

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

April 10, 2012

6:00 pm

Downieville School, Downieville, California

This meeting will be available for videoconferencing at Loyalton Middle School, Room 4, Loyalton, CA.

In the case of a technological difficulty at either school site, videoconferencing will not be available.

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

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

A. CALL TO ORDER

B. ROLL CALL

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA

E. INFORMATION/DISCUSSION ITEMS

1. Correspondence
2. Superintendent's Report
 - a. Reduction in Workforce/Program
 - b. Secure Rural Schools
 - c. Response To Intervention (RTI) at Loyalton Elementary School
 - d. Technology Plan Distribution – Discussion at May Board Meeting
 - Technology Plan**
 - News Release**
 - Technology Equipment Spreadsheet**
3. Business Report
 - a. Board Report-Expenditures by Object 07/01/11 to 3/31/12**
4. Staff Reports (5 minutes)
5. SPTA Report (5 minutes)
6. Board Members' Report (5 minutes)
7. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)
 - a. Current location
 - b. Videoconference location

F. CONSENT CALENDAR

1. Approval of minutes of the Regular Board meeting held March 13, 2012**
2. Approval of bill warrants for month of March 2012**
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending March 31, 2012. 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 March 31, 2012.

G. ACTION ITEMS

1. Old Business

- a. Approval of Administrative Regulation 4161.2, Personal Leaves, revision**
- b. Approval of Administrative Regulation 4261.2, Personal Leaves, revision**

2. New Business – Policies

- a. Approval of Board Policy 0450, Comprehensive Safety Plan, revision**
- b. Approval of Administrative Regulation 0450, Comprehensive Safety Plan, revision**
- c. Approval of Administrative Regulation 3314, Payment for Goods and Services, revision**
- d. Approval of Board Policy 5111, Admission, revision**
- e. Approval of Administrative Regulation 5111, Admission, revision**
- f. Approval of Administrative Regulation 5111.1, District Residency, revision**
- g. Approval of Administrative Regulation 5111.12, Residency Based on Parent/Guardian Employment, revision**
- h. Approval to DELETE Administrative Regulation 5111.13, Residency for Homeless Children** (*Key concepts incorporated into AR 5111.1*)
- i. Approval of Administrative Regulation 5125.1, Release of Directory Information, revision**
- j. Approval of Exhibit E5125.1, Release of Directory Information, revision**
- k. Approval of Administrative Regulation 5131, Conduct Code, revision**

- I. Approval of Board Policy 5131.7, Weapons and Dangerous Instruments, revision**
- m. Approval of Administrative Regulation 5131.7, Weapons and Dangerous Instruments, revision**

H. CLOSED SESSION I

I. PUBLIC COMMENT

At this time, we open the meeting for any public comments regarding the following Closed Session item:

- 1. Government Code §54957.6, Labor Negotiations, Employer's 2012-2013 Initial Proposal to Sierra-Plumas Teachers Association

Open Session is now closed. The Board of Trustees will now move into Closed Session to consider and/or take action upon the preceding item.

J. RETURN TO OPEN SESSION

REPORT OUT

3. New Business – General

- a. Approval of the 2012-2013 School Calendar, First Reading**
- b. Presentation of the Employer's Initial Proposal to the Sierra-Plumas Teachers' Association for 2012-2013 Collective Bargaining Agreement*
- c. Public Hearing: The purpose of the public hearing is to receive public comment on the Employer's Initial Proposal to the Sierra-Plumas Teachers' Association for 2012-2013 Collective Bargaining Agreement**
- a. Approval of the Sierra County Office of Education and the Sierra-Plumas Joint Unified School District Safe Schools Plan**

K. CLOSED SESSION II

L. PUBLIC COMMENT

At this time, we open the meeting for any public comments regarding the following Closed Session item:

- 1. Government Codes §35146 and §46601, Closed Session to Consider Pupil Matters/ Approval of Appeal of Interdistrict Attendance Decision

Open Session is now closed. The Board of Trustees will now move into Closed Session to consider and/or take action upon the preceding item.

M. RETURN TO OPEN SESSION

REPORT OUT

N. CLOSED SESSION III

O. PUBLIC COMMENT

At this time, we open the meeting for any public comments regarding the following Closed Session item:

1. Government Codes §35146 and §46601, Closed Session to Consider Pupil Matters/ Approval of Appeal of Interdistrict Attendance Decision

Open Session is now closed. The Board of Trustees will now move into Closed Session to consider and/or take action upon the preceding item.

P. RETURN TO OPEN SESSION

REPORT OUT

Q. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on May 8, 2012, at Loyalton Middle School, Room 4, Loyalton, California, at 6:00 pm.
2. Suggested Agenda Items
 - a. 2012-2013 Preliminary Budget
 - b. Resolution to Set Superintendent's Salary

R. ADJOURNMENT


Stanford J. Hardeman, Superintendent

*** prior month handout
** enclosed
* handout

**SIERRA COUNTY OFFICE OF EDUCATION
&
SIERRA-PLUMAS JOINT UNIFIED SCHOOL
DISTRICT EDUCATION**

TECHNOLOGY PLAN

JULY 1, 2010 – JUNE 30, 2013

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NOTE: Beginning Fall 2011, our District transitioned from *Edusoft* to *LinkIt*. (Page 8) It is the District’s goal to have all teachers utilize the *LinkIt* program by the 2012-13 school year.

Sierra Plumas Joint USD

District Technology Use Plan

District Profile

In rural Sierra County, Sierra-Plumas Joint Unified School District and the Sierra County Office of Education serve the entire student population of the county, approximately 470 students, in grades K-12. The county is extremely rural, not well funded, and sparsely populated. The economy is based on cattle, timber, and the recreation industries. It is not uncommon for students to spend between one and two hours daily in transit to and from school. The chart below indicates the district schools with respective student population and number of certificated teachers (CBEDS 2008).

School	Students Pop.	Staff Certificated	School	Students Pop.	Staff Certificated
Loyalton High	118	12			
Loyalton Middle	74	8	Downieville K-6	31	2
Loyalton Elem	198	11	Downieville 7-12	46	7
Sierra Crest Ind St	6	1	Sierra Pass Cont.	3	1

County Overview:

In rural Sierra County, the Sierra County Office of Education serves the entire student population of Special Day Classes and other special needs students, approximately 4 students, in grades K-12. The county is extremely rural, not well funded, and sparsely populated. The economy is based on cattle, timber, and the recreation industries. It is not uncommon for students to spend between one and two hours daily in transit to and from school. All SCOE students are integrated into the single District (Sierra-Plumas JUSD) school sites. The following plan was jointly developed by both the Sierra County office of Education and the Sierra-Plumas Jt Unified School District due to the tightly integrated nature of this one county, one district LEA. County certificated staff are held to the same standards and offered opportunities as District certificated staff. County classroom technology is funded separately, but all students are able to access any school student computer. The technology coordinator is a full time County employee but serves the District as well.

The chart below indicates the district schools with respective Sierra County Office of Education students and certificated teachers.

School	SCOE Students Pop.	SCOE Staff Certificated	School	SCOE Students Pop.	SCOE Staff Certificated
Loyalton High	2	1	Downieville K-12	2	1
Loyalton Middle	0	0	Sierra Pass	0	0
Loyalton Elem	0	0			
Sierra Crest Ind St	0	0			

1. Plan Duration

July 1, 2010 – June 30, 2013

2. Stakeholders

Many people within the school district and in the community will benefit from the implementation of this technology plan. The Technology Planning Team includes the Technology Coordinator, the Curriculum Coordinator, three principals and one site tech. This plan was reviewed by the Curriculum Council, which is made up of the County and District superintendents, site principals, three teachers and the curriculum coordinator. Input from the community/parents was received via each site's Site Council and through the Board adoption process.

3. Curriculum

3a. Current Access

Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Students have access to computers throughout the day and after-school as arranged with staff. The overall student to computer ratio **in classrooms** is 2.4:1 in K-6, 2.7:1 in 7-8, and 2.1:1 in 9-12. Each classroom has at least one computer connected to the Internet. Each school's computers and peripheral devices are from one to four years old, vary in configuration and platform, but generally run current software and tend to function dependably. All of the computers have been upgraded with memory and operating systems to keep up with current demands. There is a small library at each site that is equipped with at least one computer and all are connected to the Internet. The site libraries serve as both resource learning centers and traditional collections. Students have come to rely on the Internet as an important research resource since local public libraries have even fewer offerings. The closest university libraries are at least 50 miles away. Students with advanced learning needs access a variety of AP courses through the University of California Office of the President (UCOP). AP classes are held in varying locations from site to site. All high school sites have student laptop computers on a wireless network for AP course access if needed. Loyaltan High students use the new Mobile Learning Lab. Downieville students use various locations throughout the school based on the supervising teacher. All teachers have been issued a laptop computer for their immediate use as a tool to manage their classroom and curriculum.

