

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

February 11, 2014

5:00 pm: CLOSED SESSION

6:00 pm: REGULAR SESSION

Downieville School, 130 School Street, Downieville, California

**This meeting will be available for videoconferencing at Sierra County Office of Education,
109 Beckwith Rd., Room 4, Loyalton, CA 96118**

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, 109 Beckwith Road, Room 3, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)

A. CALL TO ORDER

(Please be advised that this meeting will be recorded.)

B. ROLL CALL

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA

E. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opens for any public comments regarding the Closed Session items.

F. CLOSED SESSION

The Board of Trustees, Superintendent Dr. Merrill M. Grant and Business Manager Rose Asquith will move into Closed Session to discuss the following items:

1. Government Code §54957.6, Conference with Labor Negotiators
Agency Negotiator for the Board: Dr. Merrill M. Grant, Superintendent
Unrepresented Employees: Administration
2. Government Code §54957, Public Employee Discipline/Dismissal/Release

G. RETURN TO OPEN SESSION

REPORT OUT

ADJOURN FOR BREAK

6 pm - RECONVENE

E. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
 - a. California County Superintendents Educational Services Association (CCSESA)
 - b. Association of California School Administrators (ACSA)

Sierra County Board of Education
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- c. Assignment of Elizabeth Elorza, Instructional Aide, 4.25 hours daily, Loyalton High, effective February 3, 2014
- d. Loyalton High School Parking Lot

2. Business Report

- a. Board Report-Expenditures by Object 07/01/13 to 1/31/14**

3. Staff Reports (5 minutes)

4. SPTA Report (5 minutes)

5. Board Members' Report (5 minutes)

6. 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 14, 2014**
- 2. Approval of bill warrants for month of January 2014**
- 3. Authorization to submit Consolidated Application**

G. ACTION ITEMS

1. Unfinished Business and General Orders

1314-076 Approval of Completion of Bargaining, 2013-2014 school year, Administrative Employees***(Grant)

2. New Business

1314-077 Approval of Completion of Bargaining, 2013-2014 school year, Certificated Employees**(Grant)

1314-078 Approval of the Student Accountability Report Card for Sierra County Office of Education, 2012-2013**(Cooper)

1314-079 Approval of the Safe Schools Plan, Version 5.0, dated February 2014** (Grant)

1314-080 Approval for Lennie Garcia, Special Education/PreSchool Teacher, to attend out of state conference, "The Young Child with Special Needs: Updates on Autism Treatment and Management" in Las Vegas, Nevada**

1314-081 Election of County Delegate OR Regional Delegate to the California School Boards Association**(Grant)

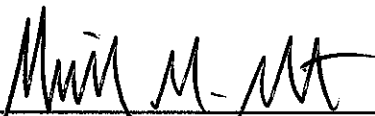
BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

- 1314-082 Approval of Administrative Regulation 1312.3, Uniform Complaint Procedures, revision**
- 1314-083 Approval of Exhibit 1312.3, Uniform Complaint Procedures (Annual Notice), revision**
- 1314-084 Approval of Board Policy 2210, Administrative Discretion Regarding Board Policy, revision**
- 1314-085 Authorization to DELETE Board Policy 3111, Deferred Maintenance Funds**
- 1314-086 Approval of Board Policy 3351, Food Service Operations/Cafeteria Fund, revision**
- 1314-087 Approval of Administrative Regulation 3551, Food Service Operations/Cafeteria Fund, revision **
- 1314-088 Approval of Administrative Regulation 3554, Other Food Sales, revision**
- 1314-089 Approval of Board Policy 4111, Recruitment And Selection, revision**
- 1314-090 Approval of Board Policy 4131, Staff Development, revision**
- 1314-091 Authorization to DELETE Administrative Regulation 4131, Staff Development**
- 1314-092 Approval of Board Policy 4231, Staff Development, revision**
- 1314-093 Authorization to DELETE Administrative Regulation 4231, Staff Development**
- 1314-094 Approval of Board Policy 4331, Staff Development, revision**
- 1314-095 Authorization to DELETE Administrative Regulation 4331, Staff Development**

H. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on March 11, 2014, at Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm
2. Suggested Agenda Items
 - a. _____
 - b. _____

I. ADJOURNMENT



Dr. Merrill M. Grant, Superintendent

*** prior month handout
** enclosed
* handout

Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund						
1100	Teachers Salaries	160,144.00	181,532.00	73,707.25	87,658.89	20,165.86
1120	Certificated Substitutes	4,833.00	8,053.00		7,626.50	426.50
1200	Certificated Pupil Support Ser	58,392.00	67,291.00	30,509.85	30,509.85	6,271.30
1300	Certificated Supervisor Admini	65,192.00	82,784.00	37,832.60	49,329.27	4,377.87-
Total for Object 1000		288,561.00	339,660.00	142,049.70	175,124.51	22,485.79
2100	Instructional Aides' Salaries	107,184.00	94,479.00	40,789.75	49,971.46	3,717.79
2200	Classified Support Salaries	13,238.00	13,838.00	6,337.83	8,342.72	842.55-
2300	Classified Supervisors' Admini	90,812.00	94,858.00	39,150.00	55,050.00	658.00
2400	Clerical Technical Office Staf	113,140.00	125,354.00	51,581.30	70,763.31	3,009.39
2900	Other Classified Salaries	6,144.00	4,000.00		3,568.00	432.00
Total for Object 2000		330,518.00	332,529.00	137,858.88	187,695.49	6,974.63
3101	STRS Certificated Positions	22,319.00	27,686.00	11,719.00	13,848.20	2,118.80
3102	STRS Classified Positions		660.00	174.15	263.04	222.81
3201	PERS Certificated Positions				309.67	309.67-
3202	PERS Classified Positions	52,074.00	51,658.00	20,204.75	27,265.32	4,187.93
3301	OASDI Certificated Positions	1,118.00	1,304.00		181.45	1,122.55
3302	OASDI Classified Positions	19,869.00	19,151.00	8,144.28	11,114.64	107.92-
3311	Medicare Certificated Position	4,482.00	5,277.00	2,011.35	2,668.44	597.21
3312	Medicare Classified Positions	4,653.00	4,706.00	1,933.90	2,647.97	124.13
3401	Health & Welfare Benefits Cert	70,692.00	78,911.00	37,506.40	39,897.36	1,507.24
3402	Health & Welfare Benefits Clas	84,530.00	80,114.00	33,634.40	44,313.86	2,165.74
3501	SUI Certificated	1,358.00	1,385.00	71.05	94.13	1,219.82
3502	SUI Classified	165.00	167.00	69.06	92.17	5.77
3601	Workers' Compensation Certific	8,916.00	9,817.00	4,130.10	5,093.59	593.31
3602	Workers' Compensation Classifi	10,239.00	9,671.00	3,971.08	5,437.51	262.41
3701	OPEB, Allocated Certificated	27,730.00	13,810.00			13,810.00
3901	Golden Handshake		13,079.00		12,958.44	120.56
Total for Object 3000		308,145.00	317,396.00	123,569.52	166,185.79	27,640.69
4100	Approved Textbooks Core Curric		400.00			400.00
4200	Library and Reference Material	6,613.00	2,122.00	1,297.20		824.80
4300	Materials and Supplies	18,975.00	17,187.00	1,104.10	5,108.82	10,974.08
4320	Custodial Supplies	1,300.00	1,300.00		524.27	775.73
4330	Office Supplies	2,000.00	2,000.00		572.37	1,427.63
4340	COUNTY OFFICE MOVING EXP				206.89-	206.89
4350	Vehicle Upkeep	6,500.00	6,500.00	2,204.99	818.01	3,477.00

Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund (continued)						
4400	Noncapitalized Equipment			14,454.40		14,454.40-
	Total for Object 4000	35,388.00	29,509.00	19,060.69	6,816.58	3,631.73
5100	Subagreements for Services	33,544.00	33,544.00	8,844.00	24,956.00	256.00-
5200	Travel and Conference	23,985.00	15,228.00	3,396.33	8,562.64	3,269.03
5300	Dues and Membership	17,470.00	49,570.00	30,000.00	9,601.00	9,969.00
5400	Insurance	10,200.00	10,450.00		10,149.00	301.00
5500	Operation Housekeeping Service	8,000.00	8,000.00	947.01	2,829.64	4,223.35
5600	Rentals, Leases, Repairs, Nonc	2,700.00	2,700.00	205.70	1,146.48	1,347.82
5800	Professional Consulting	9,000.00	9,000.00	1,200.00	8,000.00	200.00-
5801	Legal Services	29,205.00	26,705.00			26,705.00
5803	Legal Publications	500.00	500.00	200.00	40.00-	340.00
5805	Personnel Expense	593.00	593.00	270.00	101.00	222.00
5806	Negotiations	2,000.00	2,000.00			2,000.00
5808	Other Services & Fees	1,500.00	1,500.00	483.19	716.81	300.00
5810	Contracted Services	195,310.00	354,799.00	120,548.96	66,113.76	168,136.28
5899	SPJUSD to Reimburse			2,448.96	21,582.84	24,031.80-
5900	Communications	2,000.00	2,000.00		188.92	1,811.08
	Total for Object 5000	336,007.00	516,589.00	168,544.15	153,908.09	194,136.76
6200	Building and Improvement of Bu		30,032.00			30,032.00
6400	Equipment		28,630.00	25,008.34		3,621.66
	Total for Object 6000	.00	58,662.00	25,008.34	.00	33,653.66
7110	County Tuition Inter Dist Agree	143,407.00		143,442.44		143,442.44-
7141	Tuition, excess cost etc betwe	213,187.00	17,619.00	14,543.35	3,148.68	73.03-
7310	Direct Support/Indirect Costs					.00
	Total for Object 7000	356,594.00	17,619.00	157,985.79	3,148.68	143,515.47-
	Total for Expense accounts	1,655,213.00	1,611,964.00	774,077.07	692,879.14	145,007.79
	Total for Org 001, Fund 01 and Expense accounts	1,655,213.00	1,611,964.00	774,077.07	692,879.14	145,007.79

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

January 14, 2014

Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118

This meeting was videoconferenced to Downieville School, Downieville CA.

