no one re-enters the buildings.
 - b) Warn all personnel to avoid touching electrical wires which may have fallen to the ground.
 - c) Notify the superintendent.
 - d) Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
 - e) Inspect school buildings. When damage is apparent, contact superintendent and determine the advisability of closing the school.
 - f) Initiate any other action deemed necessary, or return to normal routine.

C. At Times Other Than School Hours

a) Site administrator will:

- Have fire marshal or other experts inspect school buildings. When damage is apparent, contact the superintendent and determine the advisability of closing the school.
- If school must be closed, notify staff members and students.
- Notify the District Office who will inform public media as appropriate.

5. Loss of Utilities and/or Sewer Problems

A. Warning

1. During School Hours
 - a) Advance notice may be received from utility companies regarding loss of service. In many cases, these losses of service will be of short duration and require no special action other than notifying staff of the pending interruption of service.
 - b) Make announcement in person directly or over public address system.
 - c) Use messengers with oral or written word as an alternate means of faculty notification.
2. Other Than School Hours
 - a) If disruption in service will severely hamper school operation, students and staff should be notified by the Emergency Phone Notification System.
 - b) District Office will also assist in notification process by other means.

B. Description

1. During School Hours
 - a) Determine length of time service will be interrupted.
 - b) Notify School District Office of loss of service.
 - c) If site administrator decides it is necessary, students will be dismissed. Busses will be called and parents notified using the Emergency Phone Notification System.

6. Severe Weather

LEVEL 1 EMERGENCY

A. Wind:

1. With Warning
 - a) *Site administrator or designee will:*
 - Initiate action, **STAND-BY.**
 - Take appropriate actions to safeguard school property.
2. With Little or No Warning
 - a) *Teachers will:*
 - Initiate action **DUCK, COVER, & HOLD ON**
 - Ensure that all windows and blinds are closed.
 - Evacuate classrooms bearing the full force of the wind to inside rooms.
 - Do not allow structures with large, open roof spans to be used as shelter.
 - b) *Site administrator or designee will:*
 - Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
 - Notify the superintendent.
 - Upon passage of the storm initiate any other appropriate action, or return to normal routine.

B. Lightning:

1. Fundamental Principles
 - a) No place outside is safe with thunderstorms within six miles.
 - b) Schedule indoor activities to avoid lightning.
 - c) '30-30 Rule' (If 30 sec between lightning and thunder, go inside. While inside, stay away from corded telephones, electrical appliances and wiring, and plumbing. Stay inside until 30 min after last thunder.)
 - d) Avoid dangerous locations/activities. (elevated places, open areas, tall isolated objects, water activities.)
 - e) If on a school trip, teacher will signal students return to buses at first sign of lightening. Remain seated with hands in laps, as far from windows as possible.
 - f) Do **NOT** go under trees to keep dry in thunderstorms!
 - g) Lightning Crouch. (desperate last resort)
 - h) First Aid: Call 9-1-1. CPR or rescue breathing, as appropriate.
2. Lightning Crouch
 - a) USE THIS AS A DESPERATE LAST RESORT ONLY! Remember, no place outside is safe with lightning in the area. If you've made several bad decisions and are outside far away from proper shelter and lightning threatens, proceed to the safest location. If lightning is imminent, it will sometimes give a few seconds of

warning. Sometimes your hair will stand upright, your skin will tingle, light metal objects will vibrate, or you'll hear a crackling static-like "kee-kee" sound. If this happens and you're in a group:

3. Lightning Crouch (con't)

- Spread out so there are several body lengths between each person. If one person is struck, the others may not be hit and can give first aid.
 - Once you've spread out, use the lightning crouch; put your feet together, squat down, tuck your head, and cover your ears.
- b) When the immediate threat of lightning has passed, continue heading to the safest spot possible. Remember, this is a desperate last resort; you are much safer having followed the previous steps and not gotten into this high-risk situation.

4. First-Aid

All deaths from lightning are from cardiac arrest or stopped breathing from the cardiac arrest.

- a) Start CPR or rescue breathing if the person has no pulse or no breathing, respectively.
- b) Have someone call 9-1-1 for professional emergency medical care.

7. Weapons Fired

A. Report of Weapons Fired on Campus or Near School

1. Students will immediately get on the floor. action: Duck, Cover and Hold On
2. Close windows and curtains.
3. Notify police department using 9-1-1.
4. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
5. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
6. If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.
7. A suspect should be considered armed, unstable and extremely dangerous.
8. Have a special/pre-arranged all-clear signal when situation/school is safe/secure.

8. Hazardous Materials

A. Procedures

1. If necessary, call 9-1-1.
2. The site administrator will determine which Emergency Action, if any, should be implemented. (The nature of the material and the nearness of the accident will probably be the deciding factor. Police, Fire, Public Health or Environmental Health Departments may order Evacuation of the school.)
3. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
4. If necessary, implement action **LEAVE BUILDING**.
5. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind.
6. Any persons that are suspected of being contaminated with a substance that could be transferred to others should be isolated until public safety personnel carry out decontamination procedures.
7. If time is available, initiate action **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the chemical. Determine whether students should be sent home--if so, notify parents as per notification plan.
8. Notify the superintendent.
9. Teachers report names of missing students to office.¹³ Those not found will be reported to Fire or Police officials, if forced by conditions to evacuate the school grounds.
10. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
11. Upon return to school, Custodians/Maintenance personnel must ensure that all classrooms are adequately aired.

¹³ Section VI, Form G, pg. 88

9. Irrational Behavior

A. Student or Staff

1. Notify site administrator.
2. Administrator shall notify staff using "**STANDBY LOCKDOWN**" procedure.
3. Notify school psychologist at (530) 993-4485.
4. Isolate person from students.
5. Notify family. (attempt to get direction as to how they want the situation handled)
6. Protect individual from injury.
7. Make arrangements for necessary care of individual.
8. Notify Law Enforcement if individual is endangering self or others.
9. Notify superintendent.

B. Campus Visitor

1. Notify site administrator.
2. Administrator shall notify staff using "**STANDBY LOCKDOWN**" procedure.
3. Isolate person from students.
4. Site administrator or designee will request person to leave campus, if possible. Remain calm, talk in soft non-threatening manner, void hostile-type actions, except in cases when necessary to safeguard person or property.
5. Notify appropriate Law Enforcement Agency, if necessary.
6. Notify superintendent.

10. Personal Emergencies

A. Student, Staff or Visitor

1. Notify site administrator, call 9-1-1.
2. Provide privacy for the person.
3. Provide appropriate first aid.

B. Problems affecting the whole school (e.g. student accident, death, or other emergency)

1. Notify the Superintendent
2. Notify all faculties of the details of the crisis as they are currently known and keep them updated on details. If a crisis takes place at night or over the weekend, this notification would go out as soon as possible prior to the start of the next school day.
3. Notify the school's parent organization so that they can be involved during the resolution and follow-up phases.
4. Contact the victim's family; notify them of the events and provide immediate assistance.
5. Request assistance from other schools to ensure adequate personnel to deal with the situation.
6. Encourage students to express their feelings regarding the crisis.
7. Notify the parents of severely affected students to prepare them for their child's arrival home.
8. Provide a "roaming" substitute teacher who can cover for a teacher who is too upset to carry out their duties. Make a counselor available to faculty and staff.
9. Each school will handle in an appropriate manner, using counselors or Sierra County Mental Health personnel.

11. Rabid Animal/Animal Disturbance

LEVEL 1 EMERGENCY

A. Procedures

1. The first consideration is the safety of the pupils and personnel.
2. Isolate the pupils from the animal.
 - a) If **animal is outside**, keep pupils inside. Teachers will lock doors to the outside.
 - b) If **students and animal are outside**, have students walk, NOT RUN, to the nearest entrance.
Action: **RETURN TO BUILDING**
Three short whistle blasts signal students to walk quickly to building.
 - c) If **animal is inside**, keep pupils outside or in some other sheltered area.
 - d) If **students and animal are inside**, have students walk, NOT RUN, to the nearest exit or classroom, whichever is closest and away from animal.
Action: **LEAVE BUILDING**
Fire alarm bell signals students to leave building.
3. Call law enforcement or fire department.
4. If animal injures someone, site administrator or designee shall call the parent, guardian or emergency contact and the Sierra County Sheriff.

12. Bomb Threat LEVEL 2 EMERGENCY

LOW LEVEL THREAT – The probable motive is to cause disruption: The Subject is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly.

LEVEL 3 EMERGENCY

MEDIUM LEVEL THREAT – The Subject gives details such as the size, location or type of bomb. The Subject stays on the line longer and states a motive for the bomb.

HIGH LEVEL THREAT – The Subject is very detailed and describes the type, power, location or time of detonation. The Subject stays on the line longer or makes multiple calls. The Subject may exhibit advanced knowledge of bombs. In addition, the Subject may make demands such as publicity, money, etc.

A. If threat by telephone comes directly to a school:

- **Person receiving call should:**
 - USE ONLY LANDLINE PHONES
 - TURN OFF YOUR CELL PHONE (Utilize “runners” to communicate)
 - SHUT OFF ALL TWO WAY RADIOS, PAGERS
 1. Stay calm.
 2. Do not hang up or put the caller on hold.
 3. **Listen** – Do not interrupt caller.
 4. Alert someone else by prearranged signal so they can:
 - (a) Get on an extension (**landline only**), call **9-1-1** and notify the operator, "**This is _____ from (name of school). We are receiving a bomb threat on another line. The number of that line is _____. Please trace the call.**"
 5. Use Bomb Threat Form for guidance in dealing with caller.
 6. Attempt to **keep the caller on the telephone** as long as possible.
 7. Ask permission to repeat any instructions to make sure they were understood.
 8. Notify Site Coordinator immediately after completing the call.
 9. Try to determine if the caller is a student or an adult.
 10. Listen for any background noise.
- **Site Administrator Actions:**
 - USE ONLY LANDLINE PHONES
 - TURN OFF CELL PHONE (Utilize “runners” to communicate)
 - SHUT OFF ALL TWO WAY RADIOS, PAGERS
 1. Alert teachers to conduct a rapid visual scan of their areas for unidentified objects.

2. **Remove students:** Issue **Leave Building** command on the PA system or by messenger. Students will remain out of range until receiving the All Clear signal.
3. The site administrator and designee will canvass building to determine that no students or personnel remain in building
4. The site administrator will call the fire department or police, if, in his/her opinion, it is warranted. **Wait for Law Enforcement to begin search.**
5. Notify the Superintendent's office. (530) 994-1044
6. Resume school after the building(s) have been inspected and determined safe by proper authorities.
7. Do not publicize the threat any more than necessary.
8. Individual receiving call should complete the Bomb Threat Report,¹⁴ as soon as possible.

- **Teacher Actions:**

- USE ONLY LANDLINE PHONES
 - TURN OFF CELL PHONE AND INSTRUCT
 - STUDENTS TO TURN OFF CELL PHONES(Utilize "runners" to communicate)
 - SHUT OFF ALL TWO WAY RADIOS
1. Conduct a rapid visual scan of work area. Do not touch any suspicious items.
 2. Collect the SAFETY BINDER.
 3. Ensure that the handicapped receive assistance in evacuating.
 4. Calmly instruct students to walk to the assigned area, usually 300 feet from the building
 5. Do not allow anyone to run or rush the hallways or exits
 6. Once safe, take attendance and report search results and student count to your administrator
 7. Wait with students until the search for the bomb has been conducted
 8. Do not re-enter the building until the all clear signal is given
 9. In times of severe weather or a prolonged search, students may be moved to pre-arranged locations, for example elementary and middle students moved to the high school and vice versa.
 10. Account for all students.

B. If notified of call through police/sheriff department

1. Implement action **LEAVE BUILDING. (Section II-1)**
2. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
3. Notify the Superintendent's office.
4. Resume school after the building(s) have been inspected and determined safe by proper authorities.

¹⁴ Section VI, Form B, pg. 81.

5. Do not publicize the threat any more than necessary.
6. Individual receiving call should complete the Bomb Threat Report,¹⁵ as soon as possible.

C. If a threat is received on district phones other than at a school

- USE ONLY LANDLINE PHONES
 - TURN OFF YOUR CELL PHONE (Utilize "runners" to communicate)
 - SHUT OFF ALL TWO WAY RADIOS, PAGERS
1. Stay calm. Do not hang up or put the caller on hold.
 2. **Listen** – Do not interrupt caller.
 3. Use Bomb Threat Form for guidance in dealing with caller.
 4. Attempt to **keep the caller on the telephone** as long as possible.
 5. Ask permission to repeat any instructions to make sure they were understood.
 6. Alert someone else by prearranged signal so they can:
 - (a) Get on an extension (**landline only**), call **9-1-1** and notify the operator, "**This is (name of caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is _____. Please trace the call.**"
 7. Notify Site Coordinator immediately after completing the call.
 8. Try to determine if the caller is a student or an adult.
 9. Listen for any background noise.
 10. Notify school concerned.
 11. Implement action **LEAVE BUILDING (Section II-1)** at affected site.
 12. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
 13. Ensure that 9-1-1 has been called.
 14. Notify the superintendent's office.
 15. Resume school after the building(s) have been inspected and determined safe by proper authorities.
 16. Do not publicize the threat any more than necessary.
 17. Individual receiving call should complete the Bomb Threat Report,¹⁶ as soon as possible.

D. If a written threat is received

1. Handle document as little as possible & place in another larger envelope.
2. Call 9-1-1 to report the threat.
3. If threat is immediate or indefinite, implement action **LEAVE BUILDING** then enact the following procedures.
4. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
5. Notify the Superintendent's office.
6. Resume school after the building(s) have been inspected and

¹⁵ Section VI, Form B, pg. 81

¹⁶ Ibid

determined safe by proper authorities.

7. Do not publicize the threat any more than necessary.
8. Individual receiving threat should complete the Bomb Threat Report,¹⁷ as soon as possible.

¹⁷ Section VI, Form B, pg. 81

13. Civil Disobedience/Student Disorder

LEVEL 2 EMERGENCY

Civil disobedience is defined as any assemblage, including terrorists, on the school premises by unauthorized persons whose purpose and conduct is antagonistic with the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

A. Procedure

1. Implement action **Secure Building**.
The major purpose is to keep school personnel and students from undue exposure to danger; therefore; every effort will be made to keep classes within their rooms.
2. Site administrator or designee will notify 9-1-1 of situation and request assistance and notify teachers of reason for action.
3. Upon the receipt of an alert, the custodians will proceed to lock and secure all exterior doors, including restrooms, and remove trash containers and other burnable items from public access.
4. Teachers and custodians will be directed to lock and close their classroom doors.
5. Notify School District Office of situation.
6. Upon command from the authority in charge, all faculty members will keep their students within their locked classrooms until further notice **regardless** of the bells and schedule.
7. The teacher must remain in charge utilizing the best judgment in occupying the students within the classroom.
8. Darkening drapes and blinds should be closed in rooms so equipped.
9. Any other precautions should be taken to protect students and personnel from flying glass should the windows be broken.
10. When there is any evidence of a potential problem, classes outside will immediately return to locker rooms/classrooms, etc.
11. Should a disturbance enter the building itself, the secretarial staff should be prepared to move into either the site administrator's or the vice-site administrator's office. When possible, phones should be adjusted to feed into those areas.
12. Accurate record of events, conversations and actions, should be kept.
13. Assign staff members to assist administration or other staff as necessary.
14. Authority in charge should proceed in good judgment on basis of police or other legal advice, in taking action to eliminate the situation.