Site	Number of Computers	Platforms	Student: Comp Ratios	Library Computers
Loyalton High	70	Mac OS X, Win 2k, Win XP	2.7:1	4
Loyalton Middle	35	Mac OS X	2.1:1	5
Loyalton Elem	55	Mac OS X	3.6:1	4
Sierra Crest Ind	5	Mac OS X		0
Downieville K-6	30	Mac OS X		3
Downieville 7-12	55	Mac OS X, Win XP	1:1	3
Sierra Pass	7	Mac OS X	1:1	0

Loyalton Elementary School	
Total # of Computers for Instructional Use	55
Total # of Computers in Classrooms	50
Total # of Internet Connected Computers in Classrooms	50
Total # of Computers in Classrooms older than 48 months	10
Total # of Computers in Classrooms 48 months old or newer	40
Student to Computer Ratio – Computers 48 months old or newer only	4.95:1
Total # of Computers in Computer Labs	20
Total # of Computers in Library/Media Center	4
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Loyalton Middle School	
Total # of Computers for Instructional Use	35
Total # of Computers in Classrooms	35
Total # of Internet Connected Computers in Classrooms	35
Total # of Computers in Classrooms older than 48 months	5
Total # of Computers in Classrooms 48 months old or newer	30
Student to Computer Ratio – Computers 48 months old or newer only	2.5:1
Total # of Computers in Computer Labs	10
Total # of Computers in Library/Media Center	5
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Loyalton High School	
Total # of Computers for Instructional Use	70
Total # of Computers in Classrooms	50
Total # of Internet Connected Computers in Classrooms	70
Total # of Computers in Classrooms older than 48 months	10
Total # of Computers in Classrooms 48 months old or newer	60
Student to Computer Ratio – Computers 48 months old or newer only	2.0:1
Total # of Computers in Computer Labs	20
Total # of Computers in Library/Media Center	4
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Downieville Jr./Sr. High School	
Total # of Computers for Instructional Use	30
Total # of Computers in Classrooms	30
Total # of Internet Connected Computers in Classrooms	30
Total # of Computers in Classrooms older than 48 months	5
Total # of Computers in Classrooms 48 months old or newer	25
Student to Computer Ratio – Computers 48 months old or newer only	1.8:1
Total # of Computers in Computer Labs	15
Total # of Computers in Library/Media Center	3
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Downieville Elementary School	
Total # of Computers for Instructional Use	10
Total # of Computers in Classrooms	10
Total # of Internet Connected Computers in Classrooms	8
Total # of Computers in Classrooms older than 48 months	8
Total # of Computers in Classrooms 48 months old or newer	2
Student to Computer Ratio – Computers 48 months old or newer only	15.5:1
Total # of Computers in Computer Labs	15
Total # of Computers in Library/Media Center	3
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Sierra Crest Alt.	
Total # of Computers for Instructional Use	5
Total # of Computers in Classrooms	5
Total # of Internet Connected Computers in Classrooms	5
Total # of Computers in Classrooms older than 48 months	0
Total # of Computers in Classrooms 48 months old or newer	5
Student to Computer Ratio – Computers 48 months old or newer only	1.2:1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T1
Before & After School Student Access to Computers – Days & Time	Per Arrangement

Sierra Pass Continuation	
Total # of Computers for Instructional Use	10
Total # of Computers in Classrooms	10
Total # of Internet Connected Computers in Classrooms	10
Total # of Computers in Classrooms older than 48 months	0
Total # of Computers in Classrooms 48 months old or newer	10
Student to Computer Ratio – Computers 48 months old or newer only	1:1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T3
Before & After School Student Access to Computers – Days & Time	Per Arrangement

3b. Use of Hardware/Software

Description of the district’s current use of hardware and software to support teaching and learning.

Due to the District’s geographic isolation, technology has become an important educational tool. SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT provides standards-based instruction K-12 therefore technology must be integrated into all core areas. Our secondary schools utilize Internet and Video Conferencing services to provide core, AP courses and elective courses that would otherwise be unavailable due to the lack of fully qualified teachers. School libraries District-wide have limited print resources; therefore, online access and software purchases allow students much better research opportunities.

Through a variety of enrichment and remediation software programs (STAR Math, Accelerated Reader), teachers can do regular assessments and provide focused interventions. Students in grades K-12 regularly use the technology resources for enrichment, skills development, and performance-based assessments. Special needs students benefit through purchases of

textbooks/novels on CD. Students grades 2 -12 receive training in the use of computers and attendant software beginning in the second grade. English/language arts students have word processing standards beginning in grade 6. Science, beginning in 5th grade, has investigation and experimentation standards requiring technology use. Information literacy skills are integrated into History/Social Studies through research reports and projects beginning as early as the 4th grade. However, more emphasis is needed in all areas: in the arts; painting, drawing, movie production, music production, in the sciences; data management project presentations, in the technology classes; programming, web page production at all grade levels.

The staff at all sites is fully committed to using Powerschool student information system for attendance, grades and disciplinary management. The District has also been using Edusoft, a student performance management tool with success in gauging students overall knowledge on core subjects. For the 2009-2010 school year, the district has begun offering its first distance learning classes by offering various art classes at Downieville High School, taught by the art teacher at Loyalton High School using the Polycom Distance Learning equipment. The students have begun to use different platforms of software in their business, keyboarding, accounting and journalism classes. The replacement of nearly 100 computers over the course of the last two years has given the students the opportunity to learn both the Windows and Macintosh version of platforms and software. The GATE (Gifted and Talented) Program has also purchased video cameras and is currently working on producing a video using the Loyalton High School computer lab as a staging place for editing of the finished product.

School Program	Typical Uses of Technology	Typical Frequency
Loyalton Elementary School	Accelerated Reader/Microsoft Office Suite	2 times each wk.
Loyalton Middle School	Edusoft/Microsoft Office Suite/AppleWorks	3 times/Wk
Loyalton High School	UCCP/Microsoft Office/PhotoShop/iPhoto	3 times/Wk
Downieville High School	UCCP/Microsoft Office/PhotoShop/iPhoto	3 times/Wk
Downieville Elementary	Accelerated Reader/Edusoft/Microsoft Office/AppleWorks	2 times/Wk
Sierra Crest Alt.	Microsoft Office/AppleWorks	2 times/Wk
Sierra Pass Cont.	Microsoft Office/AppleWorks	3 times/Wk

3c. Summary of Goals

Summary of the district's curricular goals that are supported by this tech plan.

The Sierra-Plumas JUSD curricular documents emphasize the need for every student to achieve at his/her fullest potential.

1. Provide a general educational background in oral and written English, natural sciences, reading, mathematics, and social sciences.
2. Provide a program of advanced academic subjects to prepare students who are planning to attend institutions of higher learning.
3. Develop intellectual curiosity and a positive attitude toward continuing education.
4. Develop problem solving competence and the ability to evaluate constructively and objectively.
5. Provide, within available resources, a program of elective subjects and extra-curricular activities which will permit each student to pursue his/her interests, develop his/her talents, and acquire useful skills.
6. Develop flexibility and appropriate attitudes toward change.

All curricular materials are purchased aligned to California State Content Standards. Annually the district reviews student achievement scores and reviews progress and emerging trends in student achievement. Students have made significant gains in their reading skills. However, review of recent testing data noted a need for increased attention to Math and Science. In addition, writing continues to be identified as the skill focus for all students K-12. As a result Sierra-Plumas Joint Unified School District has targeted math and science as the core subjects to be emphasized for improvement. CST (California Standards Test) scores in grades 9-11 in math and science show the smallest number of proficient students of the core subjects. The district also strives to continue offering alternative classes within the district to students through the distance-learning program outside of those already being offered. The potential for students in Loyalton and Downieville to take classes in otherwise unavailable areas is now beginning to become a realization.

3d. Academic Achievement

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Goal 3d: To ensure that all students improve their academic achievement relative to high standards utilizing a variety of available technologies.

Objective 3d.1:

By June 30, 2013, 100% of students K-12 will use technology resources to achieve CA Content standards in math.

Year 1 Benchmark: By June 30, 2011, 80% of students K-12 will use technology resources to achieve CA Content standards in math.

Year 2 Benchmark: By June 30, 2012, 90% of students K-12 will use technology resources to achieve CA Content standards in math.

Year 3 Benchmark: By June 30, 2013, 100% of students K-12 will use technology resources to achieve CA Content standards in math.

Objective 3d.2:

By June 30, 2013, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.

Year 1 Benchmark: By June 30, 2011, 80% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.

Year 2 Benchmark: By June 30, 2012, 90% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.

Year 3 Benchmark: By June 30, 2013, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement their writing proficiencies.

Objective 3d.3:

By June 30, 2013, 100% of students K-12 will use technology resources to achieve CA Content standards in social studies.

Year 1 Benchmark: By June 30, 2011, 80% of students K-12 will use technology resources to achieve CA Content standards in social studies.

Year 2 Benchmark: By June 30, 2012, 90% of students K-12 will use technology resources to achieve CA Content standards in social studies.

Year 3 Benchmark: By June 30, 2013, 100% of students K-12 will use technology resources to achieve CA Content standards in social studies.

Objective 3d.4: By June 30, 2013, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.
Year 1 Benchmark: By June 30, 2011, 80% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.
Year 2 Benchmark: By June 30, 2012, 90% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.
Year 3 Benchmark: By June 30, 2013, 100% of the students in grades K-12 will utilize technology resources to demonstrate improvement in science.

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.d.1 3.d.1 3.d.3 3.d.4	Staff collect examples of student work & identifies current use of technology in classrooms for 9-12 grades	Staff & Admin.	October 2010	NA	Student technology work is reviewed and assessed by staff and admin.
3.d.1 3.d.1 3.d.3 3.d.4	Appropriate teachers research technology resources in science, math and writing.	Staff	November 2010	NA	Presentation of findings to staff and recommendations for adoption
3.d.1 3.d.1 3.d.3 3.d.4	Software and hardware for distance learning purchased	Admin.	March 2011	REAP SRSA	Installed and Being Utilized
3.d.1 3.d.1 3.d.3 3.d.4	Staff development is provided for 9-12 teachers in core areas	Staff & Admin.	October 2012	REAP SRSA	Certificates of completion; lesson and unit plans developed
3.d.1 3.d.1 3.d.3 3.d.4	Staff development is provided for 9-12 grade in teaching writing process and integrating technology	Staff & Admin.	November 2012	REAP SRSA	Certificates of completion; lesson and unit plans developed
3.d.1 3.d.1 3.d.3 3.d.4	Samples of student work are collected at appropriate grade levels & evaluated	Staff & Admin.	June 2012	N/A	Evaluation results are shared with the entire staff for input on improvement
3.d.1 3.d.1 3.d.3 3.d.4	Student STAR test scores evaluated; strategies developed to improve results	Staff & Admin.	September 2013	N/A	Results presented to staff, community, school board

Monitoring and Evaluation			
Obj. #	Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
3.d.1 3.d.2 3.d.3 3.d.4	Administrative observations	September 2010, 2011, 2012, 2013	Site Principal
3.d.1 3.d.2 3.d.3 3.d.4	Purchase planning timeline	October 2010	Superintendent Business Manager
3.d.1 3.d.2 3.d.3 3.d.4	Purchase orders	October 2010, 2011, 2012, 2013	Site Principals Business Manager Accounts Payable Technician
3.d.1 3.d.2 3.d.3 3.d.4	Staff development/training meeting plans and agendas	September 2010, 2011, 2012, 2013	Site Principals Superintendent

As a small district with extremely limited resources, there is a need to prioritize according to areas of greatest need. This educational technology plan will emphasize the academic areas of math, science, social science and writing as indicated by review of student test scores.