A. CALL TO ORDER

President ALLEN WRIGHT called the meeting to order at 5:07 pm.

B. ROLL CALL

PRESENT: Mr. Allen Wright, President
Ms. Sharon Dryden, Vice President
Ms. Patty Hall, Clerk – Arrived at 5:55 pm.
Mr. Tim Driscoll, Member
Mr. Mike Moore, Member – Arrived at 5:40 pm.

ABSENT: None

VACANT: None

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA

DRISCOLL/DRYDEN

5/0

E. PUBLIC COMMENT FOR CLOSED SESSION

There was no public comment.

F. CLOSED SESSION

The Board of Trustees and Superintendent Dr. Merrill M. Grant moved into Closed Session to discuss the following item:

1. Government Code §54957.6, Conference with Labor Negotiators
Agency Negotiator for the Board: Dr. Merrill M. Grant, Superintendent
Employee Organizations: Represented Employees: SPTA and Classified
Unrepresented Employees: Confidential, Administration and Management

G. RETURN TO OPEN SESSION at 6:02 pm.

DRISCOLL/HALL

5/0

ADJOURN FOR BREAK

RECONVENE at 6:05 pm.

REPORT OUT FROM CLOSED SESSION

The Closed Session was for Discussion only. No Action Taken.

H. INFORMATION/DISCUSSION ITEMS

1. Sierra County Office of Education and Sierra-Plumas Joint Unified School District Audit Presentation by Clay Singleton, CPA, of SingletonAuman PC
2. SUPERINTENDENT'S REPORT
 - a. California Department of Education Response to Tentative Agreements
Dr. Grant explained that the CDE, Fiscal Services Division has reviewed/approved the bargaining agreements.
3. BUSINESS REPORT
Ms. Asquith presented the Board Report-Expenditures by Object 07/01/13 to 12/31/13. There were no comments or questions.
4. STAFF REPORT
There was no Staff report.
5. SPTA REPORT
There was no SPTA report.
6. BOARD MEMBER REPORT
There was no Board Member report.
7. Collective Bargaining Disclosure Statement Public Hearing
This was an opportunity for members of the public to directly address the governing board on the Collective Bargaining Agreements listed on this Agenda as Items J, 1, 1314-067 through 1314-071. There were no comments.
8. PUBLIC COMMENT

President WRIGHT opened the meeting for public comment at 6:29 pm.

A Sierra Schools Foundation Student Representative reported that \$18,000 was provided to the schools last year and thanked the community for their support. Funds were granted that met "roots and boots" criteria, such as the fully funded \$6500 ipad tablet project in Downieville for Mr. Tassone's class, \$1200 "Sparking Interest in Renewable Energy Engineering" for Mr. Fisher's class at LHS, \$1000 to the Advance to College Program to prepare for the SAT and \$1500 for Art for the Core Curriculum (secondary education) for Mr. Corcoran's class in Downieville. Also, \$2700 was provided for Loyalton Elementary School students to attend the musical "Shrek" performed in Reno.

There was no comment from the teleconferenced location.

President WRIGHT closed the meeting for public comment at 6:34 pm.

I. CONSENT CALENDAR

The following items were included in the consent calendar:

- 1) Approval of minutes of the Regular Board meeting held December 10, 2013
- 2) Approval of bill warrants for month of December 2013

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- 3) Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 2013. It is required per Education Code 35186 section (d) that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. 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 2013.
- 4) Approval of modifications of Superintendent's Goals for 2013-2014 school year
MOORE/HALL
5/0

J. ACTION ITEMS

1. NEW BUSINESS

- 1314-067 Approval of Completion of Bargaining, 2012-2013 school year, Sierra-Plumas Teachers' Association
MOORE/HALL
5/0
- 1314-068 Approval of Completion of Bargaining, 2013-2014 school year, Sierra-Plumas Classified Employees' Association
DRYDEN/HALL
5/0
- 1314-069 Approval of Completion of Bargaining, 2013-2014 school year, Confidential Employees
HALL/DRISCOLL
5/0
- 1314-070 Approval of Completion of Bargaining, 2013-2014 school year, Administrative Employees
MOORE moved to table this item until February Board meeting due to a revision of the salary schedule/DRISCOLL
5/0
- 1314-071 Approval of Completion of Bargaining, 2013-2014 school year, Management Employees
DRISCOLL/MOORE
5/0
- 1314-072 Acceptance of Financial Audit for 2012- 2013
MOORE/HALL
5/0
- 1314-073 Discussion on Appropriate FTE Division for County and District Superintendent's Current Year
Dr. GRANT reported that the Board has asked him to analyze the designation of 40% County/60% District as an appropriate reflection of the time needed to perform job duties. This item will be brought back in February. No Action Taken.
- 1314-074 Approval of Revision of Board Policy 3513.3, Tobacco Free Schools
MOORE/DRYDEN
5/0

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1314-075 Review and Approval of Administrative Regulation and Board Policy 6145, Extra Curricular and Co-curricular Activities per Education Code §35160.5
MOORE/DRISCOLL
5/0

K. ADVANCED PLANNING

Next Regular Board Meeting will be held on February 11, 2014, at Downieville School, Downieville, California, beginning with Closed Session at 5:30 pm and the Regular Board Meeting at 6:00 pm.

Suggested Agenda Items

- a. Superintendent Percentage Division Resolution
- b. Site Administrators Completion of Bargaining
- c. Student Accountability Report Card
- d. Consolidated Application

L. ADJOURNMENT

Adjourned at 6:54 pm.
HALL/DRISCOLL
5/0

Patty Hall, Clerk

Dr. Merrill M. Grant, Superintendent

Checks Dated 01/01/2014 through 01/31/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00013869	01/08/2014	BUREAU OF EDUCATION & RESEARCH	01-5200		458.00
00013870	01/08/2014	THE FAIRMONT HOTEL	01-5200	276.05	
			01-5899	276.04	552.09
00013871	01/08/2014	LIBERTY UTILITIES CPEC	01-5500		251.06
00013872	01/08/2014	PUBLIC INFOR RESOURCES, INC	01-5200		519.00
00013873	01/08/2014	PITNEY BOWES, INC.	01-5600	59.12	
			01-5899	177.38	236.50
00013874	01/08/2014	PORTOLA HOTEL & SPA	01-5200	217.11	
			01-5899	217.11	434.22
00013875	01/08/2014	TRI COUNTY SCHOOLS GROUP	INSURANCE 01-9535	3,158.00	
			76-9576	12,089.10	15,247.10
00013876	01/22/2014	COUNTY OF SIERRA	01-5600		782.39
00013877	01/22/2014	BARBARA MCKURTIS	01-5100	2,522.00	
			01-5810	678.00	3,200.00
00013878	01/22/2014	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		218.89
00013879	01/22/2014	U.S. BANK	01-4300		214.37
00013880	01/22/2014	SUSAN VANDRUFF, OTR	01-5810		240.00
Total Number of Checks				12	22,353.62

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	12	10,264.52
76	Payroll Clearing	1	12,089.10
Total Number of Checks		12	22,353.62
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			22,353.62

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

2013-14 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title II, Part A (Administrator Training) SACS Code 4036	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

AGREEMENT

between the

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT AND
SIERRA COUNTY OFFICE OF EDUCATION

ADMINISTRATION EMPLOYEES

and the

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD

and the

SIERRA COUNTY SUPERINTENDENT OF SCHOOLS

1. Compensation:

The parties agree to increase the salary schedule by a total of six and a half percent (6.5%). The increase shall take place as follows:

Effective July 1, 2013, the District and County shall increase each cell of the current 2012-2013 salary schedule by four and a half percent (4.5%) for all employees currently in active work status. Retroactive checks shall be issued for unit members employed on the date of the ratification of this Agreement and shall be issued with the February 2014 payroll.

Effective July 1, 2014, the District and County shall increase each cell of the 2013-2014 salary schedule by an additional two percent (2%) for a total of six and a half percent (6.5%) per this Agreement.

This shall fully and finally complete all negotiations through June 30, 2014.

Nothing shall preclude the parties from meeting and negotiating by mutual consent.

Accepted and Ratified
For the Administration Employees:

Accepted and Adopted
For the Employer:

Marla Stock, Representative Date

Merrill M. Grant, Ed.D, Superintendent Date
Sierra-Plumas Joint Unified School District
Sierra County Office of Education

Michael Moore, President Date
Sierra-Plumas Joint Unified School
District Governing Board

Allen Wright, President Date
Sierra County Board of Education

Date presented to the Governing Board: February 11, 2014

Date adopted by the Governing Board: February 11, 2014

z: Negotiations/ 2013-14 Negotiations/ Administrative Completion of Bargaining2013-14

Sierra County Office of Education



Safe Schools Plan

Version: 5.0

**Merrill M. Grant, Ed.D.
Superintendent of Schools**

Reviewed by the Sierra County Sheriff's Department: January 2014

Board of Education Review and Approval: February 11, 2014

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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 2012-2013, there were a total of 4 crime reports made. Two were of vandalism to the school building and two were of student criminal activity.

Suspensions/Expulsions

In the 2012-2013 school year, no students were suspended for a total of fifteen days.

In the 2012-13 school year, no students were 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 "emergency phone tree" 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

- Loyaltton Schools: 1) Holy Family Catholic Church or
 2) Loyaltton Elementary School
- 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 authorized to pick 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

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

Plan Implementation

This Safe Schools 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.

Emergency Preparedness Week will be held no later than the second week of school. 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.

E. Emergency Signals:

- Fire.....Fire drill bell
- Earthquake drill.....Air horn or PA announcement for drill
- Secure BuildingPA announcement or three short bells
- Return to buildingShort whistle blasts or PA announcement
- All ClearOne 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

Phones

- During an emergency, telephones and cell phones will only be used to safely report emergency conditions or to request emergency assistance.
- In the event that telephone and/or electrical service is interrupted or it is unsafe to use a cell phone, other means must be relied upon to relay information. Runners will be utilized within the school building and on school grounds.