14. Stranger or Intruder on Campus

A. Signage

1. All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots.¹⁸ The following statement should be used on signage:

"All visitors entering school grounds on school days between (school hours) must register at the main office. Failure to do so may constitute a misdemeanor. California Penal Code 627.2. "

B. Procedure

1. The signal will be given over the intercom, or other warning device, that there is now in effect a **STAND-BY** or **SECURE BUILDING**.
 - a) Where there are no bells or PA systems, site administrators and/or designee will act as runners to notify staff of **LOCK-DOWN**.
2. As soon as a decision is made to lock down the school, administration will notify law enforcement using 9-1-1.
3. If students are in class at the time of the signal,
 - a) Staff will:
 - Explain that there is an emergency;
 - Lock the classroom doors;
 - Have students lie on the floor;
 - Close blinds and take any possible precautions to protect others from possible broken glass; and,
 - Remain locked in offices until advised to move personally by administration or public safety officer or an *all clear* signal.
 - b) Site administrator will:
 - Act with custodians to check locks on all exterior doors and classroom doors, and if possible, gates to school grounds to keep outsiders out until problem is resolved;
 - Designate a person to coordinate with public safety personnel at their command post; and,
 - Make sure that a site map and key set are available to safety personnel.
 - Be available to deal with the media/press and bystanders to keep site clear of visitors.
 - Notify parents of where to go to receive news, and their students when crisis is over.
4. If students are not in class at the time of the signal,
 - a) Teachers will:
 - Assist administration in moving students into the nearest safe building available;
 - Lock doors of room if possible. If lock is on the outside of the door, rubber door stops can be placed behind doors to secure;

¹⁸ California Penal Code Title 15, Chapter 1.1 § 627

- Remain with students to maintain order;
- Keep students in a safe area until advised by administration or public safety personnel to move or that there is an all clear signal; and,
- Avoid, if possible, large open areas such as the library, gym, lawns or parking lots.

5. All-Clear signal will

- a) Be given after consultation with the senior public safety officer on the scene; and/or
- b) Be a personal notification by the senior administrator. Staff is not to act upon bells or PA messages without this personal notification.

15. Explosion/Threat of Explosion

A. Explosion

1. Personally execute action **DUCK, COVER AND HOLD ON** upon the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate action **LEAVE BUILDING**.
3. Call 9-1-1.
4. If trained, organize a fight of fires until arrival of the Fire Department.
5. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.
6. Notify the appropriate utility company of breaks or suspected breaks in utility lines.
7. Notify the superintendent.
8. Do not allow the return of students or staff members to school buildings.
9. Initiate any other action deemed necessary because of the condition of the school, or return to normal routine.

B. Threat of Explosion

1. Initiate action **LEAVE BUILDING**.
2. Execute those actions required under 3 through 10 above.

16. Threat Condition Red (Terrorist Attack)

LEVEL 1 OR 2 OR 3 EMERGENCY

C. Homeland Security Advisory of a Threat Condition Red specific to your community.

1. During School Hours
 - a) Initiate one of the following actions as appropriate for situation.
 - b) Continue to monitor for more specific information.
 - c) Action: **Stand By**
 - d) If circumstances allow and there is time, move students to closest suitable shelter.
 - e) Action: **Directed Transportation**
 - f) If the above is not advisable, remain in building as place of shelter.

D. Attack Without Warning

1. During School Hours
 - a) Depending on the location of the initial attack, staff will execute action **DUCK, COVER AND HOLD ON.**

E. Attack in other parts of the country

1. Our schools are far from metropolitan areas that may become targets. However, if attacks occur in other parts of the country, school will continue as usual. Staff will discuss with the students what is going on, to help alleviate stress.
2. If parents wish to pick up their children, or have a person with the necessary permission pick up their child, they may.
3. If attack is close enough that our buildings might be used for emergency shelters then: action **DIRECTED TRANSPORTATION** to send students home and action **CONVERT BUILDING.**
4. Notify parents to pick up non-bus students.

17. Health/Medical Emergency

Contagious diseases can have a profound impact on our schools and communities. Procedures need to be in place to help prevent and mitigate the effects diseases such as seasonal flu, and a flu epidemic or pandemic, or other infectious disease.

Season flu outbreaks happen in the fall and winter. Staff are urged to be vaccinated.

A. Prevention

1. Every year review good hygiene habits with students.
 - a) Cover coughs. (see posters)
 - b) Wash hands thoroughly for at least 20 seconds.
 - c) Stay home if ill.
 - d) Each class room should have a supply of waterless hand sanitizer for student and staff use.

B. Mitigation

1. If an outbreak occurs:
 - a) Separate students as much as possible, i.e., move desks further apart, seat further apart at tables.
 - b) Send any sick children home immediately, or take other measures to isolate at school if parents unavailable.

Each school will conduct prevention activities every year during Emergency Preparedness Week to instruct students on these activities and the necessity for such. Posters and other activities, including activities by High School students to teach Elementary School students, can be found at:

2. www.ReadyCaSchools.org/
3. <http://www.cde.ca.gov/ls/he/hn/fluresources.asp>,
4. www.californiahealthykids.org/index

C. In the event of an epidemic or pandemic flu or other medical emergency:

1. The District/County Office will work directly with the Sierra County Health Department and the Sierra County Office of Emergency Services.
2. These agencies may:
 - a) Close the schools.
 - b) Use the facilities for emergency hospitals, child care, feeding facilities, or other uses as needed.

D. At the first sign of an epidemic or worse, teachers will:

1. Closely monitor students for illness and report to the office.
2. Implement the mitigation strategies listed above.
3. Prepare emergency lessons that can be sent home with students in the

event of school closure. These should be for at least 2 weeks. (Unless alternate continuing education means is available, such as posting assignments on the school web site.)

18. Special Education Adaptations

When students with special needs are not with their general education classroom, the special education staff assigned to those students will escort the child to the general education teacher wherever they have assembled.

In the case that a child is more severely handicapped, an appropriate emergency plan will be written into the student's IEP to be followed by the special education staff.

Section IV – Emergency Preparedness Week

- Agenda for Emergency Preparedness Week
- EP Week
- EP Week Team Discussion Check List
- General Emergency Instructions
- Monday
- Tuesday & Wednesday
- Thursday & Friday

1. Agenda for Emergency Preparedness (EP) Week

A. Prior to EP Week

- All teachers are asked to review the Emergency Handbook and make sure your evacuation map is posted and students know where to go. Everything you need to know is in the Handbook
- All teams of teachers should review the procedures for EP Week found in the Handbook. New teachers please ask the veterans any questions you may have. Make sure you have all the telephone numbers you need for the Staff Snow Day List in case the Emergency Phone Notification System doesn't work and that you know the order of calls and what to do if someone doesn't answer. If there is no answer, call Emergency contact for that student. You should also check to see where the alarms are located near your room and where the first aid kits are in your building. You should also have an alternate evacuation route from your room.
- See that instructions for minimizing germs through proper hygiene and proper coughing and sneezing methods are posted throughout the school, as appropriate.

B. Notes

- Please do not share the drill time schedule with your students.
- When making plans for a substitute, please note in your plans the location of the Emergency Handbook. Request subs to familiarize themselves with it.
- The Emergency Handbook will be placed near the door. You must take the book with you to any drills/emergencies.
- During drills held at breaks, students will either evacuate to field area or take cover in the gym/multipurpose room. Unless it's a terrorist drill, please go to the area where students are and help with supervision.

2. EP Week

- ❖ **Monday**.....Orientation Day
 - Students should know all exit routes from each of their classrooms and where to meet. It's OK to practice taking cover and the evacuation routes.
 - All students should know appropriate responses to emergency bells and announcements.
 - Students should also know what to do during break times.
- ❖ **Tuesday**.....Fire Drill and Good Hygiene
- ❖ **Wednesday**.....Hazardous Substance/Attack
- ❖ **Thursday**Earthquake
- ❖ **Friday**Civil Disturbance Drill/Bomb threat

3. EP Week Team Discussion Checklist

Every teacher should be familiar with our school's emergency plan found in our emergency Handbook and the instructions for Emergency Preparedness Week. In addition, the following suggestions may be helpful.

A. Every teacher should know:

- The evacuation route and meeting place of his/her room, maps are posted, review them with your students. New teachers need to walk their routes and see the meeting places.
- The location of fire alarms on campus and specifically the two closest to his/her room.
- The location of fire extinguishers in his/her classroom.
- The location of the first aid kit in the classroom.
- The purpose of the Emergency phone cards. Please check to see that all phone numbers are current and correct.
- The procedure to contact the office by phone.
- The different codes for evacuation of a building or for getting into a building.
- An alternate route from his/her room in case there is a fire or structural damage to his/her room.

B. Discuss evacuation procedures

- Teachers are to take Emergency Handbook, close door, stay with students going to meeting place, take roll, alert the administration if any students (who are not absent) are missing or injured, keep class together as orderly as possible, until the "all clear signal".
- If someone in your room shows a weapon, alert the office if you can. If possible, remove students from the room. If necessary/possible, dial 9-1-1. If there is some emergency situation on campus, follow procedures until relieved by police or fire department. You may need to make decisions covering topics not discussed here. Always keep the safety of your students as your top priority. Get help when possible and do your best to keep the students out of harm's way.

4. General Emergency Instructions

Teachers, please share the following with your students on Monday in preparation for Emergency Preparedness Week. You may use this as a script or just a basis for sharing the information with your classes.

This is the Sierra-Plumas Joint Unified School District "Emergency Preparedness Week." Every day this week you will be discussing and reviewing procedures for different types of emergencies.

Your teachers will tell you how to evacuate their rooms for fire or earthquake situations. You should know where the evacuation map is in each of your classrooms and where the evacuation areas are all over the campus. Look at each one and know where to go should you need to leave in an emergency. The evacuation signal is the fire alarm. Return to the building immediately is three short bells or whistle blows. The all clear signal is one long bell.

When leaving a room, stay with your teacher and go to your designated area in a quiet orderly way. Once there, your teacher will take attendance. If you notice a student is missing, notify your teacher who will then notify the site administrator or secretary. You are to remain with your class and not mingle or communicate with other classes so that if your teacher should need to give your further emergency directions, you will be able to hear and follow quickly. When the all clear signal is sounded, quietly return to class. Please return at your teacher's direction.

Should an earthquake occur, duck under your desk or a table, and cover your head to the best of your ability. Remain there until notified that you can move. If severe structural damage has happened to the building, your teacher may direct you to evacuate to your regular or alternate evacuation area. Remain there until the all clear signal or until notified.

If a teacher suddenly becomes incapacitated (falls, faints, becomes ill, etc.), a student needs to immediately call the office and report the emergency. A second student should go to the nearest teacher and seek help. All need to act calmly and quickly. These students need to be pre-selected with alternates.

Should a student become incapacitated in class or on the grounds, find an adult. If possible, another student should stay with the incapacitated student until help arrives.

Should a stranger intrude on the campus or some other terrorist event occur, a warning over the intercom, or a messenger will signal students to stay in the classrooms. At this point, windows and doors should be closed and locked. If you're in class or a break, seek shelter in a room. Your teachers will discuss with you this week the safest place in their rooms for shelter. Remain quiet and calm until the all clear signal is sounded.

All visitors are to check in through the office and should have a visitor's badge displayed. If you see a stranger on campus, do not approach that person and tell a staff member immediately.

Should an emergency occur during recess, lunch or P.E., similar procedures should be followed. Staff members are always on duty; follow their directions and use common sense and stay calm. If you hear the evacuation signal, go to the evacuation area designated for your class. If there were a severe earthquake, duck, cover and hold on to something until the quake has finished. Then go to the primary evacuation area. Should an intruder be on campus 3 whistle blasts will be the signal to go into the nearest building for shelter.

We hope you will never be in an emergency situation, but if you are, it is better to be prepared, have a plan, and know how to act.

***In the event of a chemical spill please DO NOT under any circumstance allow students to leave your room. You may be instructed to cover windows, doors and/or use respirator masks. Please stay tuned to the intercom or walkie talkie. If you have a child in a pull out program, keep them in your room and notify the office. Office staff will notify classroom teacher. Please report missing students to the office so we may search for them.*

Monday

A. Monday..... Orientation Day

- Discuss "General Emergency Instructions" so that all students know:
 - a) The evacuation route from your room and assembly area.
 - b) The bell signals:
 - The fire drill means evacuate buildings.
 - One long bell will signal "all clear".
 - The earthquake drill signal (different from the fire bell).
 - c) The location of the fire alarms around the school, the one closest to your room, and the penalty for false alarms. In the event a fire bell goes off accidentally, the office will stop evacuation over the intercom.
 - d) The safest areas in your room during an earthquake or terrorist attack (e.g. under desks, away from windows).
 - e) That orderliness is required to, from and while at the evacuation site.
 - f) Where to find the posted map.
 - g) Location of first aid kits in each classroom.
- Discuss what students should do if there is a substitute teacher.
 - a) Select students who will contact the office if necessary.
- Teachers must have at all times their emergency handbooks during an emergency.
- After each drill, allow the students to voice their questions and/or concerns about the procedures.

Tuesday & Wednesday

B. Tuesday Fire Drill Day

- At the evacuation signal (fire Alarm), all classes will move in an orderly and quiet manner to their designated areas.
 - a) Classes are to remain in line with their teachers while role is taken.
 - b) If any students are discovered missing, the teacher must hold up the red side of their handbook and notify administration as soon as possible.
 - c) There is to be no interaction between classes.
- At the all-clear signal, teachers are to signal their classes when it is their turn. Students are to return quietly to their rooms.
- Upon return to classroom, discuss with students any concerns they or you may have.

C. Wednesday Chemical Attack Day

- An intercom announcement will inform all that there has been a report of a possible chemical spill/attack.
- Classes must stay indoors at all times. No one is to go outside for any reason.
- If instructed, teachers must duct tape outside doors/windows and vents or air ducts. Office personal shall make sure all heating systems with outside access are shut down.
- Staff and students should remain solely inside until notified that the drill is complete.

Thursday & Friday

D. Thursday Earthquake Day

- A special bell will be sounded to signal the beginning of the earthquake drill. Teachers will command "Duck, Cover, & Hold On".
- Students will immediately duck under desks or tables, away from light fixtures and/or windows and stay quiet. If possible, teachers will close curtains against flying glass.
- After the simulation, the evacuation (fire) bell will ring and teachers are to direct their students to their designated areas. You may have to take an alternate route due to "structural damage".
- Once at the designated area, teachers are to take roll and to report any missing students.
- At the all clear signal, everyone should return in order to their classrooms.