3e. Technology and Information Skills

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and workplace.

The use of information literacy as a research process is a way to enhance students safe and effective use of the Internet for research purposes. SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT recognizes the need to adopt a continuum of technology proficiencies to guide and assess the introduction and development of technology proficiencies for all students. Staff will continue to develop their own skills with the Big 6 and Big 3 processes and effective strategies for integration into the curriculum.

Staff will look at a variety of technology proficiency continuums and begin the process of adopting a continuum for developing and assessing technology proficiencies that is appropriate for SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT students. The use of the current, updated technology that has been installed throughout the district enables students to have a virtually endless stream of information and data at their fingertips. Teachers will facilitate the literacy information in a way that students can use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources, while understanding the human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Goal 3e: Students will acquire the technology skills and information literacy skills needed to succeed in the classroom and workplace.

**Objective 3e.1:
By June 30, 2013, 100% of students will demonstrate understanding of grade level technology and information literacy skills.**

**Year 1 Benchmark:
By June 30, 2011, 70% of students will demonstrate understanding of grade level technology and information literacy skills.**

**Year 2 Benchmark:
By June 30, 2012, 85% of students will demonstrate understanding of grade level technology and information literacy skills.**

**Year 3 Benchmark:
By June 30, 2013, 100% of students will demonstrate understanding of grade level technology and information literacy skills..**

Implementation Plan

Obj. # (Optional)	Activities	Schedule/Timeline
3.e.1	All students in grades 6-8 will complete a research project in at least two of the core content areas.	June 2011
3.e.1	All students in grades 4-5 will complete a research project in two or more of the content areas and all students in grades 6-8 will complete a research project in each of the content areas.	June 2012
3.e.1	All students in grades 4-8 will complete a research project in all of the content areas and continue this annually.	June 2013
3.e.1	All students in grades 2-12 will have curriculum that includes the use of SmartBoards, Scientific Probeware, Web Research and Applications and Presentation and Multimedia Software.	June 2013

Monitoring and Evaluation

Obj. #	Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
3.e.1	Teacher lesson plans and other curriculum documents; student work	June 2011, annually thereafter	Teachers Site administrators
3.e.1	Grade level and staff meeting agendas	June 2011, annually thereafter	Teachers Site administrators
3.e.1	Technology committee meeting agendas Revised standards and proficiencies document	June 2012	Superintendent Site administrators Teachers

Over the three-year duration of this plan, the Technology Department, in collaboration with the Curriculum Council, will develop lessons that focus specifically on technology resources and information literacy to help our students meet and surpass the District Technology standards for students. Principals will use the Technology Standards for Students in working with teachers to ensure technology is used on a consistent basis and that information literacy skills are incorporated into lessons throughout the year. Principals will review the ISTE Technology Standards for Students during at least one staff meeting by June 30 of each year of this plan. Teachers will discuss the integration of the standards in at least two Professional Learning Communities (PLC) meetings by June 30 of each of this plan. Principals and teachers will review the Standards for Students to ensure appropriateness. Information on 21st century learning skills will be distributed to all teachers and administrators posted on the District Website.

3f. Lawful Use of Copyrighted Materials

List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307)

Goal 3f: All students will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.			
Implementation Plan			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Update present Internet Acceptable Use Policy to include copyright, plagiarism, and unlawful downloading. Parents and students sign each year.	September 2010 Annually thereafter	IT Director	Review of AUP
Library/Media Specialists attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Fall 2010	Library/Media Specialists	Attendance Verified
Library/Media Specialists deliver staff training and student lessons on Information Literacy/Internet Safety.	Jan 2011 Jan 2012 Jan 2013	Principals Library/Media Specialists	Lesson plans and training logs.
Students receive lessons on copyright, fair use, plagiarism, and unlawful downloading from classes	Fall 2011 Fall 2012	Grades 4-12 teachers	Principal review of lesson plans
Students incorporate appropriate copyright and fair use into their projects.	Winter 2011 Winter 2012	Grades 4-12 teachers	Teacher and Administrators review projects.

Staff collects examples of student projects and review for use of appropriate and ethical use and copyright.	Annually, each Spring	Staff & Admin.	Student technology work is reviewed and assessed by staff and admin.
Teachers will be trained to implement an Information Literacy/iSafe curriculum, which includes copyright and fair use and ethical uses of technology.	Fall 2010	Staff & Administrators	Principal will review teacher participation in online iSafe training.
Students will take the iSafe pre- and post-assessment.	Pre-assessment every fall Post-assessment every spring	Teachers and Administrators	Student work is reviewed and monitored by staff.
Annually, district will evaluate the student post-assessment data to determine modifications to the instructional program to better ensure understanding of copyright and fair use, legal and illegal downloading and P2P file sharing, and avoiding plagiarism.	Annually, every spring	Director of Curriculum and Instruction	Principal will review student data and lead staff in program modification.

3g. Internet Safety Rules

List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 3g: All students will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the Internet.			
Implementation Plan			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Update present Internet Acceptable Use Policy to include online safety. Parents and students sign each year.	Sept 2010 Sept 2011 Sept 2012	IT Director	Review of AUP
Library/Media Specialists attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Fall 2010	Library/Media Specialists	Attendance Verified
Library/Media Specialists deliver staff training and student lessons on	Jan 2011 Jan 2012	Principals Library/Media	Lesson plans and training logs.

Information Literacy/Internet Safety.	Jan 2013	Specialists	
Students will receive lessons which integrate principles in internet safety throughout the curriculum.	Annually	Teachers	Lesson plans
Students use CTAPIV Cybersafety resources available online	Annually	Teachers	Lesson plans
Teachers will be trained to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators.	Fall 2010	Staff & Administrators	Principal will review teacher participation in online iSafe training.
Students will take the iSafe pre- and post-assessment.	Pre-assessment every fall Post-assessment every spring	Teachers and Administrators	Student work is reviewed and monitored by staff.
Annually, district will collect and evaluate data to determine modifications to the instructional program to better ensure understanding of internet safety, online privacy, and avoiding online predators.	Annually	Director of Curriculum and Instruction	Observations, student data, lesson plans

3h. Technology Access

Description of the district policy or practices that ensure equitable technology access for all students.

Equitable access to technology is important to the Sierra-Plumas Joint Unified School District. The deployment of multiple laptop carts and “high-access” programs (like the different 1:1 laptop programs), give all students SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT access to technology. Throughout the year, the Technology Coordinator and Site Tech’s will assess the opportunity for all students to have access to technology regardless of achievement level, language ability, or special needs.

All students, including special education students, English Language Learners, and GATE students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. The technology goals and objectives for these student subgroups are the same as for all other students, although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and as defined by the IEP site team and the students’ IEP

goals. English Language Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.

3i. Recordkeeping and Assessment

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

One hundred percent of District schools currently use *Edusoft and PowerSchool* to keep track of student records, attendance, benchmarks, and statewide assessment data. Teachers in the Middle and High Schools use Power Teacher Grade book as a means for updating and tracking student grades. Parents can request online access to grade data in *Powerschool Guardian portal*. The use of technology has helped site and district administrators, teachers, and other district personnel have easy access to tracking student achievement and growth.

The District puts an emphasis on the use of data-driven decision-making. Site administrators and teachers will continue to spend time analyzing results of benchmarks and statewide testing to ensure that students are exhibiting growth and instruction is focused on what students need. In Professional Learning Communities, teachers will be able to analyze test results and determine specific students who may need modification, re-teaching, and reinforcement. Additionally, teachers will be given time to determine if there are any specific areas to re-teach the entire class.

Goal 3i: Use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Objective 3i.1

By June 30, 2013. 100% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.

Year 1 Benchmark: By June 30, 2011, 60% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.

Year 2 Benchmark: By June 30, 2012, 80% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.

Year 3 Benchmark: By June 30, 2013, 100% of the staff will demonstrate understanding of the use of technology to make record keeping and assessment more efficient.

Implementation Plan: The Technology Coordinator will collaborate with the PROFESSIONAL LEARNING COMMUNITY meeting attendees, Site Tech's and Site administrators to continue to provide support for using Powerschool and Edusoft along with current installed technology.			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Train Site Tech's in how to analyze Edusoft and Powerschool Data.	June 30, 2010	Tech. Coordinator	Use sign in sheets for Edusoft and Powerschool to track support.
Site Tech's to train teachers and staff in use of Edusoft and Powerschool Data.	June 30, 2011	Tech. Coord. & Site Tech's.	Use sign in sheets for Edusoft and Powerschool to track support. Monitor use of Powerschool Web teacher Portal for training purposes.
Teachers to build in technology into their curriculum for the school year.	June 30, 2012	Site Admin. & Teachers & Curriculum Council	Review curriculum to monitor use of technology within curriculum.
Evaluation Instrument(s) — Data To Be Collected: The IT Department and site administrators will utilize PROFESSIONAL LEARNING COMMUNITY notes to ensure that information from <i>Edusoft and Powerschool</i> is being analyzed to help guide instruction and keep track of student growth. Responsibility: Classroom teachers, Site Tech's, Curriculum Council and Tech. Coordinator.			

3j. Communication Between Home and School

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Sierra Plumas Joint Unified School District has strived to develop new ways and refine traditional methods of improving the communications between home and school. From PDF's of the Board Agenda on the District Website to server space for individual teacher Websites, SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT provides communication to parents in a variety of ways. In addition to school and classroom Websites, and traditional newsletters mailed home, every teacher and school has access to *PowerSchool* to share information about student data and achievement with all parents through the school bulletin.

Goal 3j: The district will use technology to improve two-way communication between home and school.

Objective 3j.1: By June 30, 2013, the number of parents accessing Powerschool Parent Portal will increase by 50% from school baseline's recorded June 2009.

Year 1 Benchmark: By June 30, 2011, the number of parent accesses to Powerschool (via Web access and email subscriptions) will increase by 15% from school baselines recorded June 2009.

Year 2 Benchmark: By June 30, 2012, the number of parent accesses to Powerschool (via Web access and email subscriptions) will increase by 30% from school baselines recorded June 2009.

Year 3 Benchmark: By June 30, 2013, the number of parent accesses to Powerschool (via Web access and email subscriptions) will increase by 50% from school baselines recorded June 2009.