Public

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 "emergency phone tree" plan for parent notification in the event the Emergency Phone Notification System is not working. Parents/staff will be reminded during the Emergency Preparedness Week to have a land line phone for emergency use.

Communications in the Event of a School Site Lockdown:

When deemed appropriate by the superintendent or designee, the following communications will take place to the greater school community:

- On the Sierra-Plumas Joint Unified School District website, an update of the situation with possible directives for parents will be posted under "Alerts and Announcements". An entry on the District's "Facebook" page with the same information will also be posted.
- An all-call phone message will be generated to the entire school community addressing the status of the lockdown and directives for parents in what course of action the school desires parents to take.
- If time permits before students are excused, a letter will be drafted by the superintendent or site principal and sent home with each student addressing the situation and the district's response.
- If necessary, all resources with local law enforcement and their communication protocols will also be utilized.

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 Safety 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.

4. 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) 993-1660 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.

5. General Crisis Management Plan

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

- Notify the District/County Office, 993 -1660.
- 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.

6. 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 will 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.
 - 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 a "kee-kee" sound. If this happens and you're in a group:

- 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.

3. 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) 993-1660
 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

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

1. During School Hours

Initiate one of the following actions as appropriate for situation.
Continue to monitor for more specific information.

a) Action: **Stand By**

b) If circumstances allow and there is time, move students to closest suitable shelter.

c) Action: **Directed Transportation**

d) If the above is not advisable, remain in building as place of shelter.

B. Attack Without Warning

1. During School Hours

Depending on the location of the initial attack, staff will execute action **DUCK, COVER AND HOLD ON.**

C. 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.
 - 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.

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 Emergency Phone Call 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 occurs, 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

Date

Signature indicates that procedure has been read and understood.

4. Emergency Numbers

- EMERGENCY:** Fire, Medical **9-1-1**
- Sierra County District Office**..... 993 - 1660
- 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.
- 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:

(medical attention, cont.)

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?			
Has there been any change in storage or location of emergency equipment/supplies?			

Form G: Injury and Missing Persons Report

To be included in each Emergency Handbook

School: _____ Room: _____

Teacher: _____ Date: _____

- List names of missing or injured students.
- Send form to site administrator or designee **immediately**.

Injured		
Name	Type of Injury	Possible Location

Missing Persons	
Name	Possible Location

Form H: Hate Motivated Behavior Reporting

Hate Crime
Hate Incident
Other Bias Event

School _____ Incident Date _____

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 SIERRA COUNTY OFFICE OF EDUCATION
adopted: April 10, 2007 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
<p>VI PLAGIARISM OR DISHONESTY IN SCHOOL WORK OR ON TESTS</p>	<p>PowerSchool Log Entry Notify Parent Loss of credit on Assignment</p>	<p>PowerSchool Log Entry Parent/Student Conference Loss of Credit</p>
<p>VII INAPPROPRIATE DRESS</p>	<p>PowerSchool Log Entry Student Conference Offer Alternate Article(s) of Clothing Remove from Classes Until Clothing is Within Guidelines</p>	<p>PowerSchool Log Entry Notify Parent Remove from Classes Until Clothing is Within Guidelines SARB Warning Letter</p>
<p>VIII TARDINESS AND UNEXCUSED ABSENCE FROM SCHOOL</p>	<p>May Notify Parent May Notify Sheriff Assign Detention – 1 Day</p>	<p>Assign Detention – 1 Day May Notify Parent May Notify Sheriff May refer to Social Services Eventual SARB referral</p>
<p>IX FAILURE TO REMAIN ON SCHOOL PREMISES ACCORDING TO SCHOOL RULES</p>	<p>PowerSchool Log Entry Notify Parent Detention- 1 Day Considered Truant</p>	<p>PowerSchool Log Entry Notify Parent Detention – 1 Day Eventual SARB Referral</p>
<p>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</p>	<p>Remove student Student Conference PowerSchool Log Entry Notify Parent May notify Sheriff Recommend Counseling Refer to RTI</p>	<p>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</p>
<p>XI INTERFERING WITH OR UNAUTHORIZED USE OF THE DISTRICT'S COMPUTERS</p>	<p>PowerSchool Log Entry Notify Parent Computer Use Taken Away for up to 1 Week May notify Sheriff</p>	<p>PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent Computer Use in Jeopardy at School May Notify Sheriff</p>

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, Article 2

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 Office of Emergency Services 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 principal of the school or the person designated by the principal. 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. 2013, Ch. 352, Sec. 69. Effective September 26, 2013. Operative July 1, 2013, by Sec. 543 of Ch. 352.)

Use of School Facilities

EDUCATION CODE §38133

ARTICLE 2. Use of School Property [38130 - 38139]

38133.

The management, direction, and control of school facilities under this article are 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:

- (a) Aid, assistance, and encouragement to any of the activities authorized in Sections 38131 and 38132.
- (b) 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.
- (c) 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.

(Amended by Stats. 2002, Ch. 1168, Sec. 9. Effective September 30, 2002.)

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

Tentative Agreement
between the
Sierra-Plumas Teachers Association
and the
Sierra Plumas Joint Unified School District
December 6, 2013
Revised February 11, 2014

The Sierra-Plumas Teachers Association (“SPTA” or “Association”) and the Sierra Plumas Joint Unified School District (“District”) are parties to a collective bargaining agreement which expires on June 30, 2015. The parties have reached agreement as follows:

1. Compensation

Article 12 – Salary

The parties agree to increase the salary schedule by a total of six and a half percent (6.5%). The increase shall take place as follows:

Effective July 1, 2013, the District shall increase each cell of the 2012/13 salary schedule by four and a half percent (4.5%). Retro checks shall be issued for unit members employed on the date of ratification of this Agreement and shall be issued with the January 2014 payroll.

Effective July 1, 2014, the District shall increase each cell of the 2013/14 salary schedule by an additional two percent (2%) for a total of six and a half percent (6.5%) per negotiated agreement for 2013/14.

Per Article 16 (Duration of Agreement) 16.2 of the collective bargaining agreement, for 2014-15 the parties agree to open Article 11(Health Benefits), Article 12, (Salary (*parties agree that no “across the board” salary schedule increase through June 2015 will be negotiated*)), plus two articles of each party’s choosing.

This shall fully and finally complete *all* negotiations through June 30, 2014.

Nothing shall preclude the parties from meeting and negotiating by mutual consent.

**For the Sierra-Plumas
Teachers Association**

**For the Sierra-Plumas Joint
Unified School District**

Patrick Doyle
S-PTA President

Dr. Merrill Grant
S-PJUSD Superintendent

February 4, 2014

February 4, 2014

**Sierra County Office of Education, Opportunity
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Sierra County Office of Education, Opportunity
Street	109 Beckwith Street
City, State, Zip	Loyalton, CA 96118
Phone Number	530-993-1660
Principal	Derek Cooper
E-mail Address	dcooper@spjUSD.org
CDS Code	46104620119289

District Contact Information	
District Name	Sierra County Office of Education
Phone Number	530-993-1660
Web Site	www.sierracountyofficeofeducation.org
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem and realize their potential in a safe, secure environment.

For Fiscal Year 2012-2013, Sierra County Office of Education students are students who attend school in the State of Nevada and are reported as out-of-state students. Therefore, no data is reflected for those students in this report.

Sierra County Office of Education Special Education serves Sierra-Plumas Joint Unified School District students. Please see Sierra-Plumas school sites School Accountability Report Card for more detail.

Sierra County Opportunity student population is less than 10, therefore no data is reflected for those students in this report.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent involvement is an integral part of the Sierra County Opportunity School and are encouraged to join the District Advisory Committee.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts									
Mathematics									
Science									
History-Social Science									

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts									
Mathematics									

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide			
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School					4,655,989	790
Black or African American					296,463	708
American Indian or Alaska Native					30,394	743
Asian					406,527	906
Filipino					121,054	867
Hispanic or Latino					2,438,951	744
Native Hawaiian/Pacific Islander					25,351	774
White					1,200,127	853
Two or More Races					125,025	824
Socioeconomically Disadvantaged					2,774,640	743
English Learners					1,482,316	721
Students with Disabilities					527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	N/A	N/A
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Ungraded Elementary	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded Secondary	
Total Enrollment	

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American		White	
American Indian or Alaska Native		Two or More Races	
Asian		Socioeconomically Disadvantaged	
Filipino		English Learners	
Hispanic or Latino		Students with Disabilities	
Native Hawaiian/Pacific Islander			

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Sierra County Office of Education Opportunity School is situated in a small rural town. Staff members remain vigilant during school breaks and before and after school each day. Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of the children. All visitors are asked to check in at the school office, and regular school volunteers are screened. The plan covers emergency action procedures and general crisis management for potential situations in the classroom, outside the building and while on school buses. The School Safety Plan was revised in the fall of 2012 and approved February 2013.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	n/a	n/a	n/a	n/a	n/a	n/a
Expulsions	n/a	n/a	n/a	n/a	n/a	n/a

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The school facility inspection is for Loyaltan Middle School (LMS) Portable Room #7, which house the opportunity students, and LMS campus restroom.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	2	2	2	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	n/a
Total Teacher Misassignments	0	0	n/a
Vacant Teacher Positions	0	0	n/a

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	.1	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other	.5	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a
Mathematics	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a
Science	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a
History-Social Science	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a
Foreign Language	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a
Health	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a
Visual and Performing Arts	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a
Science Laboratory Equipment (grades 9-12)	Fiscal Year 2013-14: Opportunity Program discontinued	Yes	n/a

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	n/a	n/a	n/a	n/a
District	---	---	n/a	n/a
Percent Difference: School Site and District	---	---	n/a	n/a
State	---	---	n/a	n/a
Percent Difference: School Site and State	---	---	n/a	n/a

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	32,223	38,390
Mid-Range Teacher Salary	49,184	55,793
Highest Teacher Salary	66,147	72,306
Average Principal Salary (Elementary)	92,796	88,846
Average Principal Salary (Middle)	92,796	92,801
Average Principal Salary (High)	95,618	95,916
Superintendent Salary	114,228	116,026
Percent of Budget for Teacher Salaries	28.5%	34%
Percent of Budget for Administrative Salaries	6%	6.6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate									
Graduation Rate								77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the of students who were a part of the school’s most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

In conjunction with Sierra-Plumas Joint Unified School District, a Professional Learning Community (PLC) was implemented and meets approximately 10 afternoons throughout the school year. The school's primary focus is the utilization of technology in order to increase student achievement.