E. Friday Civil Disturbance Day

- An intercom announcement will inform all that there are unauthorized strangers on campus.
- Stay in your room, make sure the doors and windows are closed and locked and the blinds are closed. Students are to move to the safest area in your room, possibly under their desks or away from windows. All should remain quiet and still until notified.
- Administration and staff will check the doors of the rooms and students are expected to stay quiet rather than react to the rattling of the door. *In an emergency, a noise in a room would alert an intruder that there are people there and thus place those people in danger.*

Section V – Other Procedures and Information

1. Child Abuse Reporting Procedures
2. Hate Motivated Reporting Procedures
3. Bus Driver Disaster Procedures
4. Emergency Numbers
5. Emergency Supplies
6. Evacuation Routes
7. Individual School Plans
8. Contents of Emergency Handbook
9. Signals & Actions
10. Emergency Action Summary

1. Child Abuse Reporting Procedures

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Definitions

Child abuse or neglect includes the following: (Penal Code [11165.5](#), [11165.6](#))

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code [11165.1](#)
3. Neglect of a child as defined in Penal Code [11165.2](#)
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code [11165.3](#)
5. Unlawful corporal punishment or injury as defined in Penal Code [11165.4](#)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code [11165.6](#))
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code [11165.6](#)) (cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice site administrator, site administrator, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code [44807](#))
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code [49001](#)) (cf. [5144](#) - Discipline)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code [49001](#))

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

SIERRA COUNTY SHERIFF

DOWNIEVILLE

100 Courthouse Square
Downieville CA 95936
(530) 289-3700

LOYALTON SUBSTATION

61050 State Route 49
Loyalton CA 96118
(530) 993-4479

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the site administrator, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the site administrator as soon as possible after the initial telephone report to the appropriate agency. When so notified, the site administrator shall inform the Superintendent or designee.

The site administrator so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the site administrator may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, site administrator, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

2. Hate Motivated Behavior Reporting

A hate crime is defined by the U. S. Congress as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation."

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the site administrator or designee. The site administrator or designee shall contact law enforcement, if deemed appropriate.

If the student believes that the situation has not been remedied by the site administrator or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the site administrator, Superintendent or designee, and law enforcement, as appropriate.

Student, site administrator or staff shall complete the Hate Motivated Behavior Reporting Form¹⁹ and submit to the site administrator or District Office.

Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board Policy and Administrative Regulation.

¹⁹ Section VI, Form H, pg. 93

3. Bus Driver Disaster Procedures

These procedures are intended as guidelines for bus drivers to follow in the event of a disaster. It is understood that drivers may need to make spontaneous and independent decisions, depending on the emergencies, age of children, location of bus, etc.

A copy of these procedures shall be kept in the emergency packet of the school buses and at each school site.

A. Earthquake

- 1) Issue "**DUCK, COVER AND HOLD ON**" command.
- 2) Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- 3) Set brake, turn off ignition and wait for shaking to stop.
- 4) Check for injuries.
- 5) Contact school to report location and condition.
- 6) If instructed to continue route:
 1. If enroute to school, continue to pick up students.
 2. If dropping students off, continue to do so if there is adult supervision.
- 7) If unable to contact school, complete number 6 above.
- 8) If it is impossible to return to school, proceed to nearest shelter. Notify school of location. Remain with children until further instructions are received from command center.
- 9) If the bus is disabled, stay with the bus until help arrives.
- 10) DO NOT attempt to cross bridges or overpasses that have been damaged.

B. Flood

- 1) DO NOT drive through flooded streets/roads.
- 2) Take an alternate route or wait for public safety personnel to determine safety.
- 3) Proceed to school, home, or designated shelter, as appropriate.

Driver's Signature

Signature indicates that procedure has been read and understood.

Date

4. Emergency Numbers

EMERGENCY: Fire, Medical	9-1-1
Sierra County District Office	994 - 1044
Fire Department	
• Downieville	289 - 3333
• Loyalton	993 - 6751
Sheriff	
• Downieville	289 - 3700
• Loyalton	993 - 4479
Sierra County Office of Emergency Services	289 - 2850
Human Services	
• Downieville	289 - 3711
• Loyalton	993 - 6700
Mental Health	993 - 6746
Site administrator's Offices	
• Downieville School	289-3473 ext 11
• Loyalton Elementary/Middle School	993-4482 ext *811
• Loyalton High School.....	993-4454 ext 203

5. Evacuation Routes

Each school needs evacuation routes outlined on a school plot plan displayed at the main exit of each facility and room that houses students and/or staff. These routes should be followed during each drill and/or emergency. Each school should have a pre-designated location with an alternate location for all students/staff to assemble for roll call.

The evacuation routes for Downieville, Loyalton Elementary, Loyalton Middle School and Loyalton High School and Sierra Pass School also need to be in the County/District office for inclusion in Emergency Handbooks.

6. Contents of Emergency Handbook

Front of binder will be green to use to signal "all accounted for"; the back red to signal "missing student" or "help needed".

A. Each classroom will have an emergency binder containing:

- Signals & actions.
- Summary of emergency procedures.
- Up-to-date class roster. Middle and high schools will have a roster for each period of the school day.
- "Pick-up" information for each student in case class becomes separated from main group.
- Emergency phone/cell numbers in case of separation from the main group.
- Accountability report forms.
- Location of Emergency Backpack.
- Evacuation route and alternate route.

7. Signals & Actions

B. Fire Alarm = Leave Building

- Teachers and Students:
 - a) Evacuate building following posted route or alternate route if primary route is blocked.
- Teachers:
 - a) Turn out lights.
 - b) Close windows.
 - c) Make sure rooms are empty and unlocked.
 - d) Take Emergency Handbook and Backpack.
 - e) At evacuation site take roll to ensure all students are accounted for. Respond by reporting any missing students or other personnel to secretary or other designee.

C. Three Short Bells or Whistle Blasts = Remain In / Return to Building

- Teachers and Students:
 - a) Duck Cover and Hold On in safe place away from windows, under tables or desks, away from light fixtures.
 - b) If outside, take cover inside the nearest building if possible.
 - c) If ground is shaking, Duck, Cover and Hold On.
- Teachers:
 - a) Close blinds and lock doors.
 - b) Tell students to Duck, Cover and Hold On.

D. One Long Bell = All Clear Signal

8. Emergency Action Summary

There are three basic emergency actions with some modifications to meet the requirements of different emergency events:

- Evacuate
- Lockdown
- Shelter in Place/Secure Building

A. Evacuation: Fire, Bomb threat, Threat of explosion

- At sound of fire bell everyone evacuates following the posted route or alternate route in an orderly fashion.
- Close windows and doors.
- Take emergency handbook and backpack.
- Teacher takes roll and reports any missing students.
- At the "All Clear" signal return to building.
- Discuss fears/concerns of the students.

B. Standby Lockdown:

- The situation isn't critical enough to warrant the disruption of teaching but is serious enough to not want students outside or unsupervised.
- All students and staff are instructed to remain in their designated room with the door locked.

C. Shelter in Place/Lockdown:

- When notified by PA, or other means:
 - a) Lock and secure all outside doors.
 - b) Cover all outside windows.
 - c) Students and staff "Duck, Cover & Hold On" away from windows and light fixtures.
 - d) All equipment and lights turned off.
 - e) No noise or talking.
 - f) Only open door or release from lockdown when notified by person you know.

D. Earthquake

- Earthquake procedure is a combination of Shelter in place and Evacuation.
- For drill when air horn blows, or ground starts shaking, teacher commands "**Duck, Cover and Hold On**".
- Students immediately take cover under desks or table and hold on.
- When earth stops shaking or the fire bell sounds, students and teacher follow the Fire procedures.

Section VI – Miscellaneous

1. Form A: Annual Emergency Plan Checklist
2. Form B: Bomb Threat Report
3. Form C: Classroom Hazard Checklist
4. Form D: Emergency Drill Form
5. Form E: Emergency Status Report
6. Form F: Evacuation Route Hazard Checklist
7. Form G: Injury and Missing Persons Report
8. Form H: Hate Motivated Behavior Report
9. Form I: Special Staff Skills/Equipment
10. Form J: Student Release Log
11. Form K: Student Release–Permission Slip

Form A: Annual Emergency Plan Checklist

School _____

Date	Activity	Person Responsible
August	School Facilities/Grounds Hazard Assessment	_____
August	Evacuation Routes Hazard	_____
August	Update School Plot Plans	_____
September	Emergency Numbers and Resources Update	_____
September	Emergency Preparedness Week practice	_____
September	Survey of Special Staff Skills	_____
September	Message to Parents	_____
September	Assign Disaster Functions	_____
September	Update Bus Routes to Identify Potential Hazards	_____
September	Staff Orientation to Plan	_____
April	Review Plan	_____

Prepared By _____

Date Prepared _____ School Year _____

Form B: Bomb Threat Report

This form needs to be in each Emergency Handbook so it is available to anyone receiving a bomb threat.

TELEPHONE BOMB THREAT CHECKLIST/REPORT FORM

School: _____

KEEP CALM: Do not get excited or excite others. **SIGNAL A STAFF MEMBER TO CALL 9-1-1.**

TIME CALL RECEIVED: _____ am/pm **TIME CALL TERMINATED:** _____ am/pm

EXACT WORDS OF CALLER: _____

Delay: Ask caller to repeat or ask permission to repeat the details to the caller to confirm accuracy.

Questions you should ask:

- A. Time bomb is set to explode? _____
- B. Where located? Site? _____ Area _____
- C. Kind of bomb? _____
- D. Description? _____
- E. Why kill or injure innocent people? _____

Voice description:

- Male Female Calm Nervous Loud Quiet
- Rough Refined Young Middle-aged Old Intoxicated

Accent No Yes-Describe _____

Speech impediment No Yes-Describe _____

Unusual phrases _____

Recognize voice? If so, who do you think it was? _____

Background noise:

- Music Running motor (type) _____ Traffic
- Whistles Bells Horns Aircraft Tape Recorder
- Machinery Voices Other _____

Additional information:

A. Did caller indicate knowledge of the facility? If so, how? In what way? _____

B. On what line did call come in? _____

Signature _____

Date _____

Form C: Classroom Hazard Checklist

One for each room on file in the office as well as the emergency handbook for teacher information

School: _____

Room #: _____

Date: _____

Potential Hazards	Yes/No	Unknown	Applicable
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?			
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)			
Are aquariums and other potentially hazardous displays located away from seating areas?			
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?			
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?			
Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?			
Are hanging plants secured to prevent them from swinging free or breaking windows in an earthquake?			
Is lab equipment secure to prevent movement?			
Are chemicals stored to prevent spillage?			
Is ventilation adequate where chemicals are stored?			
Are typewriters, computers and other heavy equipment secured to prevent movement?			
Are objects around doors secured so as not to fall and block egress?			

Date: _____ Completed by: _____
To be kept in the office of each school

Form D: Emergency Drills Form

School: _____

Type of Drill	Date	Time	Remarks	Recorded by	Start	End

Form E: Emergency Status Report

This form is to be completed and forwarded to the Emergency Operations Center by the Site administrator or designee as soon as evacuation has been completed and the required information collected.

School: _____

Completed by: _____ Date: _____

Immediate Assistance Required (Circle One or More)

None Medical Fire Search & Rescue Support Personnel

Condition of Students (Circle One or More)

All Accounted For No Injuries No immediate help required

Missing (_____) -- Names:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Trapped in Building (_____) -- Names:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Continued next page)

Injured (_____) Requiring Immediate Medical Attention (_____)

Type of Injuries:

Condition of Staff (Circle One or More)

All Accounted For No Injuries No immediate help required

Missing (_____) -- Names:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Trapped in Building (_____) -- Names:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Injured (_____) Requiring Immediate Medical Attention (_____)

Type of Injuries:

Condition of School Building and Grounds

e.g. wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

Form F: Evacuation Route Hazard Checklist

Note:

- (1) This form is to be completed each school year prior to return of teachers.
- (2) Results from this assessment may result in memo to staff alerting them to temporary changes in normal evacuation routes.

School: _____

Completed by: _____ Date: _____

Possible Hazards	Yes	No	Location
Is any maintenance and/or repairs being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Are gas, sewer and power lines near outdoor assembly areas?			

Form H: Hate Motivated Behavior Reporting

School _____ Incident Date _____ Hate Crime
Hate Incident
Other Bias Event

Victim Information
Name(s) _____ Gender _____

Physical Address _____ (City) _____ P. O. Box _____ (City) _____

Race/Ethnicity/National Origin _____

Age _____ If exact not known: <18 18-25 25 If applicable, Religion _____

Incident Address _____ (City) _____

Location of the Incident: (Include further description of location in the narrative)

- Religious Site/Organization School Public Building Public Place
- Community Based Organization Business Residence Government Building
- Other _____

Type of Hate Crime/Incident

- Annoying Email Annoying Phone Call Assault with a Deadly Weapon Assault/Battery
- Attempted Murder Bomb Threat Brandishing A Weapon Criminal Threat
- Vandalism/Graffiti Robbery/Attempted Robbery Other

PLEASE INCLUDE FULL NARRATIVE DESCRIPTION OF INCIDENT ON BACK

Type of Hate Motivations(s):

- Race/Ethnicity/National Origin Gender Disability Sexual Orientation
- Religion Anti-Transgender Anti-Immigrant Sept. 11/Middle East Conflict
- Other _____

Specific Slurs:

Suspect(s) Information:

Number of Offenders(s) _____ Age(s): _____ If exact not known: <18 18-25 25

Race/Ethnicity/National Origin _____ Gender _____

Member of identifiable hate group or gang? Yes No If yes, specify _____

Crime Report Information:

Recorded as Hate Crime? Yes No Report#/Case#/DRN _____

Prior Incident? Yes No Previous police report filed? Yes No

Was victim assistance provided? Yes No If yes, please describe when and what services:

Report completed by: _____
PRINT NAME SIGNATURE TITLE

Form I: Special Staff Skills and Equipment

School: _____

School Year: _____

Experience/Equipment	Name of Employee
Medical/First Aid Experience	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (indicate type)	
Accessible Emergency Vehicles and Equipment	

Form K: Student Release-Permission Slip

To be included in each Emergency Handbook

School: _____

Date: _____ Time: _____

Name of Person Releasing Student:

Student's Name:

Authorized Adult:

Relationship to Student:

Student Being Transported To:

Phone Number:

Verified by Office:

(Signature)

(Date)

Section VII – Authorities and References

1. Earthquake Emergency Procedure System
2. Emergencies and Disaster Preparedness Plan BP
3. Emergencies and Disaster Preparedness Plan AR
4. Fire Drills & Fires
5. Civil Defense and Disaster Preparedness Plan
6. Earthquake Emergency Procedures
7. School Safety Plans
8. Use of School Facilities
9. Penal Code—Signage

Sierra County/Sierra-Plumas Joint USD Administrative Regulation

Earthquake Emergency Procedure System AR 3516.3

Business and Noninstructional Operations

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows or currently recommended practices or guidelines.