Implementation Plan: The Tech. Coordinator will collaborate with site administrators and teachers to ensure that training is provided on a variety of means for communicating with parents (blogs, web sites, *PowerSchool*, etc.). Special emphasis will be placed on additional training in *PowerSchool* so that parents will understand how to access the *PowerSchool* site to be aware of school bulletins or track student progress. They will also have the option of signing up for email updates.

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
100% of schools will have a digital means of distributing site-based newsletters to parents and community.	Fall, 2010	Tech. Coord.	Evaluate District technology to ensure access to technology needed for creation of digital newsletters
Staff takes professional development training on a variety of means for communicating with parents (blogs, websites, <i>PowerSchool</i> , etc.)	Fall 2010	Tech. Coord.	Teacher Evaluations, sign in sheets, Parent feedback
100% will receive information of Cyber Safety through district policies and information posted to district websites	June 30, 2011	District Webmaster and Tech. Coord.	Evaluate District Website and update as needed.
100% of Parents will be receive login information regarding their child's Powerschool information	Fall, 2010	Site Admin.	Ensure login information if listed on report cards sent home at each Quarter.

Evaluation Instrument(s) — Data To Be Collected:

The IT Department will study how many parent accesses per year are made via email or visits to the *PowerSchool* website. This amount will serve as the benchmark for improvement. At the end of each Semester, the IT Department will check the accesses to determine if more training is necessary.

Responsibility: Tech. Coordinator.

The IT Department will train all teachers and site administrators in utilizing *PowerSchool*, and other digital tools (blogs, websites, etc.) to strengthen the home-school connection and provide information to parents on their student's achievement. Site administrators will also keep track of the different digital means for contacting and informing parents.

Responsibility: Site administrators and IT Department.

3k. Curricular Component Monitoring

Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The Technology Coordinator will be responsible for monitoring implementation of the goals that are in the curriculum component. Site principals and the Teacher-in-Charge will be involved in the monitoring of technology integration into the teaching process through the teacher observation process. Technology use information gathered during classroom visits for the evaluation of grants, such as the two Enhancing Education Through Technology competitive grants, will also be used. The Technology Coordinator and Site Administrators will review student achievement data collected by the District and the State for technology integration impact.

4. Professional Development

4a. Summary of Teacher/Administrator Skills

Summary of teachers' and administrators' current technology skills and needs for professional development.

As SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT is a remote rural district, professional development usually takes place in other locations such as Sacramento or through the Sierra County Office of Education. This usually precludes the full staff from attending, especially when professional development activities are held in the late afternoons. When teachers were surveyed regarding their technology professional development needs, their universal request was that the activities happen at their site with their equipment. A review of data indicated that 50% of teachers were comfortable with word processing and Internet search skills. There is a strong need for training in spreadsheets, data bases and the current new technology that has recently been installed (SmartBoards, Polycom Distance Learning Systems, etc...) Administrators are included within this data since some of them also teach regular classes at their site.

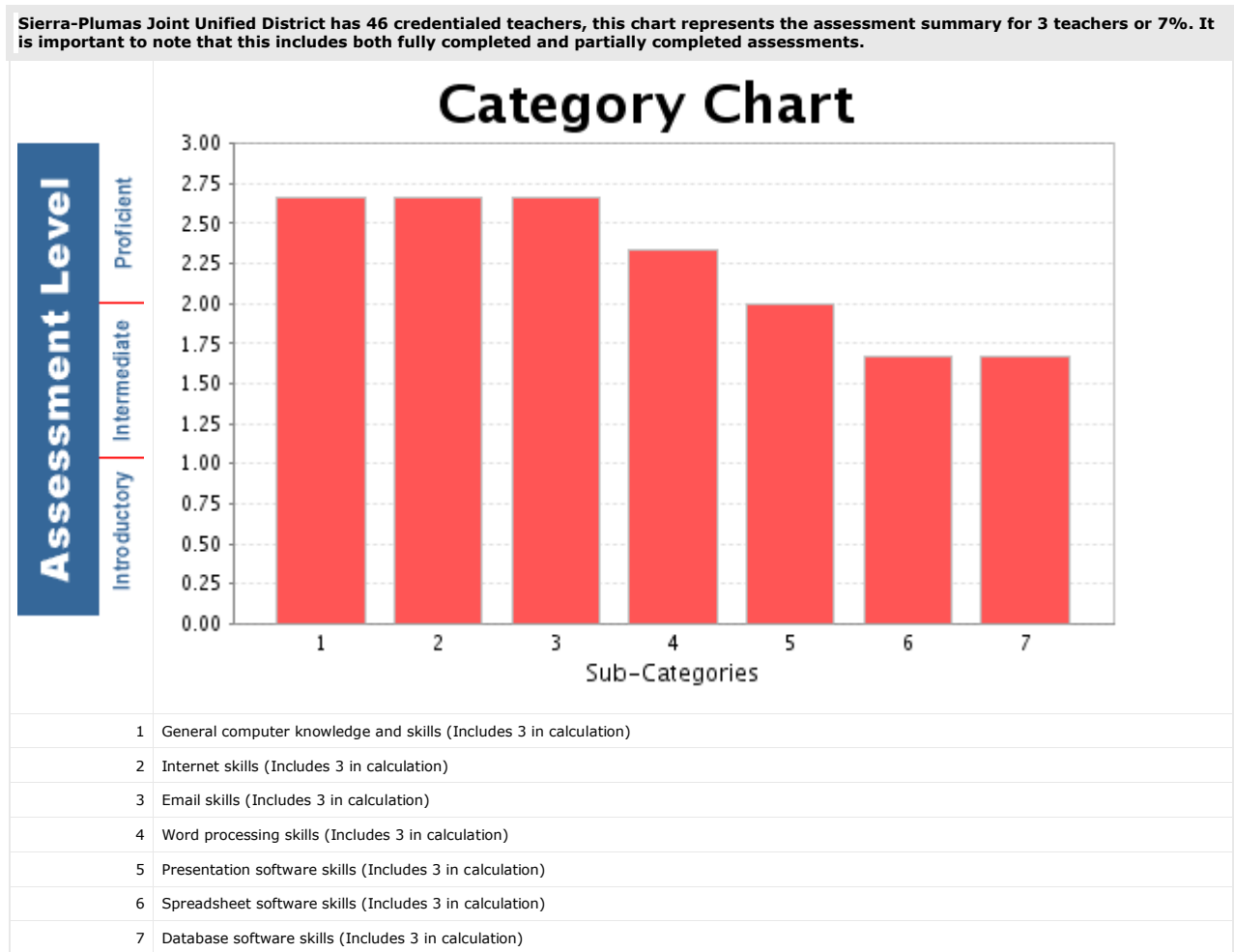
The Tech Plan Committee identified "Instructional Technology" as the highest priority for professional development.

While staff is aware of regional California Technology Assistance Project (CTAP) offerings, few have taken advantage of CTAP Online courses (noting that they have trouble with the online connection) or the Educational Technology Academy. While some teachers are proficient in specific areas and are taking graduate level courses as part of their personal development, there is currently no school-wide strategy to advance technology proficiencies of the total staff. Higher priority is placed on curriculum alignment with California Content Standards and instructional strategies that do not depend necessarily on technology. There are currently no local professional development opportunities available to teach curriculum integration of technology applications, nor are their formal plans for the evaluation, modification or refinement of technology training for staff. The District has joined an association with the Placer County

Office of Education to provide for our professional development for new teachers and to provide staff development in accordance with our current staff development plan.

Interviews with staff indicated that all would like to use more technology resources in teaching, but they felt limited by a several factors:

- Insufficient **on-site training time** to acquire needed knowledge and skills, and to do the planning required to integrate technology into current curriculum,
- Insufficient knowledge of software applications and websites specifically related to teaching California Content Standards,
- An overwhelming emphasis on teaching academic content and rising tests scores.



This is representative of a small sample. Informal surveys provided the data needed to a summary of teachers’ and administrators’ current technology skills and needs for professional development. There is a need for all staff to take the EdTechProfile.

4b. Integration of Technology in the Classroom

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Goal 4b: Teachers will integrate technology into classroom teaching and learning to improve academic achievement.

Objective 4b.1:

4.b.1 By June 2013, 100% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

Year 1 Benchmark:

By June 2011, 60% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

Year 2 Benchmark:

By June 2012, 80% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

Year 3 Benchmark:

By June 2013, 100% of the staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards

Objective 4b.2:

By June 30, 2013, 100% of the staff will take the EdTechProfile and demonstrate improvement

Year 1 Benchmark: 80% of the staff will take the EdTechProfile and demonstrate improvement

Year 2 Benchmark: 90% of the staff will take the EdTechProfile and demonstrate improvement

Year 3 Benchmark: 100% of the staff will take the EdTechProfile and demonstrate improvement

Objective 4b.3: By June 30, 2013, 100% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, *PowerSchool*, etc.). (3j)

Year 1 Benchmark: By June 30, 2011, 80% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, *PowerSchool*, etc.).

Year 2 Benchmark: By June 30, 2012, 90% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, *PowerSchool*, etc.).

Year 3 Benchmark: By June 30, 2013, 100% of the staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, *PowerSchool*, etc.).

Evaluation Instrument(s) — Data To Be Collected: EdTechProfile, PowerSchool training evaluations

Objective 4b.4: By June 30, 2013, 100% of the staff will be take professional development in training of the use and maintenance of the Edusoft and Power School Data. Staff will use Edusoft to review student progress monthly and strategize how to improve student mastery of specific standards (3i)

Year 1 Benchmark: By June 30, 2011, 80% of the staff will be take professional development in the training of the use and maintenance of the Edusoft and Power School Data. Staff will use Edusoft to review student progress monthly and strategize how to improve student mastery of specific standards (3i)

Year 2 Benchmark: By June 30, 2012, 90% of the staff will be take professional development in the training of the use and maintenance of the Edusoft and Power School Data.. Staff will use Edusoft to review student progress monthly and strategize how to improve student mastery of specific standards (3i)

Year 3 Benchmark: By June 30, 2013, 100% of the staff will be take professional development the training of the use and maintenance of the Edusoft and Power School Data.. Staff will use Edusoft to review student progress monthly and strategize how to improve student mastery of specific standards (3i)

Evaluation Instrument(s) — Data To Be Collected: Evaluations from Edusoft training, Quarterly reports from teachers, classroom observations.