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT / SIERRA COUNTY OFFICE OF EDUCATION

305 South Lincoln Street, P.O. Box 157, Sierraville, CA 96126

Tel: (530) 994-1044 Fax: (530) 994-1045

REQUEST FOR TRAVEL/CONFERENCE APPROVAL

PURCHASE ORDER REQUIRED FOR EACH EXPENSE CLAIM

Prepayment Required Yes Date Due: _____ To: Contemporary Forums
 No (Unless you indicate a prepayment is necessary, no prepayment will be sent)

Employee: Lennie Garcia Date of Request: 2/5/14

SCHOOL	Date(s) of Activity
<u>Loyalton Preschool</u>	<u>3/13/14 - 3/15/14</u>

Destination: LAS Vegas, NV (facility you are visiting and city)

Funding Program: Sierra County Office of Education - Prof. Devel. Preschool

Purpose of Activity: The Young Child with Special Needs - Focus on Autism and Developmental Challenges

How will attendance benefit the District's educational program(s)? I will be able to implement strategies for the students as well as being updated on Federal Law.

THE FOLLOWING CLAIMS REQUIRE A PURCHASE ORDER EACH. PLEASE ATTACH A COPY WITH THIS FORM.

TRANSPORTATION: <u>District Vehicle</u> <input checked="" type="checkbox"/> Personal <input type="checkbox"/> Other <input type="checkbox"/> <u>Flight - 97 + 106 = 203.00</u> Est. Miles _____ x \$585/mile = \$ _____ <small>(Must submit mileage log with claims form)</small>	PER DIEM: <u>see back</u> <u>2 Breakfast x \$10.00 = \$ 20.-</u> <u>2 Lunch x \$11.00 = \$ 22.-</u> <u>2 Dinner x \$18.00 = \$ 36.-</u>	PARKING: <u>Days x \$ _____ = \$ _____</u>	Taxi/Shuttle: <u>2 Trips x \$ 20 /Trip = \$ 40.00</u>
---	--	---	--

REGISTRATION FEE: \$ 485.00 ORGANIZATION CONDUCTING ACTIVITY: Contemporary Forums
(Attach completed copy of ENTIRE Registration Form)

REGISTRATION HAS BEEN MADE YES NO REGISTRATION FORM NEEDS TO BE MAILED YES NO

LODGING: ~~Hotel name and address: _____ Tele: _____
 Dates: _____ Confirmation # _____
 Total cost including all taxes per night \$ _____ x _____ nights = Total cost of lodging \$ _____~~

NOTE: HOTEL ACCOMMODATION INFORMATION AND COMPLETED REGISTRATION FORM MUST BE ATTACHED OR REQUEST WILL BE RETURNED!

SUBSTITUTE REQUIRED: YES PROGRAM TO CHARGE: Sierra County Office of Education

- After approval by the site administrator, employees must follow these steps:
- Employees are responsible for their own registration, hotel and travel arrangements and any changes thereto. If an employee does not cancel in an appropriate amount of time to secure a refund, the employee will be responsible for covering the cost.
 - A purchase order must be attached for each request.
 - Each person requesting an activity is to submit this form to their administrator at least **four weeks prior** to proposed date of departure or registration deadline.
 - This form, a copy of registration, all required purchase orders, and any backup documentation must be submitted to the District Office - three weeks prior - to date of departure or registration deadline.**

CURRICULUM COUNCIL APPROVAL DATE: _____

Authorizing Agent	APPROVAL	
	Signature	Date
ADMINISTRATOR:	<u>Maureen Mergo</u>	<u>2-5-14</u>
SUPERINTENDENT:	<u>Ann Hunt</u>	<u>2/6/14</u>



January 31, 2014

TRANSMITTAL

To: Subregion 4D (Sierra County/Sierra-Plumas Jt. USD)

From: Charlyn Tuter, Sr. Administrative Assistant

Re: 2014 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Monday, March 17, 2014

Enclosed is the ballot for the election of your county representative to CSBA's Delegate Assembly *and* the ballot for the election of a delegate representing K-12 districts. These ballots contain the names of individuals nominated in your subregion and the candidate biographical sketches submitted for those individuals.

Because your district is a unified district and county office of education, your board must decide whether it wishes to vote for the county delegate *or* the regional delegate. Your board may only vote for one.

- Memo from CSBA President Josephine Lucey
- Memo from CCBE President Heidi Weiland
- Return envelope U.S. Postmark Deadline – Monday, March 17, 2014
- Red ballot to be signed by Superintendent/clerk
- List of the current Delegates in your region (reverse side of ballot)
- Copy on white paper of the red ballot for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 ext. 3281 should you have any questions.

Enclosures

REGIONAL DELEGATE

This complete, ORIGINAL Ballot must be SIGNED by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than MONDAY, MARCH 17, 2014. 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 2014 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-D
(Nevada, Placer, Sierra Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2014 -- March 31, 2016

*denotes incumbent

Renee Catherine Nash (Eureka Union SD)

COPY

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.

2014 Delegate Assembly Candidate Biographical Sketch Form



DUE: Tuesday, January 7, 2014 (U.S.P.S.)

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this **required one page** 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 **one page** candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: Renee Catherine Nash	CSBA Region: 4D
District or COE: 31 66829	Years on board: one
Contact Number: (916) 412-8921	E-mail: reneecnash@gmail.com
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate?	

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.

Money, money and money. CSBA needs to ensure that the state legislature follows up with the financial commitments that are part of LCFF. Every effort needs to be made to ensure that the promised money comes to local districts as outlined in Governor Brown's reform plan for public education. Local district like mine cannot afford to make long term programming restoration plans and increase staff compensation without knowing that the money is coming. Coupled with that, we need to ensure that LCAP regulations coming from the State Board of Education are clear and provide local districts with the real flexibility that was promised by the Governor. As someone who was a registered lobbyist for five years, I am not one to trust that the legislature and administrative agencies will naturally follow through. So first is money and the second is flexibility as promised by Governor Brown. My third area of primary interest is ensuring that with the new Smarter Balance testing and the need for technology infrastructure, that district are working to ensure that systems are sustainable in the long run, and that cost savings are identified in the new learning model. This could include textbooks and other instructional materials. School districts need to be sharing best practices in this new digital age in terms of architecture, devices and materials.

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 am very involved in all levels of my district, including participating in regular site visits, attending PTC meetings, meetings of our local school foundation and other area groups. I regularly communicate with members of other boards in our county, particularly the board of the high school district that our kids feed into in ninth grade. I have attended area meetings of ACSA and regional CSBA trainings as well to meet other area trustees and to share best practices.

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 attended by first CSBA conference in recently in San Diego and was so impressed with the amount of information available and the value of networking with other school board members and administrators as well as the vital role CSBA plays in providing information to districts and serving as an advocacy arm for public school districts. Simply put, I want to get more involved. I have years of experience in leadership roles in my district, including seven years as a board member and a term as president of one of the most successful school foundations in the state, the Eureka Schools Foundation. ESF was recently honored with an award from ACSA. After just one year on my local Board of Trustees, I was elected Board President because I believe my colleagues appreciate my leadership. I spent five years as a lawyer and lobbyist for the California Newspaper Publishers Association so I am keenly aware of the role and power that statewide advocacy organizations have and the importance of using that role to help drive public policy in the right direction.

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

Signature: Renee C. Nash

Date: 12/20/13

RENEE C. NASH

RESUME

I was born in Pennsylvania but raised in San Diego, California. I came north and have stayed ever since. I earned my undergraduate degree with honors in history from the University of California, Davis. I earned my law degree from McGeorge School of Law where I graduated With Great Distinction and as a member of the Order of the Coif.

I began my career as a newspaper reporter for several small daily newspapers in Northern California where I covered local government agencies, law enforcement and the courts. My interest in expanding my career led me to law school and to the California Newspaper Publishers Association where I spent five years as a legislative advocate and staff attorney. While at CNPA, I had significant responsibility in the area of lobbying, developing and implementing government relations plans with hundreds of statewide members, providing information to members newspapers, and conducting statewide trainings in a variety of areas, including the Brown Act and the California Open Records Act. I also spent several years as an instructor with the College of Administrative Law teaching other lawyers around the state the rules of the Brown Act along with instructors from the California Attorney General's Office. I also authored several books published by the California Newspaper Publishers Association on media law issues.

My career in the newspaper industry included Legal Counsel to McClatchy Publishing where I was responsible for employment law issues nationwide. My newspaper career also took me to serve as General Counsel for News & Review Publishing.

After the birth of my four children, I changed the focus of my practice to tax law and corporate structuring and began working for myself. This allows me the time to coach various youth sports and be involved in all aspects of my children's lives. I spent seven years on the Board of Directors of the Eureka Schools Foundation and a year and a half as president of one of the best schools foundations in the state where I helped raised literally millions of dollars to keep alive enrichment programs including music, band and choir, athletics at the junior high level and staffed libraries. In November 2012, I was elected to the Board of Trustees of the Eureka Union School Board and in December 2013 was elected President of the Board despite only one year of service.

Other highlights of my career and personal life include 14 years spent as an Adjunct Professor of Law at McGeorge School of Law where I taught Media Law and Employment Law. I helped form and serve on the Board of Directors of the Roseville Theatre Arts Academy, a regional non-profit children's community theater. I am also an active member of the National Charity League and serve as the Press Box Manager and do the play-by-play for our local youth football and cheer organization, the Granite Bay Junior Grizzlies. I have coached youth cheer, basketball, and softball. I live in Granite Bay with my husband Steve and our four daughters Katie (14), and 12-year old triplets Alexandra, Susan and Emily. My interests including cooking and the Civil War.