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the site administrator or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the site administrator or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the site administrator or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The site administrator or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The site administrator or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The site administrator or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System

Management Resources:

CALIFORNIA EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty
Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

WEB SITES

American Red Cross: <http://www.redcross.org>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

National Incident Management System: <http://www.fema.gov/emergency/nims>

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Sierraville, California

Regulation

approved: April 10, 2007

revised: June 10, 2008

revised: May 10, 2011

Sierra County/Sierra-Plumas Joint USD Board Policy

Emergencies And Disaster Preparedness Plan BP 3516

Business and Noninstructional Operations

The Board of Education recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)
(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized emergency management system

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

911! A Manual for Schools and the Media During a Campus Crisis, 2001

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Pandemic Flu School Action Kit, June 2006

WEB SITES

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

American Red Cross: <http://www.redcross.org>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

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

Contra Costa County Office of Education, Pandemic influenza resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:

<http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security: <http://www.dhs.gov>

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy
adopted: April 10, 2007

SIERRA COUNTY OFFICE OF EDUCATION
Sierraville, California

Sierra County/Sierra-Plumas Joint USD Administrative Regulation

Emergencies And Disaster Preparedness Plan AR 3516

Business and Noninstructional Operations

Components of the Plan

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff

(cf. 3516.1 - Fire Drills and Fires)

2. Earthquake or other natural disasters

(cf. 3516.3 - Earthquake Emergency Procedure System)

3. Environmental hazards

(cf. 3514 - Environmental Safety)

(cf. 3514.2 - Integrated Pest Management)

4. Attack or disturbance, or threat of attack or disturbance, by an individual or group

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5131.4 - Student Disturbances)

5. Bomb threat or actual detonation

(cf. 3516.2 - Bomb Threats)

6. Biological, radiological, chemical, and other activities, or heightened warning of such activities

7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks

(cf. 3530 - Risk Management/Insurance)

2. Instruction and practice for students and employees regarding emergency plans, including:

- a. Training of staff in first aid and cardiopulmonary resuscitation
- b. Regular practice of emergency procedures by students and staff

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site

b. Individuals responsible for specific duties

c. Designation of the site administrator for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans

d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation

e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:

a. Identification of areas of responsibility for supervision of students

b. Procedures for evacuation of students and staff, including posting of evacuation routes

c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible

(cf. 5141 - Health Care and Emergencies)

(cf. 5142 - Safety)

d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

(cf. 3543 - Transportation Safety and Emergencies)

e. Provision of a first aid kit to each classroom

f. Arrangements for students and staff with special needs

(cf. 4032 - Reasonable Accommodation)
(cf. 6159 - Individualized Education Program)

g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

(cf. 4161.1/4361.1 - Personal Illness/ Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)
(cf. 5113 - Absences and Excuses)
(cf. 6183 - Home and Hospital Instruction)

5. Closure of schools, including an analysis of:

a. The impact on student learning and methods to ensure continuity of instruction

b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

(cf. 3516.5 - Emergency Schedules)

6. Communication among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:

a. Identification of spokesperson(s)

(cf. 1112 - Media Relations)

b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites

(cf. 1113 - District and School Web Sites)

c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:

a. Development of guidelines for law enforcement involvement and intervention

b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

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

8. Steps to be taken after the disaster or emergency, including:

- a. Inspection of school facilities
- b. Provision of mental health services for students and staff, as needed

(cf. 6164.2 - Guidance/Counseling Services)

Regulation approved: April 10, 2007

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Sierraville, California

Sierra County/Sierra-Plumas Joint USD Administrative Regulation

Fire Drills And Fires AR 3516.1

Business and Noninstructional Operations

Fire Drills

The site administrator shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The site administrator shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The site administrator shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The site administrator or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The site administrator or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The site administrator or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the site administrator, designee and/or each department

head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 - School Safety Plan)

(cf. 3516 - Emergency and Disaster Preparedness Plan)

Legal Reference:

EDUCATION CODE

17074.50-17074.56 Automatic fire detection, alarm and sprinkler systems

32001 Uniform fire signals

32040 Duty to equip school with first aid kit

CODE OF REGULATIONS, TITLE 5

550 Fire drills

Regulation
approved: April 10, 2007

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Sierraville, California

PROHIBITED STUDENT CONDUCT AND CONSEQUENCES Conduct Policy AR		
5131		
INCIDENT	FIRST OFFENSE	SECOND OFFENSE
I BEHAVIOR THAT ENDANGERS STAFF AND/OR STUDENTS	Remove student Notify Parent Notify Superintendent for Suspension Review PowerSchool Log Entry Recommend Counseling May Contact Sheriff Refer to RTI SARB Warning Letter	Remove student Parent/Student Conference Notify Superintendent for Expulsion Review PowerSchool Log Entry Recommend Counseling Refer to RTI Refer to SARB May Contact Sheriff
II BEHAVIOR THAT DISRUPTS THE ORDERLY CLASSROOM OR SCHOOL ENVIRONMENT INCLUDING INSUBORDINATION	Remove from classroom Student Conference Notify Parent PowerSchool Log Entry Refer to RTI May Suspend from Class	Remove from Classroom PowerSchool Log Entry Parent/Student Conference May suspend 1 or More Days Revisit RTI Plan SARB Warning Letter
III HARASSMENT OF STUDENTS OR STAFF, INCLUDING BULLYING, INTIMIDATION, HAZING, OR ANY OTHER VERBAL, WRITTEN OR PHYSICAL CONDUCT THAT CAUSES OR THREATENS TO CAUSE BODILY HARM OR EMOTIONAL SUFFERING	Remove student Notify Parent PowerSchool Log Entry Student Conference May suspend 1 day Recommend Counseling Refer to RTI May Notify Sheriff SARB Warning Letter	Remove Student PowerSchool Log Entry Parent/Student Conference May suspend 1 or more days Revisit RTI Plan Recommend counseling May notify Sheriff May refer to SARB
IV DAMAGE TO OR THEFT OF PROPERTY BELONGING TO THE DISTRICT, STAFF, OR STUDENTS	PowerSchool Log Entry Student Conference Notify Parent Replace or Repair Item or Provide Money for Replacement/Repair May Notify Sheriff	PowerSchool Log Entry Student Conference Notify Parent Replace or Repair Item or Provide Money for Replacement/Repair May Notify Sheriff Refer to RTI
V PROFANE, VULGAR, OR ABUSIVE LANGUAGE – WRITTEN OR SPOKEN	PowerSchool Log Entry Detention - 1 day Other as needed	PowerSchool Log Entry Detention – 2 days Other as needed

INCIDENT	FIRST OFFENSE	SECOND OFFENSE
VI PLAGIARISM OR DISHONESTY IN SCHOOL WORK OR ON TESTS	PowerSchool Log Entry Notify Parent Loss of credit on Assignment	PowerSchool Log Entry Parent/Student Conference Loss of Credit
VII INAPPROPRIATE DRESS	PowerSchool Log Entry Student Conference Offer Alternate Article(s) of Clothing Remove from Classes Until Clothing is Within Guidelines	PowerSchool Log Entry Notify Parent Remove from Classes Until Clothing is Within Guidelines SARB Warning Letter
VIII TARDINESS AND UNEXCUSED ABSENCE FROM SCHOOL	May Notify Parent May Notify Sheriff Assign Detention – 1 Day	Assign Detention – 1 Day May Notify Parent May Notify Sheriff May refer to Social Services Eventual SARB referral
IX FAILURE TO REMAIN ON SCHOOL PREMISES ACCORDING TO SCHOOL RULES	PowerSchool Log Entry Notify Parent Detention- 1 Day Considered Truant	PowerSchool Log Entry Notify Parent Detention – 1 Day Eventual SARB Referral
X DISTURBING THE PEACE, INCLUDING, BUT NOT LIMITED TO, DESTROYING PROPERTY, FIGHTING, CHALLENGING ANOTHER TO FIGHT, OR USING OFFENSIVE WORDS LIKELY TO PROVOKE A FIGHT	Remove student Student Conference PowerSchool Log Entry Notify Parent May notify Sheriff Recommend Counseling Refer to RTI	Remove Student PowerSchool Log Entry Parent/Student Conference May suspend 1 or More Days May Notify Sheriff Recommend Counseling Revisit RTI Plan SARB Warning Letter
XI INTERFERING WITH OR UNAUTHORIZED USE OF THE DISTRICT'S COMPUTERS	PowerSchool Log Entry Notify Parent Computer Use Taken Away for up to 1 Week May notify Sheriff	PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent Computer Use in Jeopardy at School May Notify Sheriff

INCIDENT	FIRST OFFENSE	SECOND OFFENSE
XII POSSESSING, USING, OR SELLING ALCOHOL, OTHER DRUGS OR PARAPHERNALIA	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent for Suspension Review Notify Sheriff Review Counseling
XIII POSSESSING OR USING TOBACCO OR ANY TOBACCO OR NICOTINE PRODUCT	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff May refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling Revisit RTI Plan
XIV POSSESSING WEAPONS OF ANY KIND	PowerSchool Log Entry Notify Parent Student Conference May Notify Sheriff Notify Superintendent for Suspension/Expulsion Review Refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Notify Superintendent for Expulsion Review Review Counseling Review RTI Plan
XV PUBLIC DISPLAYS OF AFFECTION	Student Conference PowerSchool Log Entry Notify Parent May Assign Detention	Student Conference PowerSchool Log Entry Notify Parent Refer to Counseling
XVI FAILURE TO SERVE DETENTION(S)	Double Detentions Assigned for Each Missed Detention	Double Detentions Assigned for Each Missed Detention SARB Warning Letter

Unresolved behavior at school may result in a referral to the School Attendance Review Board.

KEY: RTI *Response to Intervention*
SARB *Student Attendance Review Board*
SAP *Student Assistance Program*

Approved: April 10, 2007
Revised: November 18, 2008
Revised: September 8, 2009
Revised: December 14, 2010
Revised: April 10, 2012

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville, California

Civil Defense and Disaster Preparedness Plans

California Administrative Code, Title V

Section 560, Division 1, Chapter 2, Subchapter 3

560. CIVIL DEFENSE AND DISASTER PREPAREDNESS PLANS.

The governing board shall:

- (a) Adopt a written policy guideline for use by schools of the district in formulating individual civil defense and disaster preparedness plans.

The policy guideline shall meet the criteria established in that part of the *Civil Defense and Disaster Planning Guide for School Officials entitled "Essential Characteristics of the School Planning Guide"*, published by the State Department of Education, and shall be subject to approval by the county superintendent of schools. The policy guideline shall be reviewed at least annually and revised as needed. Plans and revisions may be subject to review and approval by the State Department of Education.

- (b) Require the site administrator of each school in the district to formulate and submit to the district superintendent for approval a civil defense and disaster preparedness plan for that school. Each school plan shall satisfy the governing Board's policy guideline, coordinate with the appropriate local government plan, be reviewed at least annually and be kept current.
- (c) Require each school to test its plan (other than fire drills) or each portion thereof on a rotating basis at least two times during the school year and keep a record of such tests. The record shall be maintained in a manner determined by the governing board, and available to the Department of Education upon request.

Earthquake Emergency Procedures

EDUCATION CODE §35295 LEGISLATIVE FINDINGS AND DECLARATIONS

35295. The Legislature finds and declares the following:

(a) Because of the generally acknowledged fact that California will experience moderate to severe earthquakes in the foreseeable future, increased efforts to reduce earthquake hazards should be encouraged and supported.

(b) In order to minimize loss of life and disruption, it is necessary for all private elementary schools and high schools to develop school disaster plans and specifically an earthquake emergency procedure system so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes.

(c) It is therefore the intent of the Legislature in enacting this article to authorize the establishment of earthquake emergency procedure systems in kindergarten and grades 1 through 12 in all private schools in California.

35296. The governing board of each private school shall establish an earthquake emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom. A governing board may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedure systems.

35297. The earthquake emergency procedure system shall include, but not be limited to, all of the following:

(a) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

(b) A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(c) Protective measures to be taken before, during, and following an earthquake.

(d) A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. *(Amended by Stats. 1988, Ch. 448, Sec. 1.)*

EDUCATION CODE §35294 LEGISLATIVE INTENT

35294.10. (a) It is the intent of the Legislature that all public schools with any combination of instructional settings from kindergarten to grade 7, inclusive, have access to supplemental resources to establish programs and strategies that promote school safety and emphasize violence prevention among children and youth in the public schools. It is further the intent of the Legislature to fund and coordinate the programs and activities carried out pursuant to the Interagency School Safety Demonstration Act of 1985 (Chapter 2.5 (commencing with Section 32260)), relating to safe school model programs; Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19, relating to the development of school safety plans; and Article 6 (commencing with Section 32296) of Chapter 2.5 of Part 19, relating to school community policing, in a cooperative and interactive effort to promote school safety and violence prevention in the public schools.

(b) It is further the intent of the Legislature that the Superintendent of Public Instruction and the Attorney General shall utilize available resources to make every effort to coordinate activities and the distribution of resources to maximize their effective and efficient use in establishing and maintaining safe schools.

EDUCATION CODE §32282 SCHOOL SAFETY PLANS

(a)The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1)Assessing the current status of school crime committed on school campuses and at school-related functions.

(2)Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A)Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B)Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i)Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A district or county office may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I)A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II)A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III)Protective measures to be taken before, during, and following an earthquake.

(IV)A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii)Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

(C)Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D)Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E)A discrimination and harassment policy consistent with the prohibition against

discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F)The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the site administrator of the school or the person designated by the site administrator. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G)Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H)A safe and orderly environment conducive to learning at the school.

(I)The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(b)It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c)Grants to assist schools in implementing their comprehensive school safety plan shall be made available through the partnership as authorized by Section 32285.

(d)Each schoolsite council or school safety planning committee in developing and updating a comprehensive school safety plan shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.

(e)The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(f)As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(g)The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval under subdivision (a) of Section 32288.

(Amended by Stats. 2011, Ch. 732, Sec. 3. Effective January 1, 2012. Operative July 1, 2012, by Sec. 8 of Ch. 732.)

Use of School Facilities

EDUCATION CODE §40041.5, 40042

§ 40041.5 MASS CARE AND WELFARE SHELTERS

Notwithstanding Section 40043, the governing board of any school district shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The governing board shall cooperate with these agencies in furnishing and maintaining such services as the governing board may deem necessary to meet the needs of the community.

(Added by Stats. 1984, c. 1659, § 3.)

§ 40042. MANAGEMENT, DIRECTION AND CONTROL; RULES AND REGULATIONS

The management, direction, and control of school facilities under this article is vested in the governing board of the school district which shall promulgate all rules and regulations necessary to provide, at a minimum, for the following:

- 1) Aid, assistance, and encouragement to any of the activities authorized in Sections 40041 and 40041.5.
- 2) Preservation of order in school facilities and on school grounds, and protection of school facilities and school grounds, including, if the governing board deems necessary, appointment of a person who shall have charge of the school facilities and grounds for purposes of their preservation and protection.
- 3) That the use of school facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork.

(Added by Stats. 1982, c. 1502, p. 5829, § 5.

Amended by Stats. 1984, c. 1659, § 4.)

(Former § 40042 was repealed by Stats. 1982, c. 1502, p. 5828, § 4.)

Penal Code § 627

All public schools are required by California Penal Code Title 15, Chapter 1.1 § 627, to post signs at points of entry to their campuses or buildings from streets and parking lots.

627.2. No outsider shall enter or remain on school grounds during school hours without having registered with the site administrator or designee, except to proceed expeditiously to the office of the site administrator or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the site administrator or designee, an outsider shall comply with such signs.

627.6. At each entrance to the school grounds of every public school at which this chapter is in force, signs shall be posted specifying the hours during which registration is required pursuant to Section 627.2, stating where the office of the site administrator or designee is located and what route to take to that office, and setting forth the applicable requirements of Section 627.2 and the penalties for violation of this chapter.

627.7. (a) It is a misdemeanor punishable by imprisonment in the county jail not to exceed six months, or by a fine not to exceed five hundred dollars (\$500), or by both, for an outsider to fail or refuse to leave the school grounds promptly after the site administrator, designee, or school security officer has requested the outsider to leave or to fail to remain off the school grounds for 7 days after being requested to leave, if the outsider does any of the following:

(1) Enters or remains on school grounds without having registered as required by Section 627.2.

(2) Enters or remains on school grounds after having been denied registration pursuant to subdivision (a) of Section 627.4.

(3) Enters or remains on school grounds after having registration revoked pursuant to subdivision (b) of Section 627.4.

(b) The provisions of this section shall not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.