Objective 4b.5: By June 30, 2013, 100% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and hot to avoid online predators.

Year 1 Benchmark: By June 30, 2011, 80% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators. (3g)

Year 2 Benchmark: By June 30, 2012, 90% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators.

Year 3 Benchmark: By June 30, 2013, 100% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators.

Evaluation Instrument(s) — Data To Be Collected: Evaluations from training on Literacy/iSafe curriculum,

Objective 4b.5: By June 30, 2013, 100% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum which includes copyright and fair use and ethical uses of technology.
Year 1 Benchmark: By June 30, 2011, 80% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum which includes copyright and fair use and ethical uses of technology.
Year 2 Benchmark: By June 30, 2012, 90% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum which includes copyright and fair use and ethical uses of technology.
Year 3 Benchmark: By June 30, 2013, 100% of the staff will be take professional development to implement an Information Literacy/iSafe curriculum which includes copyright and fair use and ethical uses of technology.

Evaluation Instrument(s) — Data To Be Collected: Evaluations from training on Information Literacy/iSafe

Timeline for implementing and evaluating planned strategies and activities

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
4.b.1	Site Tech’s will be identified to support faculty growth in use of technological learning resources.	Principal / Supt.	Dec 2010	SRSA	Curriculum documents illustrating the integration of technology learning resources;
4.b.1	The district will research and obtain the appropriate system	Principal / Supt.	Dec 2010	N/A	Report to staff on findings
4.b.1	Staff will be trained in the use and maintenance of the Edusoft. Staff will use Edusoft to review student progress monthly and strategize how to improve student mastery of specific standards	Principal / Supt.	September 2010, annually thereafter	N/A	Staff Evaluations, feedback,

4.b.3	Staff will be take professional development in training on a variety of means for communicating with parents (blogs, web sites, <i>PowerSchool</i> , etc.). (3j)	Principal / Supt.	September 2010, annually thereafter	N/A	Staff Evaluations, feedback,
4.b.1	Staff integrates at least three lessons incorporating technology-learning resources in their teaching.	Principal / Supt.	June 2013	N/A	Observation and evaluation of lessons
4.b.1	A menu of opportunities* for staff development based on the EdTech Profile survey are researched and presented to staff. On site workshops will be featured *At least 15 hrs/annually	Tech Coord.	Annually each spring for summer / school year. implementation	N/A	Handouts, lists, notes from staff meetings
4.b.1	Faculty will take advantage of online technology in-service, such as CTAP Online and the Educational Technology Academy via individual professional development plans derived from EdTech Profile and other resources.	Tech Coord.	Annually per above	Title II if available	Teacher's individual professional development plans; certificates of completion;
4.b.1	Teachers will be allowed to use one day of professional development to visit schools identified by CTAP that demonstrate exemplary use of technology to support the academic core curriculum. Each teacher will report to a faculty meeting on the program visited and how it might be utilized at SPJUSD.	Curriculum Council	Annually per above	Title II	Travel documents and faculty meeting notes
4.b.1	Staff & stakeholder meeting to review effectiveness of Staff Development plan and make recommendations for new additions / strategies / formats	Curriculum Council	May '11	N/A	Notes from staff meeting; recommendations; review of results from CTAP2 survey
4.b.2	Staff integrates at least four lessons incorporating technology learning resources in their	Tech Coord.	May 2012	N/A	Lesson plans, observations, Teacher

	teaching; adding at least one technological learning resource to their teaching repertoire annually thereafter.				feedback
4.b.5	Staff training to implement an Information Literacy/iSafe curriculum, which includes internet safety, online privacy, and how to avoid online predators.	Tech Coord.	September 2010, annually thereafter	N/A	Evaluations from training

Resources and budget required to implement these goals. In addition to using Title I & II funds, the District will utilize a portion of its Small Rural School Achievement grant and the Microsoft voucher settlement funds over the next three years to fund the plan.

We will depend on Region 3’s California Technology Assistance Project, CLRN and State Adoptions for information on California Content Standards aligned software and appropriate staff development opportunities. Professional development activities will include CTAP sponsored activities, the Educational Technology Academy, and other capacity building professional development opportunities provided by CTAP3.

Benefits from professional development based on staff needs assessment. Teachers clearly want to apply technology tools to improve student learning in California’s core academic content areas. The goal is to improve test scores as indicators of student learning. Benefits of professional development related to integrating technology into core curriculum areas include

- Time to visit existing exemplary programs and effectively replicate them,
- Time to acquire in-depth knowledge of technological learning resources in order to integrate them into current curriculum,
- More technology-related teaching tools in each teacher’s repertoire of instructional strategies, ultimately resulting in improved student learning and higher test scores.

4c. Monitoring Professional Development

Description of the process that will be used to the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

Specific evaluation and monitoring for each curriculum goal and objective is included with each goal and objective in section 4b above. The overall strategy for evaluating and monitoring our curriculum goals are described in steps 1 through 4 below.

1. Assign an appropriate date on the district and site calendars for the staff development described in the implementation step. These calendars are created at the end of each school year.

2. Arrange for appropriate presenters for the staff development described in the implementation step.
3. Arrange the logistics for the staff development. This includes:
 - finding a suitable location,
 - preparing materials,
 - notifying the target audience,
 - arranging for equipment, software, and technology support.
4. Verify attendance by the target audience. Sign-in sheets and evaluation forms are used to determine who attended the staff development. The Person/Team responsible will analyze these documents and determine the attendance numbers for the target audience.

Evaluating Professional Development Component

All staff development administrators and teachers will fill out an evaluation form. The form will not only evaluate the current staff development session, but will also request information on follow up sessions or future staff development needed in order to accomplish the goals of this plan.

Where appropriate lesson plans, test scores, and samples of student work will be used to ensure that the staff development is resulting in a change in instruction.

The effect on student learning will be judged on overall student progress in the specific areas described by these goals.

A summary of the staff development and its effect will be reported to the superintendent and to the school board at least once a year.

If parts of the staff development plans are not being implemented by the target dates the Technology Coordinator will determine why the target dates were not met. Corrective action will be taken to ensure that the implementation will occur as soon as possible.

Yearly, they will plan appropriate technology staff development, create yearly timelines, hire presenters, and reserve facilities. They will review all staff development evaluation forms and EdTechProfile summaries to ensure that staff development goals and objectives are being met.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Existing Technology

Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

-

Existing Hardware:

The District would like to maintain a ratio of at least one computer for each 5 students and has so far accomplished this goal. Each classroom has at least one computer (most have two or more), and every classroom is connected to the Internet with at least one computer. The entire inventory, including peripherals needs to be re-documented and cataloged. The high school sites have labs that are used by ROP Classes and shared by the rest of the site when no ROP classes are being taught. All labs and classrooms are connected to the Internet and all students save their work on a designated server. All computers are at one to six years old. Many have 3-year service agreements, which have helped to keep repair costs down. Most of the District computers have been replaced and upgraded within the last two years. There has been a district wide purchase of upgraded printers and scanners for each site, along with LCD projectors.

Existing Internet Access:

Classroom connectivity is via the Digital California Project nodes within the County. The connection speed varies from 45Mb to 1.5Mb depending on the site proximity to the node site. Currently 3 sites, Loyalton Middle, Loyalton Elementary and Downieville K12, are connected via a 45Mb wireless, 11Mb wireless, and fiber optic links respectively. This has provided a long-term cost effective access, and has reduced ongoing costs significantly. The 11Mb wireless links need to be upgraded to a higher (at least 54Mb) wireless connection in order to take advantage of the high speed DCP Internet connection.

The district has begun to upgrade all necessary infrastructures as budgeting permits. Two new Cisco 3800 Series routers have been purchased and are ready for installation when school gets out in June of 2010. Currently most switches are 5 years or older, but are still operating at a good quality of capacity. Switches will need to be replaced in the next three years as service agreements run out and the switches go beyond their life expectancy. Currently the district has roughly 15 Cisco switches in operation. The iPrism web filter/firewall is currently running the latest software version and the contract with St. Bernard was extended in 2008 through to 2012. Only one domain controller exists and it is located at the District Office operated through a Windows 2003 Server for the staff at the District Office. All school sites have Mac OS X 10.5 Servers running the individual network accounts at the school sites and each server has been replaced within the last year. Additionally wireless upgrades have been made at each school site to the newer Airport Wi-Fi 801.2 g/n' which allow greater access speed to the Internet for both staff and students. Total number of airports has also increased to allow for connections in areas of the school otherwise unable to get a signal in the past.

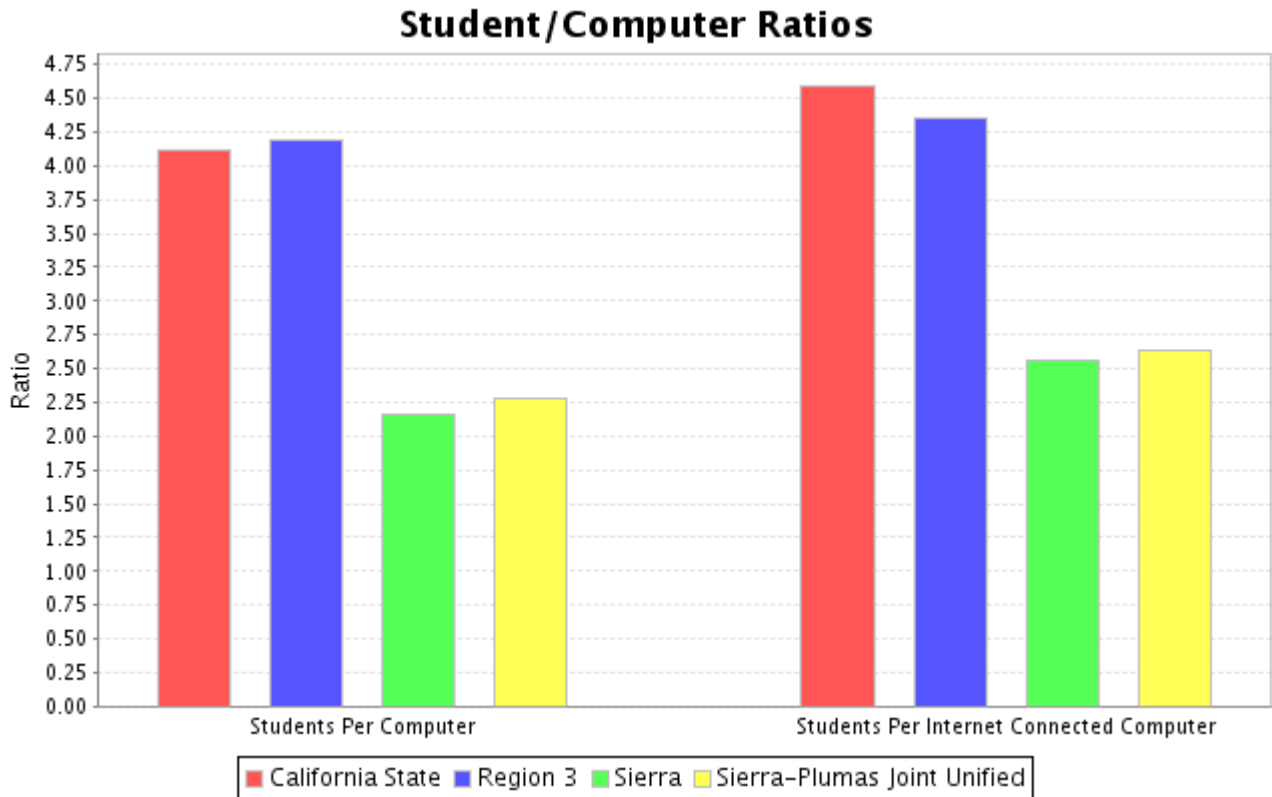
Existing Electronic Learning Resources:

Most Macintosh operating systems in the District have been upgraded to 10.5. Current systems and servers are now running system 10.5.6. All sites have Microsoft Office 2008 installed on all computers that are newer than 2007. Older computers have Microsoft Office 2004 or have been upgraded to 2008. All sites K-12 have access to Accelerated Reader, Star Math and Star Reading.

Existing Technical Support:

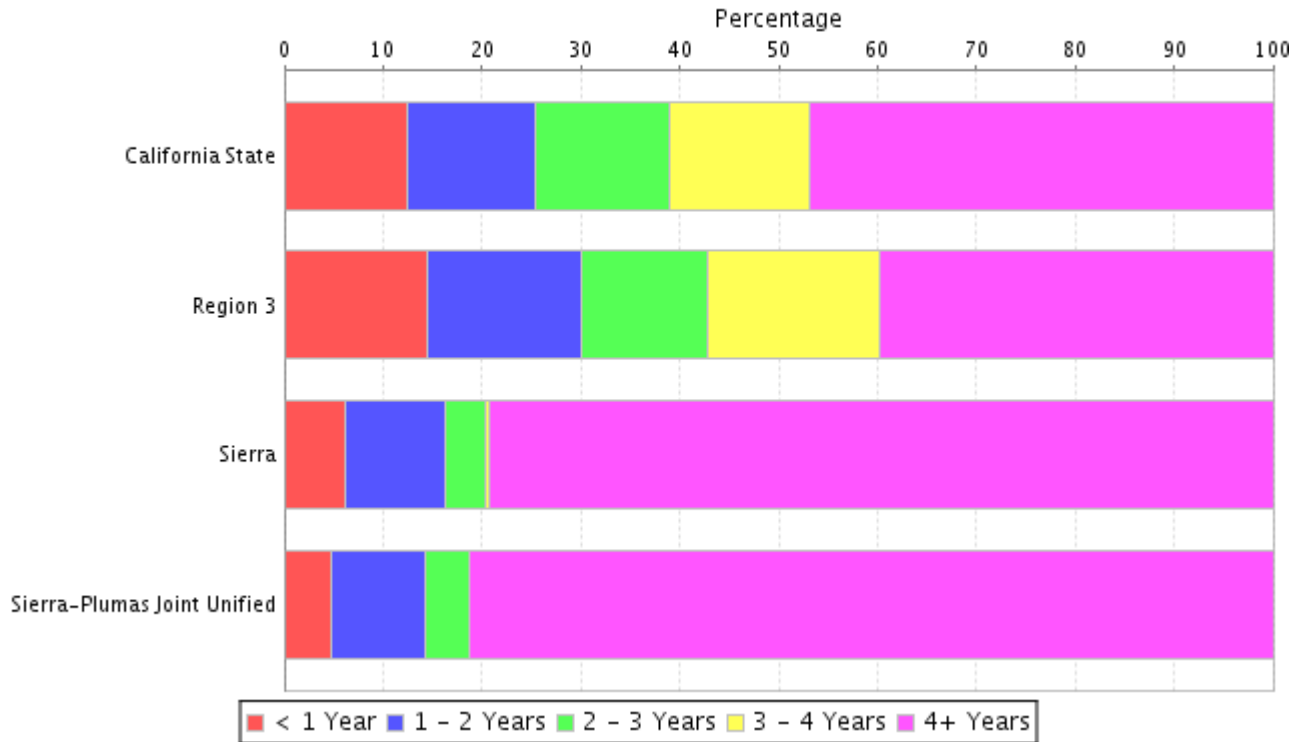
Currently the Technology Coordinator over sees all sites and the District Office for all technology purposes. Each school site has a designated Site Tech to help with minor technology issues (printers, wireless, etc...).

School Technology Survey: Equipment



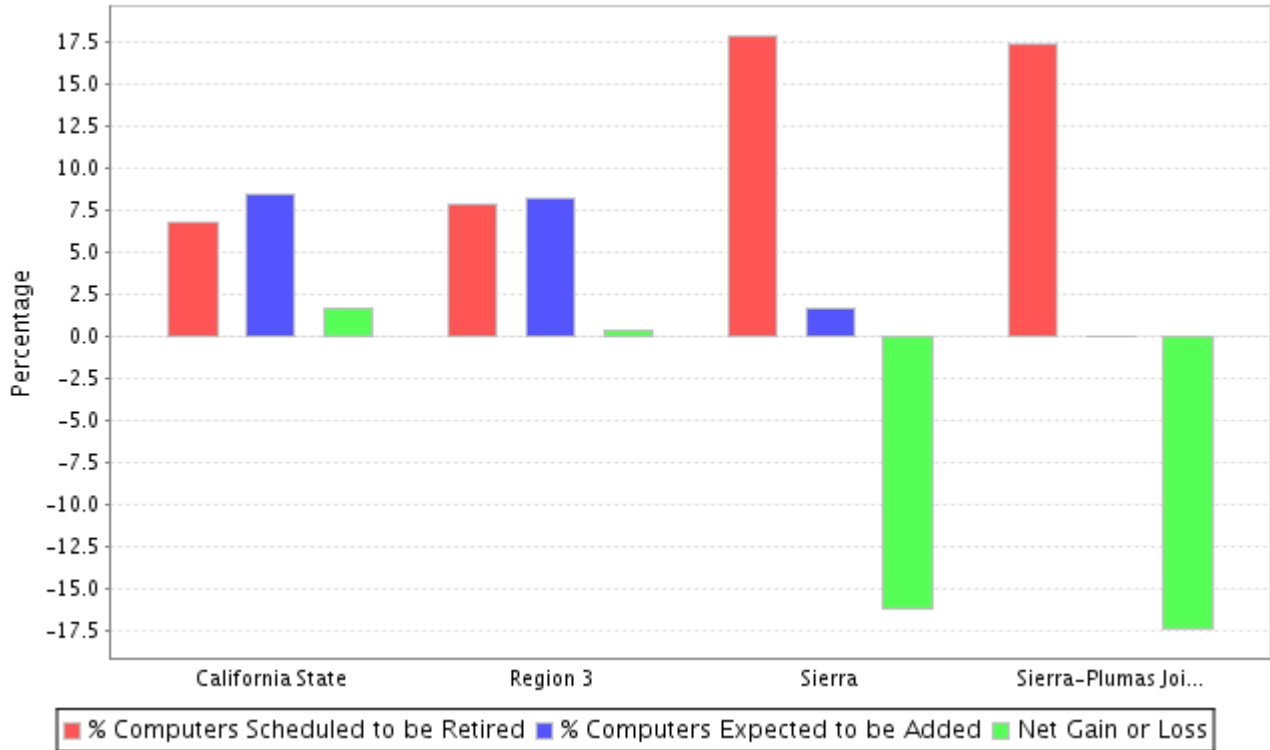
Location	Students Per Computer	Students Per Internet Connected Computer
California State	4.11	4.59
Region 3	4.19	4.35
Sierra	2.15	2.56
Sierra-Plumas Joint Unified	2.27	2.64