COUNTY DELEGATE

This complete, ORIGINAL Ballot must be SIGNED by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than MONDAY, MARCH 17, 2014. 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 2014 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 4
(Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Yuba, Tehama Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016

*denotes incumbent

Suzanne Jones (Placer COE)

COPY

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

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

2014 County Delegate Assembly Candidate Biographical Sketch Form



DUE: Tuesday, January 7, 2014 (U.S.P.S.)

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Only county boards may run for the county Delegate Assembly seat. Please complete, sign and date this required one page 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 one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: <u>Suzanne Jones</u>	CSBA Region: <u>4D</u>
COE Name: <u>Placer County Office of Education</u>	Years on board: <u>3</u>
Contact Number: <u>916-880-0136</u>	E-mail: <u>cliffandsuz@gmail.com</u>

Are you a continuing Delegate? Yes No If yes, how long have you served as a Delegate?

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.

As a member of the Delegate Assembly I will work hard to advance the Assembly's priorities. I believe it is the Delegate Assembly responsibility to ensure the governance program and policies offer cutting edge information to all school boards and their members, superintendents and their key staff members. I believe I can be a supportive and contributive member. I believe it is vital that we ensure that all the students in CA remain our top priority with regard to providing a quality education and preparing all of them to be able to compete and have successful futures in the world market.

My top three priorities are:

1. Students, providing for personal and educational success;
2. Outstanding world class curriculum;
3. Having the best prepared, educated, well informed, professionally developed Boards, Administrations, and teaching staff.

I believe these are important to the Association because these are responsibilities that fall upon the members of the Association's purview.

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 county office.

I have served on the Placer County Board of Education's Policy committee since the first year I took office. I feel it is critically important for any board to be current with Board policies because these are the governing documents and, if updated regularly and properly, reflect current changes in the CA Ed Code. I also participate in all activities in the County when Board members are invited. I attend school visitations when invited by the Superintendent. I have attended staff and Board professional development. I was one of the architects of our Boards very first Retreat/Professional development workshop; a two day event.

Last year I was the Board's Vice President and this year I am the Board's President.

Also, as a CCBE member I have been on the Legislative Committee for the last two years.

Community is very important to me and to express my interest and concerns I applied and was appointed to serve on the local Granite Bay Municipal Advisory council and am currently serving my third year.

Why are you interested in becoming a County Delegate/CCBE Director and what contribution do you feel you would make as a member of the Delegate Assembly and a member of CCBE's Board of Directors?

I would like to become a county delegate/CCBE Director because I believe that I can make a difference. I have attended all the CCBE and CSBA Conferences. I believe in gaining all the knowledge and education possible because that will assist me to do the best possible job I can.

I successfully developed our Board's very first Board Retreat, a two day professional development event.

I have experience with all aspects of business at the School District as a Legal Analyst when I worked for Sacramento City Unified School District. I am also an attorney and will bring that education and training to the table.

Your signature indicates your consent to have your name placed on the ballot and to serve as a County Delegate and a member on the CCBE's Board of Directors, if elected.

Signature: *Suzanne Jones*

Date: January 7, 2014

Sierra County Office of Education

Sierra-Plumas Joint Unified School District

Uniform Complaint Procedures

Administrative Regulation 1312.3

P. O. Box 955
109 Beckwith Road
Loyalton CA 96118
(530) 993-1660

Website/Email addresses: sierracountyofficeofeducation.org

Adopted on February 11, 2014

Except as the Governing Board may otherwise specifically provide in other Board policies, this document presents information about how the Sierra-Plumas Joint Unified School District processes UCP complaints concerning particular programs or activities in which we receive state or federal funding.

Definition

- A *complaint* is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation and bullying.
- A *complainant* is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, and bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

Programs or activities in which the Sierra-Plumas Joint Unified School District receives state or federal funding are:

- Consolidated Categorical Aid Programs
- Career Technical and Technical Education and Training Programs
- Child Nutrition Programs
- Special Education Programs
- Safety Planning Requirements

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

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*)

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

2. Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

Compliance Officers

The responsibilities of the Sierra-Plumas Joint Unified School District

The Sierra-Plumas Joint Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, and bullying and seek to resolve those complaints in accordance with our UCP procedures.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate. We submitted our UCP policies and procedures to our local governing board for approval and adoption (see the top of this document for final adoption date).

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

Name: Superintendent or Designee
Sierra-Plumas Joint Unified School District
Address: P. O. Box 955, 109 Beckwith Road, Loyalton CA 96118
Phone Number: (530) 993-1660

The Superintendent or designee shall ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. 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

Filing a complaint with the Sierra-Plumas Joint Unified School District

Except for Williams Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a program.

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. This time period may be extended by the written agreement of the complainant. (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 unlawful discrimination, harassment, intimidation. An investigation of alleged unlawful discrimination, harassment, intimidation, or bullying 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. . The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our superintendent shall respond immediately upon a receipt of a request for extension. (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

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

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 under state or federal discrimination, harassment, intimidation or bullying laws 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
 revised: February 11, 2014

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

Loyalton, California

P. O. Box 955
109 Beckwith Road
Loyalton CA 96118
(530) 993-1660

E 1312.3

**ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)
2013-14**

For students, employees, parents/guardians, school and district advisory committee members, appropriate private school officials, and other interested parties

The Sierra-Plumas Joint Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

The Sierra-Plumas Joint Unified School District shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Consolidated Categorical Aid Programs
- Career Technical Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Special Education Programs
- Safety Planning Requirements

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Title: Superintendent
 Address: P. O. Box 955
 109 Beckwith Road
 Loyalton CA 96118

Telephone Number: 530 993-1660

Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the

alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal Sierra-Plumas Joint Unified School District's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving Sierra-Plumas Joint Unified School District's Decision. The appeal must include a copy of the complaint filed with Sierra-Plumas Joint Unified School District and a copy of Sierra-Plumas Joint Unified School District's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of Sierra-Plumas Joint Unified School 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.

A copy of the Sierra-Plumas Joint Unified School District's UCP policy and complaint procedures shall be available free of charge.

UCP Policy and Procedures 1312.3 were adopted by the SPJUSD Governing Board on February 11, 2014.

Sierra County/Sierra-Plumas Joint USD

Board Policy

Administrative Discretion Regarding Board Policy

BP 2210

Administration

Note: The following optional policy may be revised to reflect district practice. Education Code 42605, which granted districts flexibility to use funds received for "Tier 3" categorical programs for any "education purpose," has been repealed by AB 97 (Ch. 47, Statutes of 2013). Pursuant to AB 97, funding for many of the categorical programs affected has been redirected into the new local control funding formula (LCFF) and districts must instead develop a local control and accountability plan (LCAP) that identifies the goals and specific actions the district will take to improve the achievement of all students. For more information about LCFF and its impact on district policies, see CSBA's policy brief Impact of Local Control Funding Formula on Board Policies. For specific requirements related to the LCAP, see BP/AR 0460 - Local Control and Accountability Plan.

Revised
The Governing Board desires to be proactive in communicating its philosophy, priorities, and expectations for the district; clarifying the roles and responsibilities of the Board, Superintendent, and other senior administrators; and setting direction for the district through written policies. However, the Board recognizes that, in the course of operating district schools or implementing district programs, situations may arise which may not be addressed in written policies.

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 2110 - Superintendent Responsibilities and Duties)
(cf. 9000 - Role of the Board)
(cf. 9310 - Board Policies)

✓ In any situation in which immediate action is needed to avoid any risk to the safety or security of district students, staff, or property or disruption to student learning, the Superintendent or designee shall have the authority to act on behalf of the district.

New
As necessary, the Superintendent or designee shall consult with other district staff, including the legal counsel and/or the chief business official, regarding the exercise of this authority.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516.5 - Emergency Schedules)

The Superintendent or designee shall notify the Board as soon as practicable after he/she exercises this authority. The Board president and the Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

EDUCATION CODE

35010 Control of district, prescription and enforcement of rules
35035 Powers and duties of superintendent
35160 Authority of governing boards
35161 Powers and duties; authority to delegate
35163 Official actions, minutes and journal

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, Policy Brief, November 2013

WEB SITES

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

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

(11/09 7/11) 12/13

Sierra County/Sierra-Plumas Joint USD

Board Policy

Deferred Maintenance Funds

BP 3111

Business and Noninstructional Operations

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Sierra-Plumas Joint Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

In order to help meet the district's facility maintenance needs, the Board of Education shall discuss proposals and plans for expenditures of deferred maintenance facility funds at a regularly scheduled public hearing.

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

(cf. 7000 - Concepts and Roles)

(cf. 7210 - Facilities Financing)

In any year that the district does not set aside one-half of one percent of its current-year revenue limit average daily attendance for deferred maintenance, the Board shall submit a report, by March 1, to the Legislature, with copies to the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the State Allocation Board. (Education Code 17584.1)

The report shall include all of the following: (Education Code 17584.1)

1. A schedule of the complete school facilities deferred maintenance needs of the district for the current year, including a schedule of costs per school site and total costs
2. A detailed description of the district's spending priorities for the current year, and an explanation of why those priorities, or any other considerations, have prevented the district from setting aside sufficient local funds so as to permit it to fully fund its deferred maintenance program and, if eligible, to participate in the state deferred maintenance funding program as set forth in Education Code 17584
3. An explanation of how the Board plans to meet its current-year facilities deferred maintenance needs without setting aside the funds set forth in Education Code 17584

Sierra County/Sierra-Plumas Joint USD

Board Policy

Food Service Operations/Cafeteria Fund

Business and Noninstructional Operations

BP 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food ~~services administrators and~~ service personnel possess appropriate qualifications and receive ongoing professional development related to the effective management and implementation of the district's food ~~serviceesservice~~ program.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082) Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

In addition, meals may be sold to other individuals and organizations that are on campus during meal times for a legitimate purpose, such as classroom volunteers, parents/guardians, or students' siblings.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall recommend meal prices, be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760, for students and nonstudents for approval by the Board.