(c) When a person is directed to leave pursuant to subdivision (a), the person directing him or her to leave shall inform the person that if he or she reenters the place within 7 days he or she will be guilty of a crime.

627.8. Every outsider who willfully and knowingly violates this chapter after having been previously convicted of a violation of this chapter committed within seven years of the date of two or more prior violations that resulted in conviction, shall be punished by imprisonment in the county jail for not less than 10 days nor more than six months, or by both such imprisonment and a fine not exceeding five hundred dollars (\$500)

Section VIII – Standard Emergency Management System

The Sierra-Plumas Joint Unified School District utilizes the National Incident Management System, Incident Command System and the Standardized Emergency Management System in alignment with the County of Sierra, California.

The five key elements utilized are as follows:

1. **Management/Incident Command:** Responsible for overall policy and coordination
2. **Planning/Intelligence:** Responsible for collecting, evaluating, and disseminating information; developing the action plan in coordination with other functions; and maintaining documentation
3. **Operations:** Responsible for coordinating all operations (carrying on the mission of the organization)
4. **Logistics:** Responsible for providing facilities, services, personnel, equipment and materials
5. **Finance/Administration:** Responsible for financial activities and administrative aspects not assigned to other functions



California School Boards Association

**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE FRIDAY, MARCH 15, 2013**

January 31, 2013

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Cindy Marks, President

Re: 2013 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Friday, March 15, 2013

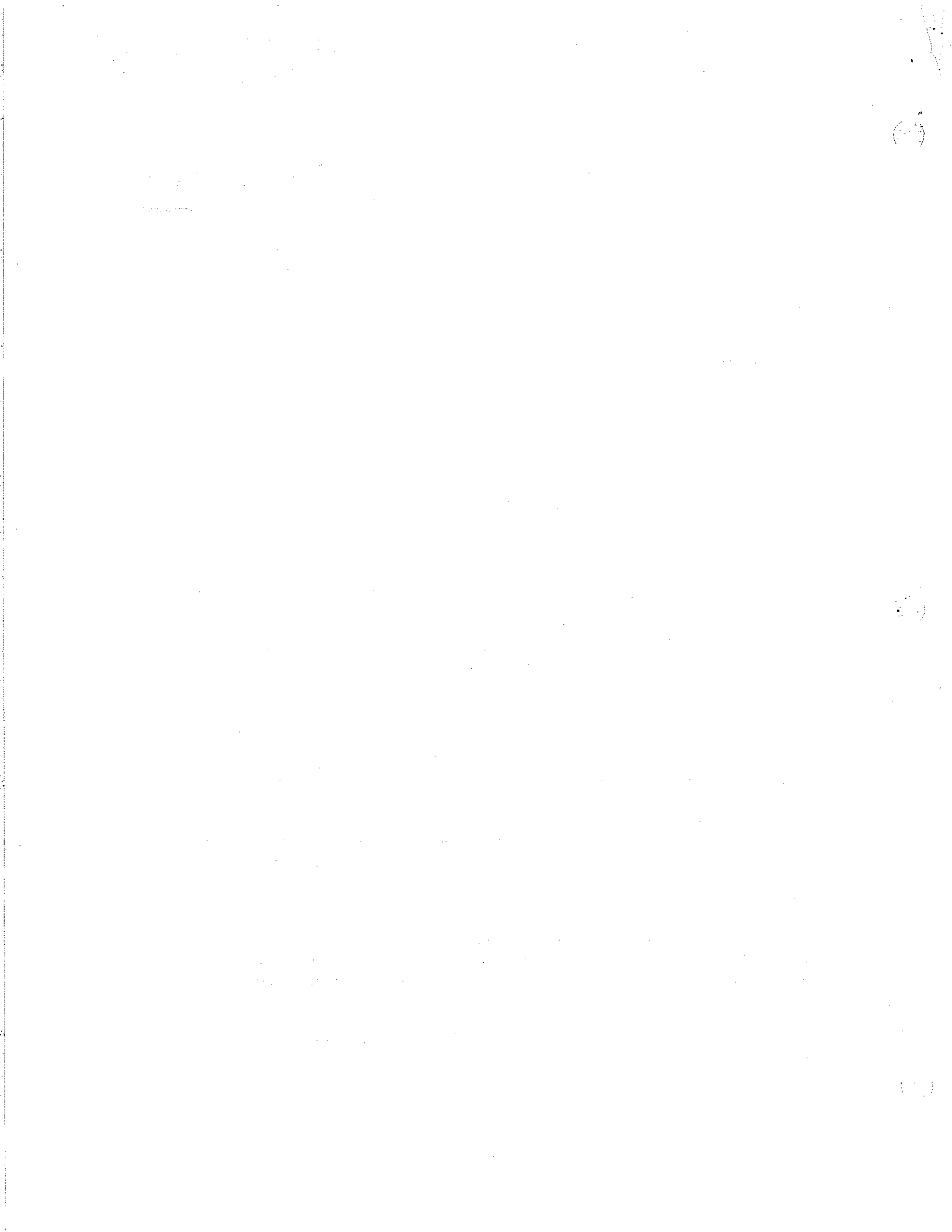
Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Friday, March 15. No exceptions are allowed.**

Election results will be available no later than Monday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2013 – March 31, 2015. The next meeting of the Delegate Assembly is on Saturday, May 18 – Sunday, May 19 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Monday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.



This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **FRIDAY, MARCH 15, 2013**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2013 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-D
(Nevada, Placer, Sierra Counties)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2013 – March 31, 2015

**denotes incumbent*

Trish Gerving (Nevada City SD)*

Paige K. Stauss (Roseville Joint Union HSD)*

James Brian Vlahos (Roseville City SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 4 – Paula Campbell, Director (Nevada City SD)
8 Delegates (8 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Barbara McIver (Red Bluff Joint Union HSD), term expires 2014

Subregion B

Don Phillips (Oroville Union HSD), term expires 2013

Subregion C

Jim Flurry (Marysville Joint USD), term expires 2014
Sharman Kobayashi (Yuba City USD), term expires 2013

Subregion D

Trish Gerving (Nevada City USD), term expires 2013
Lynn MacDonald (Placer Union HSD), term expires 2014
Paige K. Stauss (Roseville Joint Union HSD), term expires 2013

County Delegate

Lynn M. Oliver (Placer COE), term expires 2014

Counties

Glenn, Tehama (Subregion A)
Butte (Subregion B)
Colusa, Sutter, Yuba (Subregion C)
Nevada, Placer, Sierra (Subregion D)



2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: Paige K. Stauss	CSBA Region/Subregion: 4D /
District or COE: Roseville Joint Union High School District	Years on board: 8 ADA: 10000
Contact Number: 916-791-0368	E-mail: paige@stauss.com
Are you a continuing Delegate? <input checked="" type="radio"/> Yes <input type="radio"/> No	If yes, how long have you served as a Delegate? 2

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- 1) Increase the number of students prepared for post secondary options; we have the obligation to make sure our students are prepared to function in our complex global world. We need our high school curriculum to be rigorous and our graduates to be competent in reading, writing, communicating, math and information collection and analysis. Implementation of the Common Core Curriculum will be instrumental in accomplishing this goal.
- 2) In our district, we are working hard to increase the number of students who successfully complete math and science courses and decrease the number of remedial classes that our graduates need to take at the college level. The Association should encourage collaboration with higher education.
- 3) The Association's job is to be the advocate for California's students. We should be on the forefront of technology use in the classroom, to encourage teachers to deliver instruction the way that 21st century students learn, including increasing our online curriculum capabilities.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I serve on a high school district board overseeing five comprehensive high schools. Over the years, I have developed relationships in each of our feeder districts, the county Office of Education, and our local elected officials. I work hard to develop relationships at each of our sites with both teachers and administrators. I was even fortunate to meet with former Superintendent Jack O'Connell to discuss district needs regarding testing, special education, and flexibility in categorical spending. By creating relationships, I believe I have an understanding of what their needs and interests are in order to communicate those needs to CSBA.

I have served on our Continuous Improvement Learning Team, Facilities Committee (contributed to building 2 high schools), Communications Committee and the Vision committee. I completed the Masters in Governance program, and served as Board President. Prior to my election to the board, I served on a high school WASC team, an elementary Site Council for 4 years, served as parent Club President for 2 years in elementary and one year in junior high. I have chaired Sober Grad Night and been active in the founding of our education foundation.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I have experience on the local level to understand education policy. I have been dedicated to improving education for 23 years, having studied education issues now longer than my business career. I'd like to have the opportunity to look at the issues in education on the state level, and make a contribution in solving some of those problems. Our students in California deserve the best education this nation can offer. I believe that public education is one of the most important factors contributing to the strength of our country. We need to focus on increasing achievement for every student.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: _____

11/26/12

Paige K. Stauss

Board of Trustees, Roseville Joint Union High School District
1750 Cirby Way, Roseville, CA 95661
Phone 916.791.0368

OBJECTIVE

Continue as Delegate to the California School Board Association, representing Region 4. CSBA has the power to influence education direction in this state and I would like to be influential in that process.

EDUCATION

Masters in Governance, CSBA, 2009
UC Berkeley, Masters in Business Administration, 1981
UC Berkeley, BS in Accounting, 1977

EXPERIENCE

Tandem Computers, Inc. 1984-1985 Manager of Business Development
1982-1984 International Treasury Analyst
Crocker National Bank 1981-82 Corporate Lending
1979-81 International Operations
Bank of America 1971- 1979 Branch operations

LEADERSHIP IN EDUCATION

Placer County Women's Leadership Coalition
Roseville Joint Union High School District

- Board President, 2008
- Facilities, Vision, Communication and City Liaison Committees
- Continuous Improvement Leadership Team
- Placer County Committee of School District Organization

High School

- Chairman of Sober Grad Night
- WASC Committee
- Curriculum Instruction Team

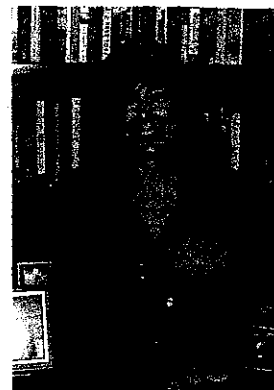
Elementary School

- Budget, high achiever and principal selection committees
- Site Council
- Parent Teacher Club president (3 years)
- Eureka Schools Foundation auction chair raising over \$250,000
- Raised funds and oversaw construction of \$100,000 shade pavilion

COMMUNITY INVOLVEMENT

Have been active with several charities including American Cancer Society, National Charity League and Senior Independent Services

My husband, Eric, and I have been married for 31 years and we have four children, ages 22 to 28.





CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Trish Gerving</u>	CSBA Region/Subregion: <u>4 / D</u>
District or COE: <u>Nevada City School District</u>	Years on board: <u>12</u> ADA: <u>900</u>
Contact Number: <u>530/913-8006</u>	E-mail: <u>tgerving@pacbell.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>4 years</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association. First would be funding. School districts are required to do more with less. A fair and reasonable funding system is needed for all districts. Second would be support with regards to common core. This change is going to be costly. Education will be needed as well as technology upgrades. Districts will have challenging times meeting these new requirements. Third would be continuing education for board members. With education changing as quickly as it is and the needs of students every increasing, boards need to understand options and ways to find solutions to meet the challenging goal of providing a strong education to all students.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office. I have served on the NCSD board for 12 years. Part of my duties as a board member include serving on our Nevada County School Boards Association. This has provided a wonderful opportunity to share informatoin as well as listen to the needs of other districts in our area. I serve as representative for our district on the Joint Powers Asocation for busing. I have also served on the Board of our Nevada City Schools Foundatoin for 10 years. Our high school passed a bond and I serve on the oversight committee for the bond.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As a delegate, I will contribute my prior experience as a long time board member for a small rural district as well as my understanding of CSBA which I have gained through my previous 4 years as a delegate. I enjoy serving the counties I represent and look forward to continue serving as a delgate for region 4D.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Trish Gerving Date: 12/27/12



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>James Brian Vlahos</u>	CSBA Region/Subregion: <u>4 / D</u>
District or COE: <u>Roseville City School District</u>	Years on board: <u>2</u> ADA: <u>9,632</u>
Contact Number: <u>(916) 771-1600</u>	E-mail: <u>jblahos@surewest.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>N/A</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- 1) Implement the "New Common Core Standards". Teaching to the "test" has been proven to stifle critical thinking.
- 2) Increase parent involvement in the child's education. By helping parents understand, that together, educators and parents are providing the necessary skills to the student so that they may develop into future responsible adults.
- 3) Help insure "Prop 30 Funds" make it to the school districts as intended. These voter approved funds are essential to any learning environment, child development, and existing facilities management.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

- 1) Tommy Apostolos Shopping Spree
- 2) Giving Tree at Woodbridge
- 3) ACE Program
- 4) Design Build Competition
- 5) High School Sports
- 6) Advocate for Apprenticeships as an alternative to college
- 7) I work with other school board members in the adjoining areas
- 8) Research Green Energy and make known the potential cost savings to the district

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I would like to become a delegate to the CSBA so that I may improve the quality of education and service to our students and their families. As a Board Member and Delegate to CSBA, I am confident I will acquire an understanding and functionality of the system as a whole to the benefit to all parties involved. I am enrolling in the 2013 CSBA Masters in Governance Program.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: 12-19-12

Sierra County/Sierra-Plumas Joint USD

Proposed

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the district's uniform complaint procedures.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression, or genetic information; the perception of one, or any other characteristic identified in Education Code 200 or more of such characteristics; 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)
 (cf. 6159 - Individualized Education Program)
 (cf. 6171 - Title I Programs)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6175 - Migrant Education Program)
 (cf. 6178 - Career Technical Education)
 (cf. 6178.1 - Work-Based Learning)
 (cf. 6178.2 - Regional Occupational Center/Program)
 (cf. 6200 - Adult Education)

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with the uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
 (cf. 5125 - Student Records)
 (cf. 9011 - Disclosure of Confidential/Privileged Information)

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE
 200-262.4 Prohibition of discrimination
 8200-8498 Child care and development programs
 8500-8538 Adult basic education

18100-18203 School libraries
 32289 School safety plan, uniform complaint procedures
 35186 Williams uniform complaint procedures
 37254 Intensive instruction and services for students who have not passed exit exam
 41500-41513 Categorical education block grants
 48985 Notices in language other than English
49010-49013 Student fees
 49060-49079 Student records
 49490-49590 Child nutrition programs
 52160-52178 Bilingual education programs
 52300-52490 Career technical education
 52500-52616.24 Adult schools
 52800-52870 School-based program coordination
 54000-54028 Economic impact aid programs
 54100-54145 Miller-Unruh Basic Reading Act
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56867 Special education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section
 4600-4687 Uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

6301-6577 Title I basic programs
 6601-6777 Title II preparing and recruiting high quality teachers and principals
 6801-6871 Title III language instruction for limited English proficient and immigrant students
 7101-7184 Safe and Drug-Free Schools and Communities Act
 7201-7283g Title V promoting informed parental choice and innovative programs
 7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

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

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

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

SIERRA COUNTY OFFICE OF EDUCATION
 SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
 Sierraville, California

Policy

adopted: April 10, 2007

revised: August 11, 2009

revised: August 10, 2010

revised: June 12, 2012

revised: February 12, 2013



Sierra County/Sierra-Plumas Joint USD

Proposed

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3

Community Relations

AR 1312.3(a)

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

(cf. 5145.6 - Parental Notifications)

Compliance Officers

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

Derek Cooper, Site Administrator
 Loyalton Elementary School
 (P. O. Box 5) 111 Beckwith Street
 Loyalton CA
 (530) 993-4482

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 9124 - Attorney)

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

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

(cf. 5145.6 - Parental Notifications)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
 - f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

Within three business days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint

2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including when the district has not taken action within 60 calendar days of the date the complaint was filed with the district. (5 CCR 4650)

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

Regulation
approved: April 10, 2007
revised: September 11, 2012
revised: February 12, 2013

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION
Sierraville, California

Sierra County/Sierra-Plumas Joint USD

Students

BP 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

New The Governing Board believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

New The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students classified as chronic absentees and truants, as defined in law and administrative regulation.