Computer Age



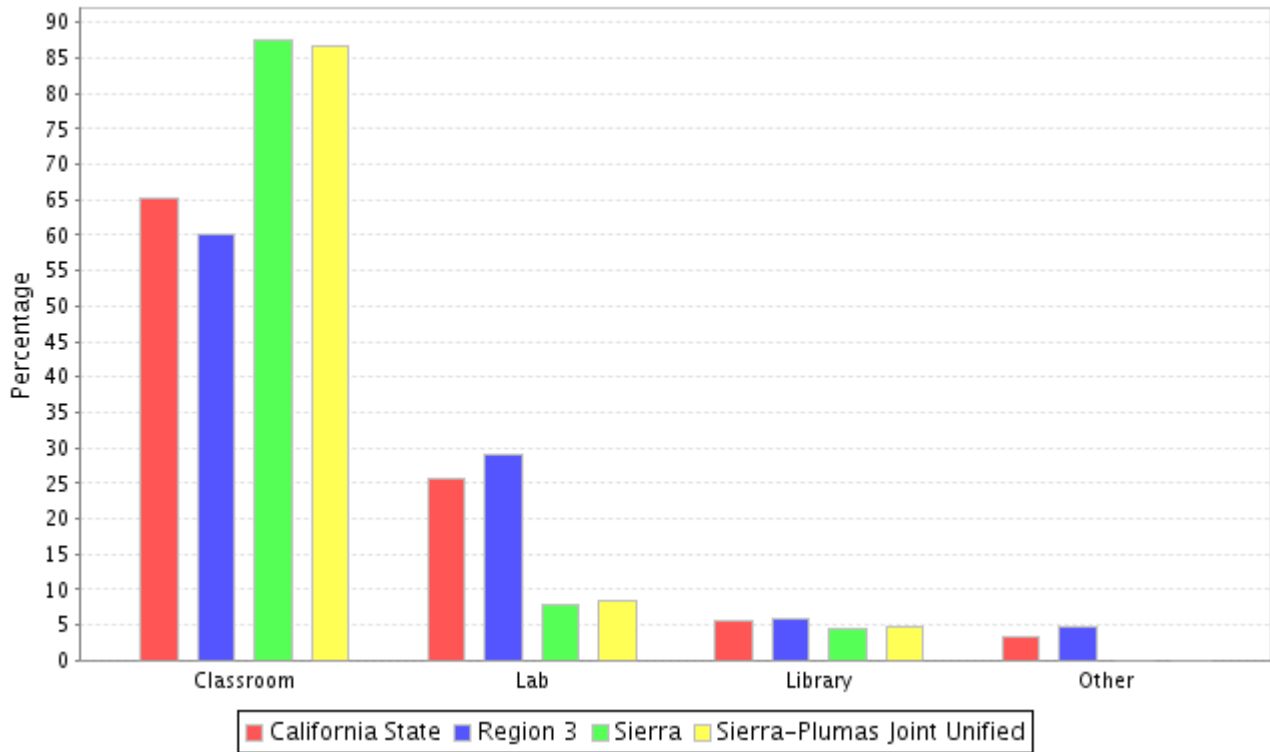
Location	< 1 Year	1 - 2 Years	2 - 3 Years	3 - 4 Years	4+ Years
California State	12.47 (0)	12.88 (0)	13.58 (0)	14.17 (0)	46.9 (0)
Region 3	14.43 (0)	15.64 (0)	12.81 (0)	17.4 (0)	39.72 (0)
Sierra	6.07 (0)	10.12 (0)	4.05 (0)	0.4 (0)	79.35 (1)
Sierra-Plumas Joint Unified	4.78 (0)	9.57 (0)	4.35 (0)	0 (0)	81.3 (1)

Expected Change in Computer Availability



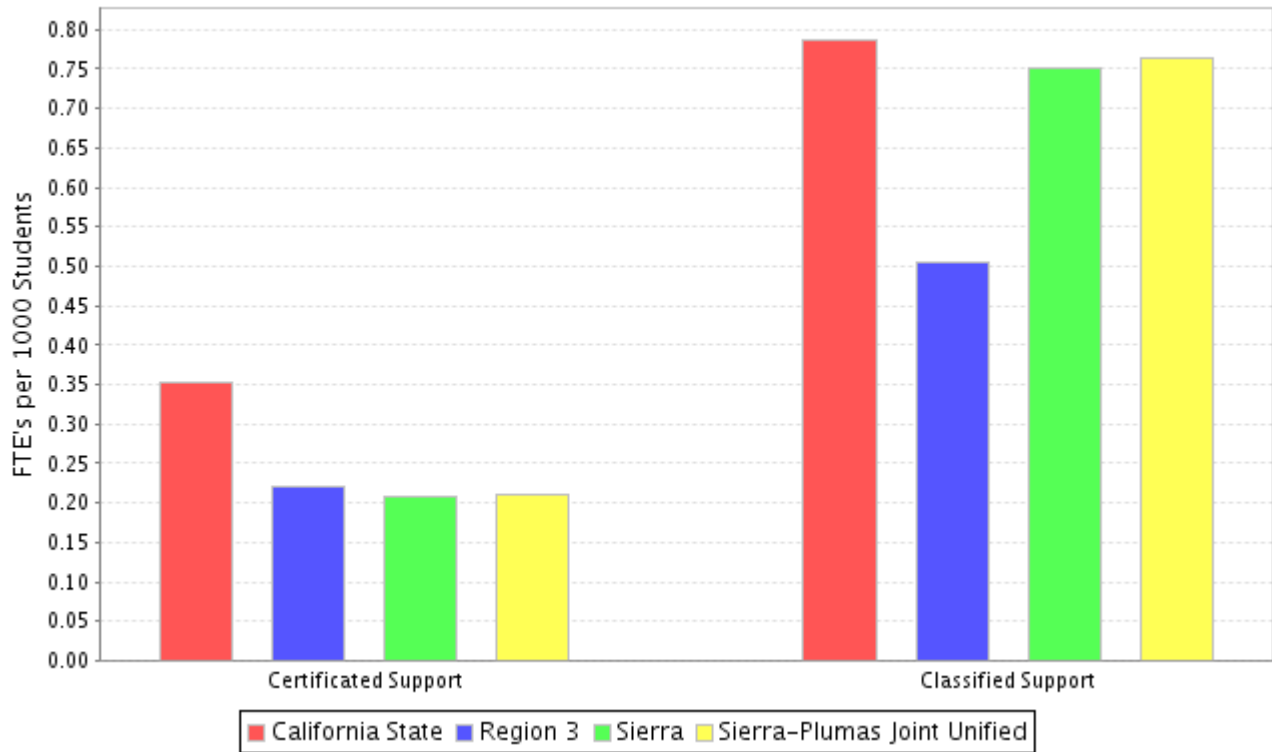
Location	% Computers Scheduled to be Retired	% Computers Expected to be Added	Net Gain or Loss
California State	6.8	8.46	1.66
Region 3	7.84	8.21	0.38
Sierra	17.81	1.62	-16.19
Sierra-Plumas Joint Unified	17.39	0	-17.39

Equipment Location



Location	Classroom	Lab	Library	Other
California State	65.33	25.55	5.65	3.48
Region 3	60.24	28.97	5.98	4.81
Sierra	87.55	7.88	4.56	0
Sierra-Plumas Joint Unified	86.61	8.48	4.91	0

Technical Support Staffing



Location	Certificated Support	Classified Support
California State	0.35	0.79
Region 3	0.22	0.51
Sierra	0.21	0.75
Sierra-Plumas Joint Unified	0.21	0.76

5b. Evaluating Needed Technology

Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed:

Sierra-Plumas Joint Unified needs to maintain the student-computer ratio over the term of the technology plan. As computers and other forms of hardware are deemed obsolete, new hardware will be purchased as allowed by the budget. Since the majority of the computers are four years or older, this becomes a priority for the next three years. This includes printers, cameras, and other hardware. Equipment for the special education population will be investigated to allow students up to date technology to excel in learning. There is a need to inventory the existing technology as to age and use, to allow for more data driven decision making.

Electronic Learning Resources Needed:

As with hardware, new electronic learning resources will be investigated to allow students up to date technology, especially in the areas of math, writing, science, reading and social studies.

Networking and Telecommunications Infrastructure Needed:

The 11Mb wireless links need to be upgraded to a higher (at least 54Mb) wireless connection in order to take advantage of the high speed DCP Internet connection. Currently most switches are 5 years or older, but are still operating at a good quality of capacity. Switches will need to be replaced in the next three years as service agreements run out and the switches go beyond their life expectancy.

Physical Plant Modifications Needed:

Not needed for the term of the plan

Technical Support Needed:

Not needed for the term of the plan

5c. Benchmarks and Timelines

List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Year 1 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Conduct complete inventory of hardware	July 2010	Tech. Coordinator
Replace 33% of computers that are 4 years or older as allowed by budget	September 2010	Tech. Coordinator
Replace other hardware (printers, scanners, cameras) as budget allows	September 2010	Tech. Coordinator
Investigate hardware to support the special education population.	July 2010	Tech. Coordinator
Investigate additional learning resources to enhance curricular especially in the areas of math, writing, science, reading and social studies.	July 2010	Tech. Coordinator, Curriculum Council
The 11Mb wireless links need to be upgraded to a higher (at least 54Mb) wireless connection in order to take advantage of the high speed DCP Internet connection.	September 2010	Tech. Coordinator
Replace switches as budget allows	September 2010	Tech. Coordinator

Year 2 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Replace 33% of computers that are 4 years or older as allowed by budget		Tech. Coordinator
Replace other hardware (printers, scanners, cameras) as budget allows		Tech. Coordinator
Purchase hardware to support the special education population.		Tech. Coordinator
Replace switches as budget allows		Tech. Coordinator

Year 3 Benchmark:		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Replace 33% of computers that are 4 years or older as allowed by budget		Tech. Coordinator

Replace other hardware (printers, scanners, cameras) as budget allows		Tech. Coordinator
Purchase hardware to support the special education population.		Tech. Coordinator
Replace switches as budget allows		Tech. Coordinator

5d. Process

Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.

The progress of technology acquisitions will be monitored by the Technology Coordinator, the Curriculum Council, and the Superintendent. The Technology Coordinator will meet at least quarterly with Superintendent with a progress report on the *Infrastructure Needs to Support Teaching and Learning* and the *Benchmarks and Timeline*. The report will include what items were acquired and what items were not acquired. For those items not acquired, the Coordinator will provide a reason for not obtaining them on time. The roles and responsibilities described in the tables in Section 5c will be reviewed to ensure that the monitoring process described in that section for each benchmark is working properly.

The Technology Coordinator will discuss how the recent acquisitions are working in the classroom, and they will determine if additional items, not currently in the plan need to be acquired in order to support the plan’s goals and benchmarks. If additional items are needed, then they will determine if these items have a higher priority than items currently in the plan, identify possible funding sources, and revise the timeline so that these items can be purchased.

6. Funding and Budget

6a. List of Established and Potential Funding Sources.

Established Funding Sources:

As this is a small, rural district, the Superintendent is responsible for budget development and allocation of funds to implement the goals set by the Board. The Superintendent attends workshops to stay current on categorical programs and their uses and consults with the County Office of Education about the state funding levels. He maximizes the use of categorical funds in order to have general funds available for technology purchase and upkeep. The district will take advantage of the ERate telecommunications that allows for up to 60% discount. The district also will use funds from the Microsoft Voucher Fund and Small Rural School Achievement Grant.

Potential Funding Sources:

The district will look to CTAP to provide cost effective staff development, advice on hardware and software purchases and to help train our site tech support cadre. CalSave.org is one resource that we have used and will be part of the process we will use to maximize expenditures.