Students who are enrolled in the free or reduced-price meal ~~programs~~ program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

Meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose.

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law. ~~Program financial reports shall be presented regularly to the Board.~~

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or food service-management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code
CODE OF REGULATIONS, TITLE 5
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
 1751-1769j School lunch programs
 1771-1791 Child nutrition, including:
 1773 School breakfast program
CODE OF FEDERAL REGULATIONS, TITLE 2
~~255~~225 Cost Principles for State, Local, and Indian Tribal Governments
CODE OF FEDERAL REGULATIONS, TITLE 7
 210.1-210.31 National School Lunch Program
 220.1-220.21 National School Breakfast Program
 250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
Food Distribution Program Administrative Manual
Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013
Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012
Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010
Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs; and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-01-2008, February 2008
Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Financial Management of the School Meal Programs, Correspondence, August 30, 2013
Indirect Costs: Guidance for State Agencies and School Food Authorities, 2011
U.S. DEPARTMENT OF EDUCATION GUIDANCE
FAQs About School Meals
WEB SITES
 California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>
 California School Nutrition Association: <http://www.calsna.org>
 U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy
 adopted: April 10, 2007
 revised: June 14, 2011
 revised: February 11, 2014

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

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Food Service Operations/Cafeteria Fund

Business and Noninstructional Operations

AR 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Payments for Meals

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain an account indicating a system for accurately recording payments received from and tracking meals provided to each student for the purchase of school meals.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

At the beginning of the school year, parents/guardians shall be notified of the district's meal payment policies and encouraged to prepay for meals whenever possible.

(cf. 1113 - District and School Web Sites)

Students and their parents/guardians shall be notified whenever their account has a zero balance. Whenever a student's account has an unpaid balance of \$20 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091,~~38092~~)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR 255225, and the California School Accounting Manual. (Education Code 38091, 38101; 2 CFR 255225)

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 210.14)

U.S. Department of Agriculture Foods

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA foods shall be used in school lunches as far as practicable, ~~but, USDA foods also may be used in other nonprofit food service activities, with any revenues accruing~~ including, but not limited to the district's nonprofit food service account. Such activities may include, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.60)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

Regulation

approved: April 10, 2007

revised: June 14, 2011

revised: February 11, 2014

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

Loyalton, California

OTHER FOOD SALES

Requirements for Schools Participating in Federal Meal Program

Note: The following section is for use by districts that have one or more schools participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). 7 CFR 210.11 and 220.12 **mandate** that such districts adopt rules and regulations to ensure compliance with federal requirements for competitive foods. Pursuant to 42 USC 1779, the U.S. Secretary of Agriculture has established nutrition standards which are consistent with the most recent Dietary Guidelines for Americans and apply to all foods sold outside the school meal programs on school campuses at any time during the school day. These standards are contained in 7 CFR 210.11 and 220.12, as amended by 78 Fed. Reg. 125, and must be implemented by July 1, 2014.

Note that, in some instances, state nutrition standards (Education Code 49431-49431.7) may be stricter than federal standards. In such cases, the stricter standard prevails. In addition, although 7 CFR 210.11 and 220.12 allow states to adopt criteria for special exemptions from nutrition standard compliance for infrequent school-sponsored fundraisers, the California Department of Education (CDE) provides no exemption. Thus, all infrequent school-sponsored fundraisers are subject to the same rules as other outside food sales.

Revised
For any district school participating in the National School Lunch and/or Breakfast Program, food and beverage sales conducted outside the district's food service program on school campuses during the school day shall comply with applicable nutritional standards specified in 7 CFR 210.11 and 220.12 or with state nutrition standards in Education Code 49431-49431.7 and 5 CCR 15500-15501 and 15575-15578, whichever rule is stricter.

Note: As amended by 78 Fed. Reg. 125, 7 CFR 210.11 adds the following definition of "school day" for purposes of the regulations governing competitive food and beverage sales.

New
These standards shall apply to all competitive foods and beverages sold from midnight before the school day to one-half hour after the end of the school day. (7 CFR 210.11)

Note: The remainder of this section reflects 5 CCR 15500-15501 pertaining to sales by student organizations in schools that participate in a federal meal program, but delegates to the Superintendent or designee the responsibility for approval of the specific food item to be sold; see the accompanying Board policy.

To the extent that any Title 5 requirement conflicts with the nutrition standards specified in Education Code 49431-49431.7 or federal law, the stricter standard prevails. Thus, although 5 CCR 15500 provides that a student organization may only sell a dessert-type item, such as a pastry, ice cream, or fruit, stricter state and federal nutrition standards supersede and so this provision is not reflected in the list below.

Items #1-6 below are for use by districts that maintain any of grades K-8.

✓ In a school with any of grades K-8 that is participating in the National School Lunch and/or Breakfast Program, the Superintendent or designee shall not permit the sale of foods by a student organization except when all of the following conditions are met: (5 CCR 15500)

- ✓ 1. The student organization sells only one food item per sale.

- ✓ 2. The specific nutritious food item is approved by the Superintendent or designee in accordance with Board policy.
- ✓ 3. The sale does not begin until after the close of the regularly scheduled midday food service period.
- ✓ 4. The sale during the regular school day is not of food items prepared on the premises.
- ✓ 5. There are no more than four such sales per year per school.
- ✓ 6. The food sold is not one sold in the district's food service program at that school during that school day.

✓ In any middle or high school, a student organization may be approved to sell food items during or after the school day if all of the following conditions are met: (5 CCR 15501)

- ✓ 1. Only one student organization conducts a food sale on a given school day and the organization sells no more than three types of food or beverage items, except that up to four days during the school year may be designated on which any number of organizations may conduct the sale of any food items.
- ✓ 2. The specific nutritious food items are approved by the Superintendent or designee in accordance with Board policy.
- ✓ 3. Food items sold during the regular school day are not prepared on the premises.
- ✓ 4. The food items sold are not those sold in the district's food service program at that school during that school day.

New The Superintendent or designee shall maintain records, or shall require organizations selling foods and beverages to maintain records, to document compliance with federal nutrition standards for all competitive foods and beverages sold through and outside the district's food services program. At a minimum, these records shall include receipts, nutrition labels, and/or product specifications. (7 CFR 210.11)

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

Loyalton, CA

Sierra County/Sierra-Plumas Joint USD

Board Policy

Recruitment And Selection

BP 4111 ,
Personnel

~~Cautionary Notice: As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Sierra Plumas Joint Unified School District/Sierra County Office of Education has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

The Board of Education is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficiency running of district operations.

(cf. 0100 - Goals for the School District)
(cf. 4000 - Concepts and Roles)
(cf. 4100 - Certificated Personnel)
(cf. 4200 - Classified Personnel)
(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 9000 - Role of the Board)

The Superintendent or designee shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that employees individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she also shall disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures shall include screening processes, interviews, observations,

and recommendations from previous employers as necessary to identify the best possible candidate for a position. The Superintendent or designee may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

District: For each position the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

County Office of Education: For each position the County Superintendent of Schools will advise the Sierra County Board of Education of a candidate that meets all qualifications for a position and has cleared the employment mandates established by law and the Sierra County Office of Education. No person shall be employed without the recommendation or endorsement of the County Superintendent of Schools or designee.

(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4112.2 - Certification)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4312.1 - Contracts)

Recruitment Incentives for Teachers

~~Contingent upon available funding, the Superintendent or designee may provide incentives to recruit credentialed teachers to teach in any district school ranked in the bottom half of the state Academic Performance Index. Such incentives may include, but are not limited to, signing bonuses, improved work conditions, teacher compensation, or housing subsidies. (Education Code 44735)~~

With Board approval, the Superintendent or designee may provide incentives to recruit teachers, administrators, or other employees to work in low-performing schools or in hard-to-fill positions.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

44066 Limitations on certification requirement

44259 Teaching credential; exception; designated subjects; minimum requirements

44735 Incentive grants for recruiting teachers for low-performing schools

44740-44741 Personnel management assistance teams

44750 Teacher recruitment resource center

44830-44831 Employment of certificated persons
44858 Age or marital status in certificated positions
44859 Prohibition against certain rules and regulations re residency
45103-45139 Employment (classified employees)
49406 Examination for tuberculosis
52051 Academic Performance Index

GOVERNMENT CODE

815.2 Liability of public entities and public employees
12900-12996 Fair Employment and Housing Act, including:
12940-12956 Discrimination prohibited; unlawful practices

UNITED STATES CODE, TITLE 8

1324a Unlawful employment of aliens
1324b Unfair immigration related practices

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

COURT DECISIONS

C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Management Resources:

WEB SITES

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

Education Job Opportunities Information Network: <http://www.edjoin.org>

Teach USA: <http://www.calteach.org>

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

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Sierraville, California

Policy

adopted: April 10, 2007

revised: September 11, 2012

revised: February 11, 2014

Loyalton, CA

STAFF DEVELOPMENT

Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. (United Faculty of Contra Costa Community College District v. Contra Costa Community College District) Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of agreement, may be determined by PERB on a case-by-case basis.

✓ The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

(cf. 6111 - School Calendar)

Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

New The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

- (cf. 0000 - Vision)*
- (cf. 0200 - Goals for the School District)*
- (cf. 0420 - School Plans/Site Councils)*
- (cf. 0420.1 - School-Based Program Coordination)*
- (cf. 0460 - Local Control and Accountability Plan)*
- (cf. 0520.2 - Title I Program Improvement Schools)*
- (cf. 0520.3 - Title I Program Improvement Districts)*
- (cf. 0520.4 - Quality Education Investment Schools)*

Note: Pursuant to Education Code 99242, the Math and Reading Professional Development program self-repealed on January 1, 2013. In addition, AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41533) into the local control funding formula. At their discretion, districts may design professional development opportunities to meet the purposes of these programs or other local needs. Items #1-11 below are optional.