New The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5126 - Awards for Achievement)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.6 - School Health Services)

(cf. 5145.3 - Nondiscrimination/Harassment)

New The Superintendent or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. He/she also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

(cf. 1020 - Youth Services)

(cf. 5030 - Student Wellness)

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

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6158 - Independent Study)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)
 (cf. 6173.2 - Education of Children of Military Families)
 (cf. 6175 - Migrant Education Program)
 (cf. 6179 - Supplemental Instruction)
 (cf. 6181 - Alternative Schools/Programs of Choice)
 (cf. 6183 - Home and Hospital Instruction)
 (cf. 6184 - Continuation Education)
 (cf. 6185 - Community Day School)

New

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

New

A student's truancy, tardiness, or other absence from school shall not be the sole basis for his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)
 (cf. 5144.1 - Suspension and Expulsion/Due Process)

New

The Superintendent or designee shall regularly analyze data on student absence to identify patterns of absence districtwide and by school, grade level, and student population. Such data shall be used to identify common barriers to attendance, prioritize resources for intervention, and monitor progress over time. The Superintendent or designee shall periodically report this information to the Board for purposes of evaluating the effectiveness of strategies implemented to reduce chronic absence and truancy and making changes as needed. As appropriate, the Superintendent or designee also shall provide this information to key school staff and community agency partners to engage them in program evaluation and improvement and in identification of how to best allocate available community resources.

School Attendance Review Board

✓

In accordance with law and administrative regulation, habitual truants may be referred to a school attendance review board (SARB).

New

The Board may submit a nomination to the County Superintendent of Schools for a person who will serve on the county SARB as a representative of school districts. (Education Code 48321)

New

The Board shall appoint members of the district's SARB, who may include, but are not limited to, a parent/guardian as well as representatives of the district, county probation department, county welfare department, county office of education, law enforcement agencies, community-based youth service centers, school guidance personnel, child welfare and attendance personnel, school or county health care personnel, and school, county, or community mental health personnel. (Education Code 48321)

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)
 37223 Weekend classes
 41601 Reports of average daily attendance
 46000 Records (attendance)

46010-46014 Absences
 46110-46119 Attendance in kindergarten and elementary schools
 46140-46147 Attendance in junior high and high schools
 48200-48208 Children ages 6-18 (compulsory full-time attendance)
 48225.5 Work permits, entertainment and allied industries
 48240-48246 Supervisors of attendance
 48260-48273 Truants
 48290-48296 Failure to comply; complaints against parents
 48320-48325 School attendance review boards
 48340-48341 Improvement of student attendance
 48400-48403 Compulsory continuation education
 48900 Suspension and expulsion
 49067 Unexcused absences as cause of failing grade
 60901 Chronic absence
GOVERNMENT CODE
 54950-54963 The Ralph M. Brown Act
PENAL CODE
 270.1 Chronic truancy; parent/guardian misdemeanor
 272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy
 830.1 Peace officers
VEHICLE CODE
 13202.7 Driving privileges; minors; suspension or delay for habitual truancy
WELFARE AND INSTITUTIONS CODE
 601-601.4 Habitually truant minors
 11253.5 Compulsory school attendance
CODE OF REGULATIONS, TITLE 5
 306 Explanation of absence
 420-421 Record of verification of absence due to illness and other causes
COURT DECISIONS
L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources:

CSBA PUBLICATIONS

Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook, 2012

School Attendance Improvement Handbook, 2000

WEB SITES

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

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

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

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.cal-schls.wested.org>

OnTrackCA: <http://www.ontrackca.org>

Policy

adopted: April 10, 2007

revised: February 12, 2013

Sierra County Office of Education
 Sierra-Plumas Joint Unified School District
 Sierraville CA 96126



**Sierra County/Sierra-Plumas Joint USD
Students**

AR 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, *valid excuse* includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. A valid excuse also may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)
(cf. 5113.2 - Work Permits)

Addressing Chronic Absence

When a student is identified as a chronic absentee, the Superintendent or Designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 6020 - Parent Involvement)

The student may be referred to a student success team (currently Response to Intervention team) or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her.

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)
 (cf. 6164.2 - Guidance/Counseling Services)
 (cf. 6164.5 - Student Success Teams)
 (cf. 6173 - Education for Homeless Children)
 (cf. 6173.1 - Education for Foster Youth)
 (cf. 6173.2 - Education of Children of Military Families)
 (cf. 6175 - Migrant Education Program)

- ✓ A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

(cf. 6158 - Independent Study)
 (cf. 6176 - Weekend/Saturday Classes)
 (cf. 6178.1 - Work-Based Learning)
 (cf. 6179 - Supplemental Instruction)
 (cf. 6181 - Alternative Schools/Programs of Choice)
 (cf. 6183 - Home and Hospital Instruction)
 (cf. 6184 - Continuation Education)

New Whenever chronic absenteeism is linked to a health issue or nonschool condition, the Superintendent or Designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

(cf. 1020 - Youth Services)
 (cf. 5141.6 - School Health Services)

Addressing Truancy

✓ An Superintendent or Designee or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

New The Superintendent or Designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. Initial truancy
 - ✓ a. The student shall be reported to the site administrator. (Education Code 48260)
 - b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
 - (1) The student is truant.

- (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
- (3) Alternative educational programs are available in the district.
- (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or Superintendent or Designee or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.
- (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.
- (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

- c. The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

2. Second truancy

- a. Any student who has once been reported as a truant shall again be reported to the Superintendent or Designee as a truant if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)
- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)
- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)
- e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student

New

Revised

graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

3. Third truancy (habitual truancy)

- a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's Superintendent or Designee. (Education Code 48263, 48264.5)
- b. Upon making a referral to the SARB or the probation department, the Superintendent or Designee shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)
- c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)
- d. If the Superintendent or Designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or Designee may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy

- a. Upon his/her fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)
- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or Designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

5. Absence for 10 percent of school days (chronic truancy)

- a. The Superintendent or Designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.
- b. If a chronically truant student is at least age 6 years and is in any of grades K-8, the Superintendent or Designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

New

Records

Notes The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

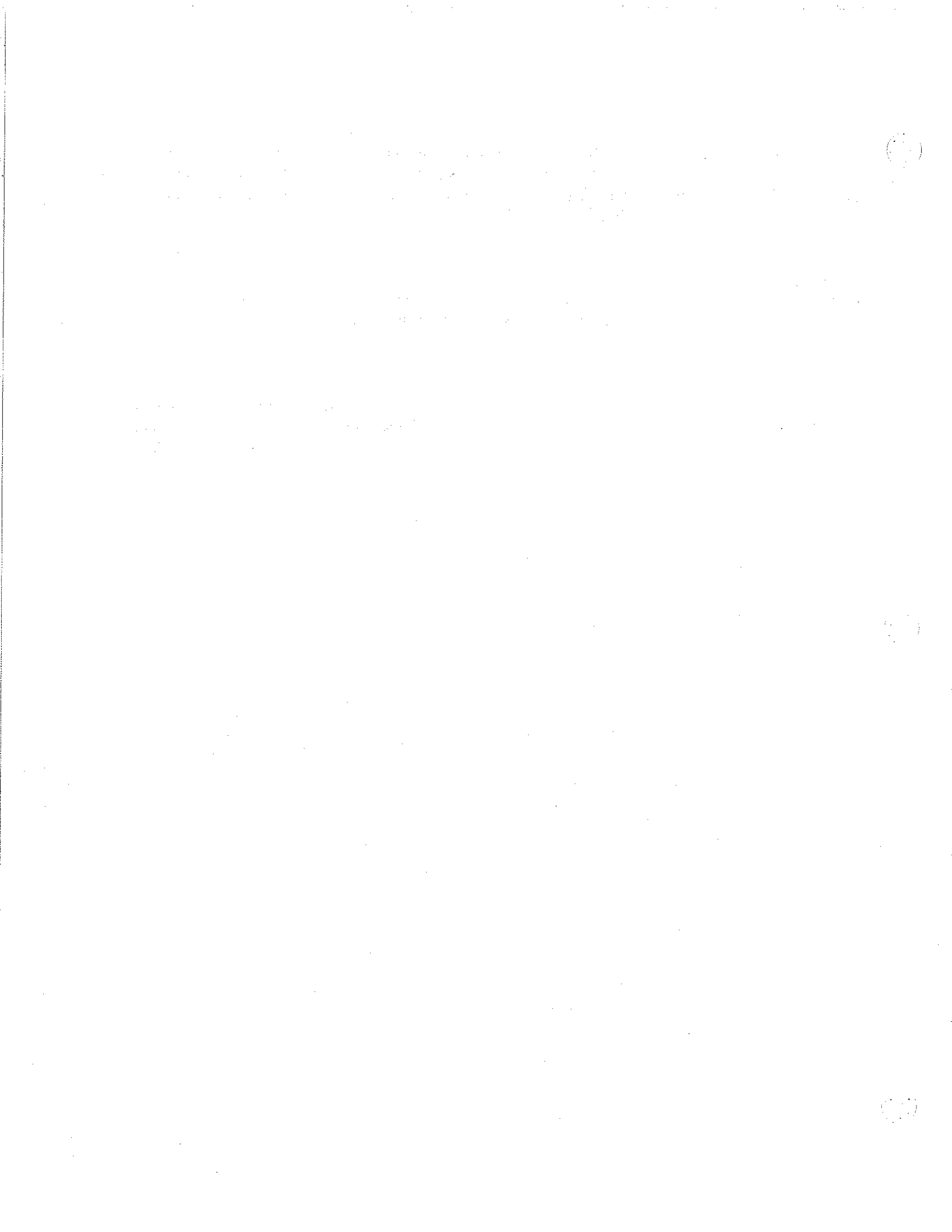
✓ The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

Policy

adopted: April 10, 2007

revised: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126



Sierra County/Sierra-Plumas Joint USD

Students

AR 5125(a)

STUDENT RECORDS

Definitions

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

1. Directory information

(*cf. 5125.1 - Release of Directory Information*)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, subject to the provisions of 34 CFR 99.8

(*cf. 3515 - Campus Security*)

(*cf. 3515.3 - District Police/Security Department*)

4. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

- ✓ *Parent/guardian* means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)
- ✓ *School officials and employees* are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.
- ✓ *Contractor or consultant* is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)
- ✓ *Legitimate educational interest* is an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records.
- ✓ *Custodian of records* is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)
- ✓ *County placing agency* means the county social service department or county probation department. (Education Code 49061)

Persons Granted Access

The following persons shall have absolute access to any and all student records in accordance with law:

- ✓ 1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069; Family Code 3025)
- ✓ 2. An adult student age 18 years or older, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records (34 CFR 99.3, 99.5)
- News 3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

(cf. 6159 - Individualized Education Program)

In addition, the following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

- ✓ 1. Parents/guardians of a student age 18 or older who is a dependent child as defined under 26 USC 152. (Education Code 49076; 34 CFR 99.31)
- ✓ 2. Students who are age 16 or older or who have completed the 10th grade (Education Code 49076; 34 CFR 99.31)

- ✓ 3. School officials and employees, consistent with the definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)
- ✓ 4. Members of a school attendance review board (SARB) who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(cf. 5113.1 - Chronic Absence and Truancy)

- ✓ 5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

✓ When the district discloses personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

- ✓ 6. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

- New
- 7. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #6 above (Education Code 49076)

- ✓ 8. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

- ✓ 9. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

- ✓ 10. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
- ✓ 11. Any probation officer, district attorney, or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

✓ When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

- ✓ 12. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

- ✓ 13. Any foster family agency with jurisdiction over currently enrolled or former students for purposes of accessing those students' records of grades and transcripts and any individualized education program developed and maintained by the district (Education Code 49069.3)

(cf. 6173.1 - Education for Foster Youth)

- ✓ 14. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #11 above. (Education Code 49076)

- ✓ 15. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; 34 CFR 99.1-99.67)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school. (Education Code 49076.5)

✓ At his/her discretion, the Superintendent or designee may release information from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

New
When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

2. Accrediting associations (Education Code 49076; 34 CFR 99.31)
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)
 - a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interests in the information.
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)
5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, in which case the Superintendent or designee shall notify the student's parent/guardian of his/her rights in accordance with law prior to releasing the information (Health and Safety Code 120440)

- New
6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract by the district, excluding volunteers or other parties (Education Code 49076)

(cf. 3600 - Consultants)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or his/her parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31, 99.36)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.31, 99.37)

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

Persons, agencies, or organizations not afforded access rights by law may be granted access only through written consent of the parent/guardian or adult student, or by judicial order. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent may grant consent if both parents notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

De-identification of Records

When authorized by law for any program audit, educational research, or other purposes, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 34 CFR 99.31)

Process for Providing Access to Records

- ✓ Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)
- ✓ The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)
- ✓ The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (34 CFR 99.31)
- ✓ To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.
- ✓ When prior written consent is required by law, the parent/guardian shall provide a written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed. (34 CFR 99.30)
- ✓ Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)
- ✓ Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)
- ✓ The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

- ✓ A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The log does not need to include record of access by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials and employees who have a legitimate educational interest

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student who is age 16 years or older or who has completed the 10th grade, custodian of records, and certain state or federal officials. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

(cf. 3260 - Fees and Charges)

Changes to Student Records

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

(cf. 5125.3 - Challenging Student Records)

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student. (5 CCR 437)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
(cf. 5111 - Admission)
3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence

(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given

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

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

2. A log identifying persons or agencies who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - Health Screening for School Entry)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

(cf. 6159 - Individualized Education Program)

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

5. Language training records

(cf. 6174 - Education for English Language Learners)

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or denial of student participation in specific programs

10. Results of standardized tests administered within the past three years

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data

(cf. 5144 - Discipline)

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices

6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5119 - Students Expelled From Other Districts)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

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

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. Insofar as practicable, the district shall provide these notices in the student's home language and shall effectively notify parents/guardians or eligible students with disabilities. (Education Code 49063; 34 CFR 99.7)

(cf. 5145.6 - Parental Notifications)

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

(cf. 5020 - Parent Rights and Responsibilities)

12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g

13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Policy
adopted: April 10, 2007
revised: May 8, 2012
revised: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Sierra County/Sierra-Plumas Joint USD

Students

BP 5145.6(a)

PARENTAL NOTIFICATIONS

✓ The Governing Board recognizes that notifications are essential to effective communication between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)
 (cf. 5022 - Student and Family Privacy Rights)
 (cf. 6020 - Parent Involvement)

Revised The notice required pursuant to Education Code 48980 shall be sent at the beginning of each academic year and may be provided either by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 48981, 48982)

New If any activity specified in Education Code 48980 will be undertaken by any school during the forthcoming school term, the notice shall state that fact and the approximate date on which any such activity will occur. No such activity shall be undertaken with respect to any particular student unless his/her parent/guardian has been informed of such action through the annual notification or other separate special notification. (Education Code 48983-48984)

New The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

✓ Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. (Education Code 48981, 48985; 20 USC 6311, 6312)

✓ Whenever an employee learns that a student's parent/guardian is, for any reason, unable to understand the district's printed notifications, the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

231.5 Sexual harassment policy

262.3 Appeals for discrimination complaints; information regarding availability of civil remedies

310 Structured English immersion program

440 English language proficiency assessment; instruction in English language development

17288 Building standards for university campuses

17612 Notification of pesticide use

32221.5 Insurance for athletic team members

32255-32255.6 Right to refuse harmful or destructive use of animals

32390 Fingerprint program; contracts; funding; consent of parent/guardian
 35160.5 Extracurricular and cocurricular activities
 35178.4 Notice of accreditation status
 35183 School dress codes; uniforms
 35186 Complaints concerning deficiencies in instructional materials and facilities
 35256 School Accountability Report Card
 35291 Rules for student discipline
 37254 Intensive instruction for students who have not passed High School Exit Examination
 37616 Consultation regarding year-round schedule
 39831.5 School bus rider rules and information
 44808.5 Permission to leave school grounds
 46010.1 Notice regarding excuse to obtain confidential medical services
 46014 Regulations regarding absences for religious purposes
 46600-46611 Interdistrict attendance agreements
 48000 Minimum age of admission
 48070.5 Promotion or retention of students
 48204 Residency requirements
 48205 Absence for personal reasons
 48206.3 Students with temporary disabilities; individual instruction; definitions
 48207-48208 Students with temporary disabilities in hospitals
 48213 Prior notice of exclusion from attendance
 48216 Immunization
 48260.5 Notice regarding truancy
 48262 Need for parent conference regarding truancy
 48263 Referral to school attendance review board or probation department
 48354 Option to transfer from school identified under Open Enrollment Act
 48357 Status of application for transfer from school identified under Open Enrollment Act
 48432.5 Involuntary transfers of students
 48900.1 Parental attendance required after suspension
 48904 Liability of parent/guardian for willful student misconduct
 48904.3 Withholding grades, diplomas, or transcripts
 48906 Notification of release of student to peace officer
 48911 Notification in case of suspension
 48911.1 Assignment to supervised suspension classroom
 48912 Closed sessions; consideration of suspension
 48915.1 Expelled students; enrollment in another district
 48916 Readmission procedures
 48918 Rules governing expulsion procedures
 48980 Required notification at beginning of term
 48980.3 Notification of pesticide use
 48981 Time and means of notification
 48982 Parent signature acknowledging receipt of notice
 48983 Contents of notice
 48984 Activities prohibited unless notice given
 48985 Notices to parents in language other than English
 48987 Child abuse information
 49013 Use of uniform complaint procedures for complaints regarding student fees
 49063 Notification of parental rights
 49067 Student evaluation; student in danger of failing course
 49068 Transfer of permanent enrollment and scholarship record
 49069 Absolute right to access
 49073 Release of directory information
 49076 Access to student records
 49077 Access to information concerning a student in compliance with court order
 49403 Cooperation in control of communicable disease and immunization
 49423 Administration of prescribed medication for student
 49451 Physical examinations: parent's refusal to consent
 49452.5 Screening for scoliosis
 49452.7 Information on type 2 diabetes

49452.8 Oral health assessment
 49456 Results of vision or hearing test
 49472 Insurance
 49475 Student athletes; concussions and head injuries
 49480 Continuing medication regimen for nonepisodic conditions
 49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
 51225.3 Graduation requirements; courses that satisfy college entrance criteria
 51229 Course of study for grades 7-12
 51513 Personal beliefs; privacy
 51938 HIV/AIDS and sexual health instruction
 52164.1 Census-taking methods; determination of primary language; assessment of language skills
 52164.3 Reassessment of English learners; notification of results
 52173 Bilingual education
 52244 Advanced Placement program
 54444.2 Migrant education programs; parent involvement
 56301 Child-find system; policies regarding written notification rights
 56321 Special education: proposed assessment plan
 56321.5-56321.6 Notice of parent rights pertaining to special education
 56329 Written notice of right to findings; independent assessment
 56341.1 Development of individualized education program; right to audio record meeting
 56341.5 Individualized education program team meetings
 56343.5 Individualized education program meetings
 58501 Alternative schools; notice required prior to establishment
 60641 Standardized Testing and Reporting Program
 60850 High School Exit Examination
 60852.4 High School Exit Examination; waiver for student with disabilities
HEALTH AND SAFETY CODE
 1596.857 Right to enter child care facility
 104855 Availability of topical fluoride treatment
 120365-120375 Immunizations
 120440 Sharing immunization information
 124100 Health screening and immunizations
PENAL CODE
 627.5 Hearing request following denial or revocation of registration
CODE OF REGULATIONS, TITLE 5
 850 Definitions; notification regarding use of California Modified Assessment
 863 Standardized Testing and Reporting Program
 3052 Behavioral intervention
 3831 General standards, Gifted and Talented Education program
 4622 Notification of uniform complaint procedures
 4631 Uniform complaint procedures; notification of decision and right to appeal
 4702 Student transfer from school identified under Open Enrollment Act
 4917 Notification of sexual harassment policy
 11303 Reclassification of English learners
 11309 Parental exception waivers
 11511.5 English language proficiency assessment; test results
 11523 Notice of proficiency examinations
 18066 Child care policies regarding excused and unexcused absences
CODE OF REGULATIONS, TITLE 17
 6040 Time period to obtain needed immunizations
UNITED STATES CODE, TITLE 20
 1232g Family Educational and Privacy Rights Act
 1232h Privacy rights
 1415 Procedural safeguards
 6311 State plans
 6312 Local education agency plans
 6316 Academic assessment and local education agency school improvement
 6318 Parental involvement
 7012 Instruction in English language development

7908 *Armed forces recruiter access to students*

UNITED STATES CODE, TITLE 42

1758 *Child nutrition programs*

CODE OF FEDERAL REGULATIONS, TITLE 7

245.5 *Eligibility criteria for free and reduced-price meals*

245.6a *Verification of eligibility for free and reduced-price meals*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.7 *Student records, annual notification*

99.34 *Student records, disclosure to other educational agencies*

99.37 *Disclosure of directory information*

104.32 *District responsibility to provide free appropriate public education*

104.36 *Procedural safeguards*

104.8 *Nondiscrimination*

106.9 *Dissemination of policy, nondiscrimination on basis of sex*

200.61 *Teacher qualifications*

300.300 *Parent consent for special education evaluation*

300.322 *Parent participation in IEP team meetings*

300.502 *Independent educational evaluation of student with disability*

300.503 *Prior written notice regarding identification, evaluation, or placement of student with disability*

300.504 *Procedural safeguards notice for students with disabilities*

300.508 *Due process complaint*

300.530 *Discipline procedures*

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 *Asbestos inspections, response actions and post-response actions*

763.93 *Asbestos management plans*

Policy

adopted: April 10, 2007

revised: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Sierra County/Sierra-Plumas Joint USD

Instruction

AR 6173.1(a)

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. (Education Code 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)

New
 Superintendent or Designee
 P. O. Box 157
 305 S. Lincoln Street
 Sierraville CA 96126
 530 994-1044

(cf. 6173 - Education for Homeless Children)

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. 5117 - Interdistrict Attendance)
(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, for a student with a disability, a manifestation determination prior to a change in the student's placement. (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))

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. 5149 - At-Risk Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

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 placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

New
Section

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5113.1 - Chronic Absence and Truancy)

New

- 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 Board policy

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.

(cf. 4115 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)

Enrollment

A foster youth 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:

✓

New

- a. He/she is aware that the student has a right to attend a regular public school in the least restrictive environment.
- 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. 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.

New
(Revised)

- 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 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)

✓ 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 this 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. 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)

Transportation

The district shall not be responsible for providing transportation to and from the school of origin.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Transfer of Coursework and Applicability of Graduation Requirements

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Ed Code 51225.2)

When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)

cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student, if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)

Grades/Credits

Grades for a student in foster care shall not be lowered if the student is absent from school 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 and credits 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 who changes residences 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*)

Policy

adopted: April 10, 2007
revised: November 8, 2011
revised: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Instruction

AR 6174(a)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Definitions

English learner, also known as a limited English proficient student, means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)

New

Long-term English learner means an English learner who is enrolled in grades 6-12, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT) or any successor test, and scores far below basic or below basic on the English language arts test of the California Standards Tests or any successor test. (Education Code 313.1)

New

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in grades 5-11 in the United States for four years, scores at the intermediate level or below on the CELDT or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests or any successor test. (Education Code 313.1)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not been previously identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the CELDT. The test shall be administered between 60 calendar days before the date of first enrollment in a district school and 30 calendar days after the date of first enrollment, but not before July 1 of that school year. (5 CCR 11511)

The CELDT shall be administered in accordance with 5 CCR 11511-11516.7.

Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-11516.7. Any student with a disability shall be allowed to take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP. (5 CCR 11516-11516.7)

(cf. 6152.51 - Standardized Testing and Reporting Program)

(cf. 6159 - Individualized Education Program)

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

Parental Notifications

✓ The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days following receipt of the results from the test contractor. (5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

✓ Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 7012)

1. The reason for the student's classification as an English learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:

- a. The manner in which the program will meet the educational strengths and needs of the student
 - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to be enrolled in the program or to choose to allow the student to be enrolled in an alternative program
 5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parental Exception Waivers

A parent/guardian may, by personally visiting the school, request that the district waive the requirements pertaining to the placement of his/her child in a structured English immersion program if one of the following circumstances exists: (Education Code 310-311)

1. The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.
2. The student is age 10 years or older, and it is the informed belief of the principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the principal and educational staff that the student has special physical, emotional, psychological, or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

Upon request for a waiver, the Superintendent or designee shall provide parents/guardians with a full written description and, upon request, a spoken description of the intent and content of the structured English immersion program, any alternative courses of study, all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices. For a request for waiver pursuant to item #3 above, the Superintendent or designee shall notify the parent/guardian that the student must

be placed for a period of not less than 30 calendar days in an English language classroom and that the waiver must be approved by the Superintendent pursuant to any guidelines established by the Governing Board. (Education Code 310, 311; 5 CCR 11309)

✓ The principal and educational staff may recommend a waiver to a parent/guardian pursuant to item #2 or #3 above. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (Education Code 311; 5 CCR 11309)

✓ When evaluating waiver requests pursuant to item #1 above and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include district standards and assessment and teacher evaluations of such students.

New Parental exception waivers pursuant to item #2 above shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

✓ Parental exception waivers pursuant to item #3 above shall be granted by the Superintendent if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological, or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

✓ All parental exception waivers shall be acted upon within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to item #3 above shall not be acted upon during the 30-day placement in an English language classroom. Such waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

✓ Any individual school in which 20 students or more of a given grade level receive a waiver shall offer an alternative class where the students are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Otherwise, the students shall be allowed to transfer to a public school in which such a class is offered. (Education Code 310)

✓ In cases where a parental exception waiver pursuant to item #2 or #3 above is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

- ✓ Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English learner shall be reclassified as fluent English proficient: (Education Code 313; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the CELDT. *currently, "CELDT as the primary criterion"*
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian opinion and consultation. The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.
4. Student performance on a statewide assessment of basic skills in English.

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

Students shall be monitored for at least two years following their reclassification. As part of this evaluation, the Superintendent or designee shall identify whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committees

At the district level when there are more than 50 English learners in the district and at each school with more than 20 English learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)

Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comment on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Policy

adopted: April 10, 2007

revised: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Sierra County/Sierra-Plumas Joint USD

Instruction

BP 6174(a)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

✓ The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

✓ English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards. The district's program shall be based on sound instructional theory and adequately supported in order to assist students in accessing the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

New The Superintendent or designee shall encourage parent and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program for parents/guardians and community members that leads to English fluency.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

New Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in administrative regulation.

Placement of English Learners

✓ Students who are English learners shall be educated through "sheltered English immersion" or "structured English immersion," as defined in law and administrative regulation, during a temporary

transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305-306)

✓ For purposes of determining the amount of instruction conducted in English in the structured English immersion classroom, "nearly all" shall be defined as follows:

✓ All classroom instruction is conducted in English with support from bilingual aides. Additional instruction is provided through a pull out program.

✓ When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305-306; 5 CCR 11301)

(cf. 6162.5 - Student Assessment)

✓ An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

✓ The student must have the ability to access core curriculum with a minimum of supplemental assistance and intermedia to score on the CELDT.

✓ At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Parental Exception Waivers

✓ When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to parental preference for student placement.

New A waiver request shall be granted in accordance with law unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

✓ If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding the progress of English learners towards proficiency in English, the number and percentage of English learners reclassified as fluent English proficient, the number and percentage of English learners who are or are at risk of being classified as long-term English learners, the achievement of English learners on standards-based tests in core curricular areas, and a comparison of current data with data from at least the previous year. The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education
 430-446 English Learner and Immigrant Pupil Federal Conformity Act
 33050 State Board of Education waiver authority
 44253.1-44253.11 Qualifications for teaching English learners
 48985 Notices to parents in language other than English
 51101-51101.1 Rights of parents
 52130-52135 Impacted Languages Act of 1984
 52160-52178 Bilingual Bicultural Act
 52180-52186 Bilingual teacher training assistance program
 54000-54028 Programs for disadvantaged children
 60200.7 Suspension of state instructional materials adoptions
 60605.87 Supplemental instructional materials, English language development
 60810-60812 Assessment of language development
 62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

11300-11316 English learner education
 11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act
 6312 Local education agency plans
 6801-6871 Title III, Language instruction for limited English proficient and immigrant students
 7012 Parental notification

COURT DECISIONS

Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 *Ops. Cal. Atty. Gen.* 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California English Language Development Test (CELDT): 2012-13 CELDT Information Guide, 2012
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE
Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEB SITES

California Department of Education: <http://www.cde.ca.gov/sp/el>
 U.S. Department of Education: <http://www.ed.gov>

Policy

adopted: April 10, 2007

revised: February 12, 2013

Sierra County Office of Education
 Sierra-Plumas Joint Unified School District
 Sierraville CA 96126



Instruction

E 6174(a)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

PARENTAL EXCEPTION WAIVER - EDUCATION CODE 311

Student's Name: _____ Grade: _____

School: _____ Date of Birth: _____

Student's Primary Language: _____

I request a waiver of the placement of my child in the school's structured/sheltered English immersion program for the following reason:

- My child possesses good English language skills. (Education Code 311(a))
- My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. (Education Code 311(b))
- I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Education Code 311(c))

I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have been provided a full written description of the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I have personally visited the school to apply for this waiver.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