✓ The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

STAFF DEVELOPMENT (continued)

- Revised*
1. Mastery of subject-matter knowledge, including current state and district academic standards

(cf. 6011 - Academic Standards)
 (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
 (cf. 6142.3 - Civic Education)
 (cf. 6142.5 - Environmental Education)
 (cf. 6142.6 - Visual and Performing Arts Education)
 (cf. 6142.7 - Physical Education and Activity)
 (cf. 6142.8 - Comprehensive Health Education)
 (cf. 6142.91 - Reading/Language Arts Instruction)
 (cf. 6142.92 - Mathematics Instruction)
 (cf. 6142.93 - Science Instruction)

- ✓ 2. Use of effective, subject-specific teaching methods, strategies, and skills
- ✓ 3. Use of technologies to enhance instruction

(cf. 0440 - District Technology Plan)

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students

(cf. 4112.22 - Staff Teaching English Language Learners)
 (cf. 4112.23 - Special Education Staff)
 (cf. 5147 - Dropout Prevention)
 (cf. 5149 - At-Risk Students)
 (cf. 6141.5 - Advanced Placement)
 (cf. 6171 - Title I Programs)
 (cf. 6172 - Gifted and Talented Student Program)
 (cf. 6173 - Education for Homeless Children)
 (cf. 6173.1 - Education for Foster Youth)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6175 - Migrant Education Program)

- ✓ 5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

(cf. 6178 - Career Technical Education)

- ✓ 6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

STAFF DEVELOPMENT (continued)

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

- ✓ 7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution and hatred prevention

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)

- ✓ 8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

- ✓ 9. Ability to interpret and use data and assessment results to guide instruction

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)

- ✓ 10. Knowledge of topics related to student health, safety, and welfare

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.5 - Sex Offender Notification)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.63 - Steroids)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.52 - Suicide Prevention)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

- ✓ 11. Knowledge of topics related to employee health, safety, and security

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4158/4258/4358 - Employee Security)

Note: The following optional paragraph may be revised to reflect district practice. Education Code 44277 encourages districts to establish professional growth programs that give individual teachers a wide range of options and significant roles in determining the course of their professional growth. Districts may assist teachers with preliminary credentials to meet the qualifications required for a professional clear credential,

STAFF DEVELOPMENT (continued)

and are required to provide staff development and support to teachers participating in internship programs (Education Code 44325-44328, 44450-44468, and 44830.3). In addition, 20 USC 6319 requires that the Title I local educational agency plan include professional development designed to enable teachers of core academic subjects to meet the requirements of the No Child Left Behind Act for "highly qualified" teachers; see BP/AR 4112.24 - Teacher Qualifications Under the No Child Left Behind Act.

✓ The Superintendent or designee may, in conjunction with individual teachers and interns, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4131.1 - Beginning Teacher Support/Induction)

(cf. 4138 - Mentor Teachers)

✓ The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)

✓ The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

Report to Board

(cf. 0500 - Accountability)

Legal Reference: (see next page)

STAFF DEVELOPMENT (continued)

Legal Reference:

EDUCATION CODE

- 41530-41533 Professional Development Block Grant
- 44032 Travel expense payment
- 44259.5 Standards for teacher preparation
- 44277 Professional growth programs for individual teachers
- 44325-44328 District interns
- 44450-44468 University internship program
- 44570-44578 Inservice training, secondary education
- 44580-44591 Inservice training, elementary teachers
- 44630-44643 Professional Development and Program Improvement Act of 1968
- 44700-44705 Classroom teacher instructional improvement program
- 45028 Salary schedule and exceptions
- 48980 Notification of parents/guardians: schedule of minimum days
- 56240-56245 Staff development; service to persons with disabilities
- 99200-99206 Subject matter projects

GOVERNMENT CODE

- 3543.2 Scope of representation of employee organization

CODE OF REGULATIONS, TITLE 5

- 13025-13044 Professional development and program improvement

UNITED STATES CODE, TITLE 20

- 6319 Highly qualified teachers
- 6601-6702 Preparing, Training and Recruiting High Quality Teachers and Principals

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

- United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Management Resources:

CSBA PUBLICATIONS

- Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

- State Board of Education Guidelines and Criteria for Approval of Training Providers, March 2008

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

- California Standards for the Teaching Profession, 2009

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education, Professional Development: <http://www.cde.ca.gov/pd>
- California Subject Matter Projects: <http://csmp.ucop.edu>
- Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy

adopted: 4/10/2007

2/11/2014

CSBA MANUAL MAINTENANCE SERVICE

December 2013

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Staff Development

AR 4131

Personnel

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Sierra-Plumas Joint Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Superintendent or designee shall ensure that certificated staff members have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to:

1. Visits to other classrooms and other schools to observe and analyze teaching
2. Attendance at professional education conferences or committee meetings
3. Classes/workshops offered by the district, county office of education, state projects, private organizations, or other appropriate agencies
4. Courses in regionally accredited institutions of higher education, including courses delivered through online technologies
5. Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work
6. Peer conferences and/or joint staff preparation time
7. Participation in curriculum development projects
(cf. 6141 - Curriculum Development and Evaluation)
8. Participation in educational research or innovation efforts
9. Assistance from or service as a mentor teacher or consulting teacher

(cf. 4112.21 - Interns)

(cf. 4131.1 - Beginning Teacher Support/Induction)
(cf. 4138 - Mentor Teachers)
(cf. 4139 - Peer Assistance and Review)

10. Service in a leadership role in a professional organization

11. Discussions and/or internships with business and community agencies for the purpose of identifying the skills, knowledge, and aptitudes necessary for specific career paths and developing meaningful career-related, work-based learning experiences

(cf. 1700 - Relations Between Private Industry and the Schools)

12. Travel, study, and research in subject-matter content and effective educational practices

(cf. 4161.3 - Professional Leaves)

13. Follow-up activities that help staff to implement newly acquired skills

The Superintendent or designee shall approve the participation of individual staff members in district-provided or external staff development activities which may require release time, leave of absence, or other district resources.

Regulation SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
approved: April 10, 2007 Sierraville, California

STAFF DEVELOPMENT

Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. (United Faculty of Contra Costa Community College District v. Contra Costa Community College District) Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of agreement, may be determined by PERB on a case-by-case basis.

Pursuant to Education Code 45391, as added by SB 590 (Ch. 723, Statutes of 2013), a district that expends funds for professional development for any school site staff must consider the needs of its classified school employees to update their skills and learn best practices.

Pursuant to Education Code 45387, the Governing Board may authorize a permanent classified employee to attend job-related inservice training with pay during working hours for one or more school days each year.

✓ The Governing Board recognizes that classified staff does essential work that supports a healthy school environment and the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

- (cf. 3100 - Budget)
- (cf. 3350 - Travel Expenses)
- (cf. 4200 - Classified Personnel)
- (cf. 4261.3 - Professional Leaves)

Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

New The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0420 - School Plans/Site Councils)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)

STAFF DEVELOPMENT (continued)

Note: Items #1-10 below reflect optional topics for professional development of classified staff specified in Education Code 45391, as added by SB 590 (Ch. 723, Statutes of 2013), and may be revised to reflect district practice.

Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position, including, but not limited to, the following topics: (Education Code 45391)

1. Student learning and achievement

- ✓ a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students
- b. Alignment of curriculum and instructional materials with Common Core State Standards
- c. The management and use of state and local student data to improve student learning
- d. Best practices in appropriate interventions and assistance to at-risk students

(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

✓ 2. Student and campus safety

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.5 - Sex Offender Notification)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)

STAFF DEVELOPMENT (continued)

(cf. 5145.9 - Hate-Motivated Behavior)
 (cf. 5145.3 - Nondiscrimination/Harassment)
 (cf. 5145.7 - Sexual Harassment)

- ✓ 3. Education technology, ^{and} ~~including management strategies and~~ best practices regarding the use of education technology to improve student performance

(cf. 0440 - District Technology Plan)
 (cf. 1114 - District-Sponsored Social Media)
 (cf. 4040 - Employee Use of Technology)
 (cf. 6163.4 - Student Use of Technology)

4. School facility maintenance and operations, including new research and best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites

(cf. 3510 - Green School Operations)
 (cf. 3511 - Energy and Water Management)

5. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates

6. *Effective Communication and interaction with staff, students, parents/guardians, and community members.*
 (cf. 6159 - Individualized Education Program)
 (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
 (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
 (cf. 6164.6 - Identification and Education Under Section 504)

(See & add references)

- 6.7 School transportation and bus safety

(cf. 3540 - Transportation)
 (cf. 3541 - Transportation for School-Related Trips)
 (cf. 3541.2 - Transportation for Students with Disabilities)
 (cf. 3542 - Bus Drivers)
 (cf. 3543 - Transportation Safety and Emergencies)

- 7.8 Parent involvement, including ways to increase parent involvement at school sites

(cf. 1240 - Volunteer Assistance)
 (cf. 6020 - Parent Involvement)

- 8.9 Food service, including new research on food preparation to provide nutritional meals and food management

(cf. 3550 - Food Service/Child Nutrition Program)
 (cf. 3551 - Food Service Operations/Cafeteria Fund)
 (cf. 3555 - Nutrition Program Compliance)

STAFF DEVELOPMENT (continued)

9.10 Health, counseling, and nursing services

- (cf. 5141 - Health Care and Emergencies)*
- (cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*
- (cf. 5141.22 - Infectious Diseases)*
- (cf. 5141.23 - Asthma Management)*
- (cf. 5141.24 - Specialized Health Care Services)*
- (cf. 5141.26 - Tuberculosis Testing)*
- (cf. 5141.27 - Food Allergies/Special Dietary Needs)*
- (cf. 5141.3 - Health Examinations)*
- (cf. 5141.52 - Suicide Prevention)*
- (cf. 5141.6 - School Health Services)*
- (cf. 6164.2 - Guidance/Counseling Services)*

10.11 Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites

- (cf. 3514 - Environmental Safety)*
- (cf. 3514.1 - Hazardous Substances)*
- (cf. 3514.2 - Integrated Pest Management)*
- (cf. 6161.3 - Toxic Art Supplies)*

Note: AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41533) into the local control funding formula. The following optional paragraph is for use by districts that choose to continue to offer a professional development program designed to meet the purposes of this program.