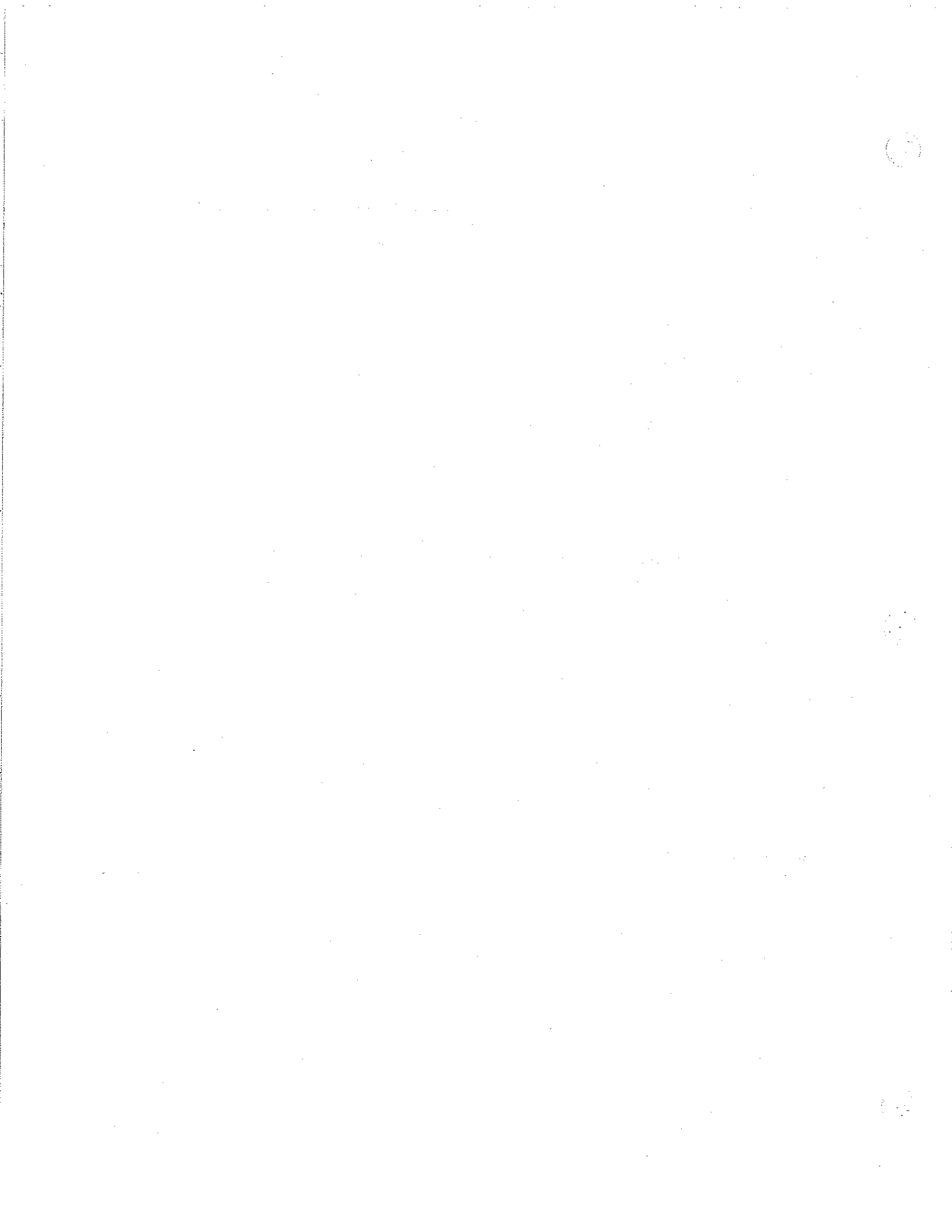
For waivers pursuant to Education Code 311(a), student's English standardized test scores: (Scores must be at or above the state average for the child's grade level or above the 5th grade average)

Waiver Granted/Denied: _____ Date: _____

Signature: _____ Title: _____

Policy
adopted: April 10, 2007
revised: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126



EDUCATION FOR ENGLISH LANGUAGE LEARNERS - EDUCATION CODE 311

PETICIÓN DE LOS PADRES PARA EXCEPCIÓN

Nombre del estudiante: _____ Grado: _____

Escuela: _____ Fecha de nacimiento: _____

Idioma principal del estudiante: _____

Solicito la Petición para Excepción de la colocación de mi hijo en el programa de la escuela de inmersión estructurada / Inglés protegido por la siguiente razón:

- ___ Mi niño ya posee buenas habilidades de idioma inglés. (Education Code 311(a))
- ___ Mi niño tiene 10 o más, y es que un curso de estudio alternativo educacional beneficiara mas la adquisición rápida de habilidades básicas del idioma inglés. (Education Code 311(b))
- ___ Mi niño tiene necesidades especiales y un curso de estudio alternativo beneficiaria mas el desarrollo educacional. (Education Code 311(c))

Entiendo que el meta es que mi niño aprenda ingles lo más rápido y efectivamente posible. Se me ha proporcionado una descripción completa por escrito de la intención y el contenido del programa de inmersión estructurada inglés; cualquier cursos alternativos ofrecido por el distrito y puestos a disposición de mi hijo; todas las oportunidades proporcionado por el distrito y puestos a disposición de mi hijo y los materiales educativos para ser utilizado en las opciones de programas educativos diferentes.

He visitado personalmente la escuela de mi niño.

Entiendo que debo solicitar que se reconsidere esta renuncia anualmente, cada año escolar.

Firma de padre/guardián: _____ Fecha: _____

Dirección: _____

Ciudad: _____ Estado: _____ Codigo postal: _____

Teléfono: _____

For School Use Only:

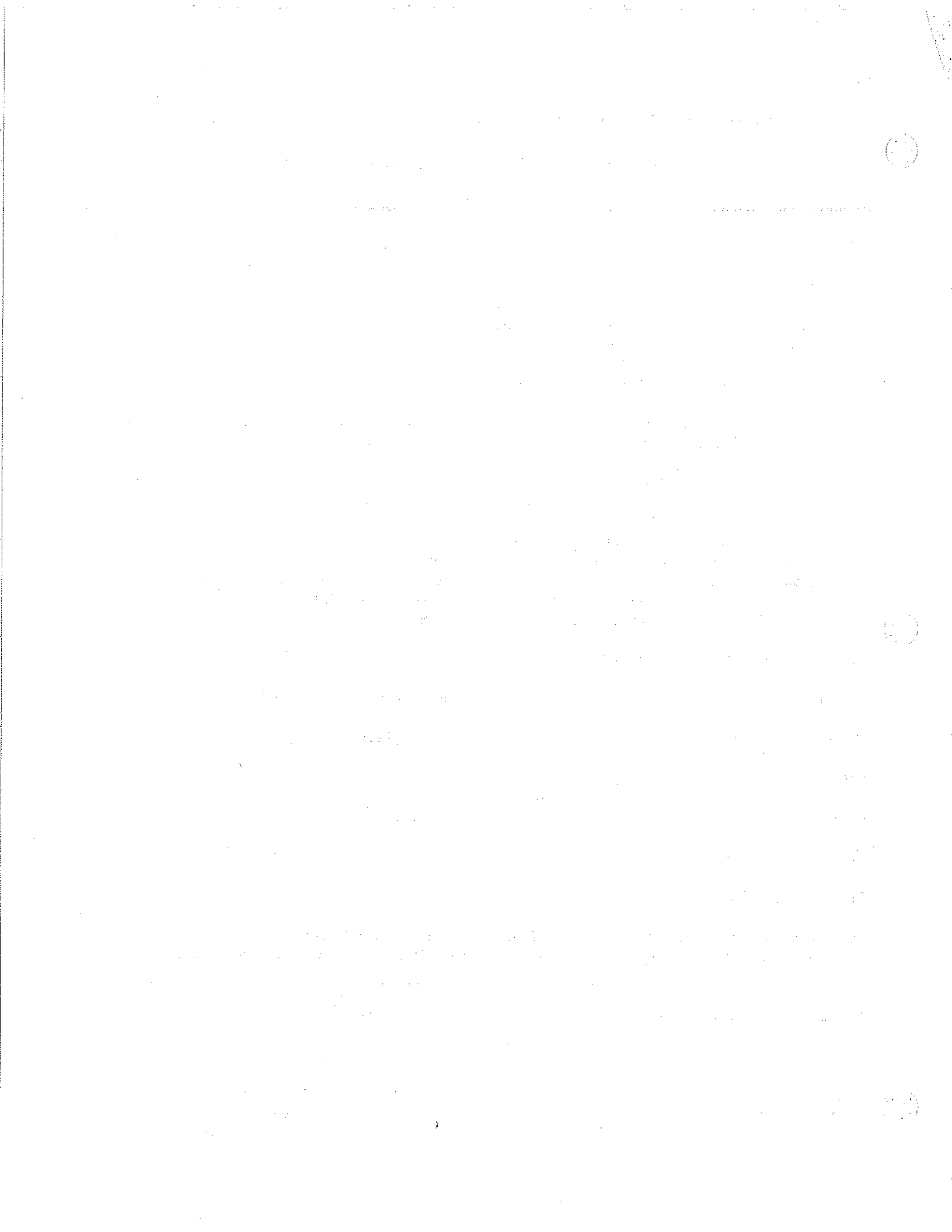
For waivers pursuant to Education Code 311(a), student's English standardized test scores: (Scores must be at or above the state average for the child's grade level or above the 5th grade average)

Waiver Granted/Denied: _____ Date: _____

Signature: _____ Title: _____

Policy adopted: April 10, 2007 revised: February 12, 2013

Sierra County Office of Education Sierra-Plumas Joint Unified School District Sierraville CA 96126



Sierra County/Sierra-Plumas Joint USD

Board Bylaws

BB 9322(a)

AGENDA/MEETING MATERIALS

Agenda Content

Governing Board meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3) Five minutes shall be allotted each speaker and a maximum of twenty minutes to each subject matter.

(cf. 9323 - Meeting Conduct)

Each meeting agenda shall list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall specify that an individual should contact the Superintendent or designee if he/she requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 9121 - President)

(cf. 9122 - Secretary)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at

least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Consent Agenda/Calendar

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent agenda items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

New
 The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)

Agenda Dissemination to Board Members

At least three days before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, citizens, and others; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent or designee shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible before the meeting and no later than 24 hours prior to the special meeting. Written notification of such meeting must be posted at least 24 hours prior to the meeting in a location freely accessible to the public. (Gov Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 - Board Member Electronic Communications)

Agenda Dissemination to Members of the Public

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board, provided the document is a public record under the Public Records Act. The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

(cf. 1113 - District and School Web Sites)

(cf. 1340 - Access to District Records)

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Legal Reference:

EDUCATION CODE

35144 *Special meetings*

35145 *Public meetings*

35145.5 *Right of public to place matters on agenda*

GOVERNMENT CODE

6250-6270 *Public Records Act*

53635.7 *Separate item of business*

54954.1 *Mailed agenda of meeting*

54954.2 *Agenda posting requirements; board actions*

54954.3 *Opportunity for public to address legislative body*

54954.5 *Closed session item descriptions*

54956.5 *Emergency meetings*

54957.5 *Public records*

54960.2 *Challenging board actions; cease and desist*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 *Effective communications*

36.303 *Auxiliary aids and services*

COURT DECISIONS

Mooney v. Garcia, (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

Management Resources:

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2010

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

WEB SITES

CSBA, Agenda Online: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

Policy

adopted: April 10, 2007

revised: November 13, 2007

revised: May 12, 2009

revised: October 11, 2011

revised: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Sierra County/Sierra-Plumas Joint USD

Board Bylaws

BB 9323.2(a)

ACTIONS BY THE BOARD

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9012 - Board Member Electronic Communications)

(cf. 9200 - Limits of Board Member Authority)

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

Action on Non-Agenda Items

After publicly identifying the item, the Board may take action on a subject not appearing on the posted meeting agenda under any of the following conditions: (Government Code 54954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Challenging Board Actions

New The district attorney's office or any interested person may file an action in court to stop or prevent the Board's violation or threats of violations of the Brown Act, to determine the applicability of the Brown Act to ongoing or future threatened Board actions, to determine the validity, under California or federal law, of any Board rule or action to penalize any of its members or otherwise discourage the member's expression, or to compel the Board to audio record its closed sessions because of its violation of any applicable Government Code provision. (Government Code 54960)

The district attorney or any interested person may present a demand that the Board cure and correct a Board action which he/she alleges is in violation of law regarding any of the following: (Government Code 54960.1)

1. Open meeting and teleconferencing (Government Code 54953)
2. Agenda posting (Government Code 54954.2)
3. Closed session item descriptions (Government Code 54954.5)
4. New or increased tax assessments (Government Code 54954.6)
5. Special meetings (Government Code 54956)
6. Emergency meetings (Government Code 54956.5)

Any demand to "cure and correct" an alleged violation shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place. (Government Code 54960.1)

Within 30 days of receiving the demand, the Board shall do one of the following: (Government Code 54960.1)

1. Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.
2. Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.
3. Take no action. If the Board takes no action within the 30-day review period, its inaction shall be considered a decision not to cure or correct the action.

New In addition, the district attorney's office or any interested party may file an action in court to determine the applicability of the Brown Act to any past Board action not specified in Government Code 54960.1, if the following conditions are met: (Government Code 54960.2)

New } 1.
2.

1. Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.

2. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.

Legal Reference:

EDUCATION CODE

15266 School construction bonds
17466 Declaration of intent to sell or lease real property
17481 Lease of property with residence for nondistrict purposes
17510-17511 Resolution requiring unanimous vote of all members constituting board
17546 Private sale of personal property
17556-17561 Dedication of real property
17582-17583 District deferred maintenance fund
35140-35149 Meetings
35160-35178.4 Powers and duties
48660-48661 Community day schools, establishment and restrictions

CODE OF CIVIL PROCEDURE

425.16 Special motion to strike in connection with a public issue
1245.240 Eminent domain vote requirements
1245.245 Eminent domain, resolution adopting different use

GOVERNMENT CODE

53090-53097.5 Regulation of local agencies by counties and cities
53724 Parcel tax resolution requirements
53790-53792 Exceeding the budget
53820-53833 Temporary borrowing
53850-53858 Temporary borrowing
54950-54963 The Ralph M. Brown Act, especially:
54952.6 Action taken, definition
54953 Meetings to be open and public; attendance; secret ballots
54960-54960.5 Actions to prevent violations
65352.2 Coordination with planning agency

PUBLIC CONTRACT CODE

3400 Bid specifications
20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder
20113 Emergencies, award of contracts without bids

COURT DECISIONS

Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112 Cal.App.4th 1313
McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310
Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672
Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2007

WEB SITES

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

California Attorney General's Office: <http://www.oag.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

Policy

adopted: April 10, 2007

revised: May 10, 2011

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Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

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Sierra County/Sierra-Plumas Joint USD

Board Bylaws

E(2) 9323.2

ACTIONS BY THE BOARD

UNCONDITIONAL COMMITMENT LETTER

To: *(Name of district attorney or any interested person)*

The Governing Board of *(name of school district)* has received your cease and desist letter dated *(date)* alleging that the following described past action taken by the Board violates the Ralph M. Brown Act: *(Describe alleged past action as set forth in the cease and desist letter.)*

In order to avoid unnecessary litigation and without admitting any violation of the Ralph M. Brown Act, the Board hereby unconditionally commits that it will cease, desist from, and not repeat the challenged past action described above. The Board may rescind this commitment only by a majority vote of its membership taken in open session at a regular meeting and noticed on its posted agenda as "Rescission of Brown Act Commitment." You will be provided with written notice, sent by any means or media you provide in response to this message, to whatever address(es) you specify, of any intention to consider rescinding this commitment at least 30 days before any such regular meeting. In the event that this commitment is rescinded, a notice will be delivered to you by the same means as this commitment, or by mail to an address that you have designated in writing, and you will have the right to commence legal action pursuant to Government Code 54960(a).

Sincerely,

(Name)

(Title of Board President or other designee)

Policy
adopted: February 12, 2013

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