✓ For classroom instructional aides, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students.

(cf. 4131 - Staff Development)

✓ The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4215 - Evaluation/Supervision)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

STAFF DEVELOPMENT (continued)

Legal Reference:

EDUCATION CODE

41530-41533 Professional Development Block Grant

44032 Travel expense payment

45380-45387 Retraining and study leave (classified employees)

45390-45392 Professional development for classified school employees

52060-52077 Local control and accountability plan

56240-56245 Staff development; service to persons with disabilities

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Management Resources:

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>

California School Employees Association: <http://www.csea.com>

Policy
adopted: 4/10/2007
2/11/2014

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Staff Development

AR 4231

Personnel

Upon approval of the Superintendent or designee, classified staff members may participate in staff development opportunities which may include, but are not limited to:

1. Orientation and support for new employees
2. Visits to other schools and school districts
3. Attendance at professional conferences or committee meetings
4. Classes and workshops offered by the district, county office of education, institutions of higher education, private organizations, or other appropriate agencies

(cf. 4261.3 - Professional Leaves)

5. Joint staff preparation time and staff meetings
6. Follow-up activities that help staff implement newly acquired skills

Regulation SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
approved: April 10, 2007 Sierraville, California

STAFF DEVELOPMENT

The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0420 - School Plans/Site Councils)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 0520.4 - Quality Education Investment Schools)

Note: Pursuant to Education Code 44517, the state's Administrator Training Program self-repealed on January 1, 2013. Funding for that program has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013). Thus, the content of the district's staff development program for administrators may be adapted to meet district needs. Items #1-10 below are optional.

The district's staff development program for district and school administrators may include, but is not limited to, the following topics:

New Section

1. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

(cf. 4111/4211/4311 - Recruitment and Selection)
 (cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
 (cf. 4113 - Assignment)

2. Effective fiscal management and accountability practices

(cf. 3100 - Budget)
 (cf. 3460 - Financial Reports and Accountability)

STAFF DEVELOPMENT (continued)

3. Academic standards and standards-aligned curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

4. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

5. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

6. The use of technology to improve student performance and district operations

(cf. 0440 - District Technology Plan)

7. Creation of safe and inclusive school environments

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

(cf. 5137 - Positive School Climate)

8. Parental involvement and community collaboration

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

9. Employee relations

10. Effective school and district planning processes

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4315 - Evaluation/Supervision)

The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

STAFF DEVELOPMENT (continued)

Legal Reference:

EDUCATION CODE

44681-44689.2 Administrator training and evaluation

52060-52077 Local control and accountability plan

Management Resources:

WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS PUBLICATIONS

California Professional Standards for Educational Leaders, 2001

WEB SITES

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

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

California School Leadership Academy: <http://www.csla.org>

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

WestEd: <http://www.wested.org>

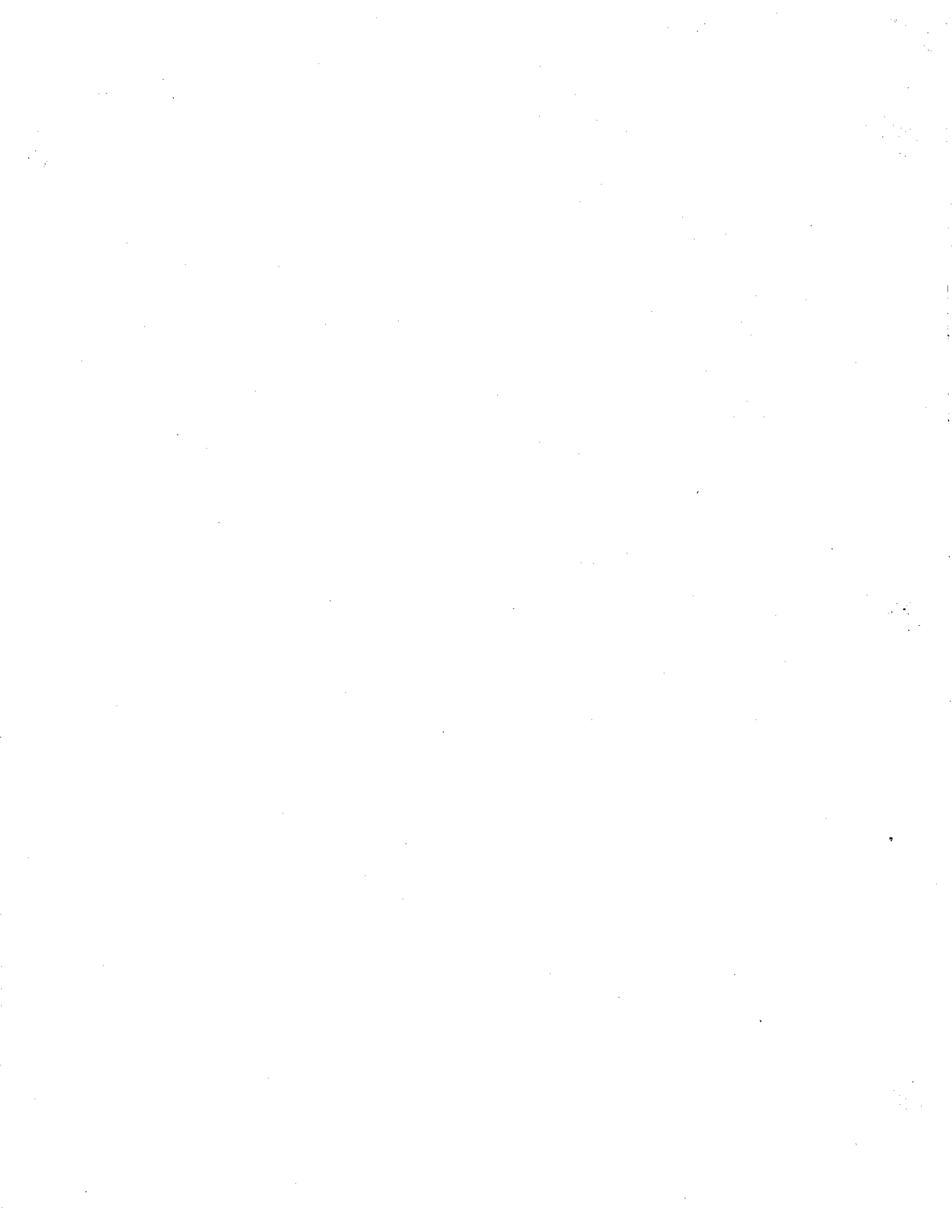
Policy

adopted: 4/10/2007

2/11/2014

CSBA MANUAL MAINTENANCE SERVICE

December 2013



Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Staff Development

AR 4331

Personnel

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Sierra-Plumas Joint Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Staff development activities may include but are not limited to:

1. Professional education conferences or committee meetings
2. Courses offered by institutions of higher education
3. Workshops offered by the district, county office of education, or state
4. Small-group activities
5. Self-directed learning
6. Observation of other schools
7. Follow-up activities that help staff implement newly acquired skills

(cf. 3350 - Travel Expenses)

(cf. 4361 - Leaves)

Administrator Training Program

The Superintendent or designee shall approve, for principals and vice principals, a staff development program which meet the following conditions:

1. The training shall have a duration of at least 80 hours of intensive individualized support and professional development. To the extent practicable, the institute training portion of Modules 1, 2, and 3 shall be held outside of the regular school day. An additional 80 hours of intensive individualized support and professional development may be completed over a period of up to two years once the initial 80 hours of training commences. (Education Code 44513)

Training shall include instruction in the following areas: (Education Code 44511)

a. School financial and personnel management, including hiring, recruitment, and retention practices and misassignments of certificated personnel

(cf. 4111 - Recruitment and Selection)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4113 - Assignment)

b. Core academic standards

(cf. 6011 - Academic Standards)

c. Curriculum frameworks and instructional materials aligned to the state academic standards, including ensuring the provisions of textbooks and instructional materials as defined in Education Code 60119

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

d. The use of student assessment instruments; specific ways of mastering the use of assessment data from the Standardized Testing and Reporting program, including analyzing achievement of specific subgroups including English language learners and individuals with disabilities; and school management technology to improve student performance

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

e. The provision of instructional leadership and management strategies regarding the use of instructional technology to improve student performance

(cf. 6162.7 - Use of Technology in Instruction)

f. Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that are designed to strengthen the ability of administrators to effectively and efficiently lead an organization and build the capacity of staff to enhance the academic performance of all students, including special emphasis on providing additional support for students identified as English language learners and individuals with disabilities

(cf. 6159 - Individualized Education Program)

(cf. 6174 - Education for English Language Learners)

g. Leadership training to improve the academic achievement of all students including, but not limited to, capacity building in all of the following areas:

- (1) Pedagogies of learning
- (2) Motivation of student learning
- (3) Instructional strategies to teach essential content in ways that address the varied learning needs of students, with special emphasis on English language learners and individuals with disabilities
- (4) Collaboration
- (5) Conflict resolution, including reduction of racial tensions
- (6) Respect for diversity
- (7) Parental involvement
- (8) Employee relations
- (9) Creation of an effective, safe, and inclusive learning and workplace environment
- (10) Single plan for student achievement

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5138 - Conflict Resolution/Peer Mediation)

2. For purposes of this program, the Superintendent or designee shall select a staff development provider approved by the State Board of Education. (Education Code 44513)

The Superintendent or designee shall give highest priority to training administrators assigned to, and practicing in, high-priority or hard-to-staff schools.

A high-priority school is a school in the bottom half of all schools statewide based on Academic Performance Index rankings. A hard-to-staff school is a school in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff. (Education Code 44510)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 4112.2 - Certification)

Regulation SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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