The District is putting together the REAP/LEAP plan with will allocate funding toward the goals set in the technology plan. The use of Microsoft Voucher funds will also be a part of the funding formula. The funding is to be allocated over a three-year period and requires the matching goals of the technology plan to implement. The district will investigate grant writing opportunities as a viable option for both small and large grants. The district will also look to potential partnerships within the surrounding community as well as federal, state, and local program that could provide funding.

6b. Estimate Annual Implementation Costs for the Term of the Plan.

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries	Site Tech Stipends (3 Sites) Tech Coordinator	3,000 67,000	3,000 69,000	3,000 71,000	
2000-2999 Classified Salaries					
3000-3999 Employee Benefits	Benefit	11,000	11,000	11,000	
4000-4999 Materials & Supplies	Travel & Conference Switches (All Sites) Misc repairs and replace LibraryPro Maintenance	2,000 1,000 1,000 1,100	2,000 1,000 1,100	2,000 1,000 1,100	

	Web Filtering (iPrism) Subscription	1,000	1,000	1,000	
	PowerSchool Maintenance	1,900	1,900	1,900	
	Misc. Parts replace/repair	400/site	200-400/site	200-400/site	
5000-5999	Edusoft - Data Analysis maintenance	5,000	5,000	5,000	
Other Services & Operating Expenses	T1 Lines (Sville)	3,600	3600	3600	
	MS Office Suite (all student computers)	5,000	0	0	
	SmartNet Cisco Router Maintenance	2,000	2,000	2,000	
	Accelerated Suites Upgrade and Modules and Server	3,000	1,500	1,500	
6000-6999	Computer Replacements (all Sites)	15,000	5,000	5,000	
Equipment	Wireless Upgrades (LES) (Up to 802.11g)	7,000	0	0	
	Cisco ASA Firewall with IDS 5510(2) & Cisco Switch Layer3 3750 (2)	18,000	1,000	1,000	
Totals		\$147,000	\$108,850	\$108,250	\$

6c. Replacement Policy

Describe the district’s replacement policy for obsolete equipment.

The District allocates technology funds to each school on an on-going, annual basis. School personnel are urged to utilize available funds for updating and replacing obsolete equipment on an on-going basis. In addition, the district receives ERATE funding to help offset cost of telecommunications therefore freeing up some budget for replacement of equipment.

The district will determine a policy for the replacement of obsolete equipment based on the existing budget and needs of the district.

6d. Ed Tech Funding

Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

The Superintendent/Principal admin council team will develop an annual technology budget as part of the annual budget cycle, citing various sources of funding. The district budget is developed in Dec/Jan. The business manager will prepare a mid-year report in January of each year to update the Tech Committee, the Board, and the Curriculum council on the progress of funding for technology.

The Superintendent and Business Manager are responsible for monitoring all aspects of the budget. They oversee the day-to-day budget, plans for the expenditure of the various funds and programs, prepares the monthly budget reports as well as the state required semi-annual Interim

Reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available.

7. Monitoring and Evaluation

7a. Evaluation Process

Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

While the district developed a 5-year technology plan in 1997, it focused primarily on the acquisition of equipment and connectivity, and secondarily on the use of technology for teaching and learning. The second plan (04-07) established a set of goals and benchmarks that put much more emphasis on curricular and staff development. The third plan (07-10) focused on current technology needs and implementing the technology into the curriculum. This plan will be reviewed with staff, the Curriculum Committee and Board of Education each year to determine progress and needs. The current technology planning process needs to address increased use of existing and future technology tools in curriculum, instruction and assessment.

7b. Evaluation Schedule

Schedule for evaluating the effect of plan implementation.

To monitor adequately the school/district's progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:

- Annual increases in teachers' technology proficiencies per the EdTechProfile assessment;
- Annual increases in teachers' use of technology to enhance curriculum;
- Annual posting of students' progress in mastering the California Content Standards in Math and Science
- Annual students' progress in acquiring technology proficiency skills.
- Annual maintenance and infrastructure upgrade activities.
- Annual monitoring of Adequacy of Tech Support.

7c. Evaluation Communication

Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

- The Technology Coordinator and the Superintendent will prepare annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in May/June. The report will be presented to the Tech Committee, the Board and the admin council at regularly scheduled meeting. Findings of the progress of the technology plan will be reported to stakeholders through these meetings, posting on the District website, and through PowerSchool web portal. Strategies that have had a positive effect on teaching and learning will be communicated

to others through these means so that they can be replicated as well as success stories using technology as best practices.

May annually	The Superintendent and the Technology Coordinator present data and summary of progress toward meeting goals at staff, Admin council and Board meetings.
June 2010, annually thereafter	Modifications of the plan and activities are made based on the data gathered, funding available and changing priorities. Mid-course corrections as a result of the monitoring will be made in this manner.
June 2010, annually thereafter	Findings of the progress of the technology plan will be reported to stakeholders through meetings, posting on the District website, and through PowerSchool web portal.

8. Collaborative Strategies with Adult Literacy Providers

If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)

Sierra-Plumas/Sierra COE does not provide adult education courses. Within the boundaries of Sierra-Plumas/Sierra COE area, adult literacy needs are served through a variety of agencies. The area’s community college district provides adult education classes in basic literacy, GED preparation, and ESL as well as general interest classes. Sierra County ROP offers classes through the high schools in a variety of job and life skills, including technology skills such as basic word processing, home budgeting with spreadsheets and resources on the Internet.

During the spring of 2010, Sierra-Plumas/Sierra COE will consult with local county and community college adult literacy programs and collaborate with them. It will also investigate other adult literacy agencies that it deems appropriate. Such collaboration could include outreach, facilities for classes, and use of equipment, group buys, and possible networking advice.

9. Effective, Researched-Based Methods and Strategies

9a. Summary

Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.

Sierra-Plumas/Sierra COE School students have made significant gains in their core subject areas as revealed in California STAR data. The percentage of students at or above the 50% percentile in **reading/LA has increased from 80% to 82%** in **Math from 82% to 84%** (1997 to 2000). Math is an area of relative strength. However, data showed Title I students are in need of improvement in the areas of reading/LA and Math.

This analysis led the school to set improvement goals in reading/LA, targeting Title I students in particular.

To reach the goals, the school embarked on a rigorous staff development program and adopted new reading texts in grades K-6. The board adopted the Open Court reading text for grades kindergarten through 5th grade. This is one of only two series approved by the state of California that is aligned with the state standards and thoroughly grounded in research proven methods. Two days of staff development will be provided: one in June and one in August.

Curricular Area	Research Consulted	Annotation
Reading	Research includes: ■ Moats, <i>Educational Leadership</i> , March 2001 pp 36-39; <i>Reading/Language Arts Framework for California Public Schools,, Kindergarten Through Grade Twelve</i> . Chapter 4, pp 98-199, 1999; ■ Fielding and Person, <i>Educational Leadership</i> , vol 51, no 5 February 1994, pp 62-68 (see extensive bibliography of research referenced).	Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: <ul style="list-style-type: none"> • phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. • Administer measures of assessment and assign students materials and programs that will enable them to read with 90 to 95 percent accuracy. • Teach individually or in small groups as much as possible. • Schedule at least two hours a day for reading instruction for struggling readers. • Monitor progress and adjust instruction and time allocations accordingly.

Staff development in teaching writing has focused on teaching the writing process to all students. This strategy is based on years of research and field-testing first by California teachers, then by teachers across the country.

Curricular Area	Research Consulted	Annotation
Writing	See Gray, Thomas, D’Aoust, Willet and others, in Olson, <i>Practical Ideas for Teaching writing as a Process at the Elementary School and Middle School Levels</i> , 1996. See also the bibliography, including referenced research. Shelfelbine and others, <i>Reading/Language Arts Framework for California Public Schools</i> , 1999	<ul style="list-style-type: none"> • Children possess the requisite linguistic knowledge to write. • Teachers need to use every possible means to give student confidence in their linguistic knowledge. • Writing is a process and teaching writing is the process of helping students use and perfect their linguistic knowledge and get it on paper. • Academic language must be taught. Four strategies are suggested: reading aloud; instructional discussions; reading by students; writing by students.

Component Reinforcement	Page In Plan	Research Source	Research Summary
Curriculum, Reading and Writing Technology skills,	4, 5, 12, 14, 15	Sandholtz, Ringstaff and Dwyer, in <i>Teaching with technology; Creating student-centered classrooms</i> , 1997	“Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum.” instruction and time allocations accordingly.
Information Literacy Skills History/Social Studies	4, 5, 12, 14, 15	<i>Critical Issue: Using technology to improve students achievement</i> , 1999 NCREL web site	Using technology within the curricular framework enhances important skills that are valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core content, including Math and Science	4, 5, 12, 14, 15	Sivin-Kachala and Bialo, <i>2000 research report on the effectiveness of technology in schools</i> , 2000	Computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests in all major subject areas.
Integration Strategies to Improve Teaching and Learning	4, 5, 12, 14, 15	Dwyer, <i>ACOT: History, findings, impact</i> . 1992	Technologies provide a conceptual environment where children could collect information in multiple formats then organize, play, visualize, link and eventually construct new ideas about relationships among facts and events. The same technology could then be used to communicate ideas to other students.
Staff Development: Adult Learning Models	12	Schacter, <i>The impact of education technology on student achievement: What the most current research has to say</i> . Milken Family Foundation web site, 1999	The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.

9b. Future Use of Technology

Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Our secondary schools utilize Internet and Video Conferencing services to provide core, AP courses and elective courses that would otherwise be unavailable due to the lack of fully qualified teachers. Sierra-Plumas/Sierra COE will explore the use of current technologies to bring new or extend learning opportunities to all students. A Technology Audit as well as a Curriculum Audit was conducted in preparation for writing Sierra-Plumas/Sierra COE School’s Technology Plan. The results of those audits led to the goals, benchmarks and timelines of the grant. Implementation of the Tech Plan will rely heavily on the California Technology Assistance Project. Its research, models and strategies are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies. The Sierra-Plumas/Sierra COE plans to investigate the use of distance-learning technologies such as Plato and other platforms to supplement and extend the district’s curriculum with rigorous academic courses and curricula. Students will experience virtual field trips. Through the use of video conferencing, the students will be able to dialog with the presenter at the actual site.

Appendix C – Criteria for EETT Funded Technology Plans

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</p>	1	<p>The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).</p>	<p>The plan is less than three years or more than five years in length.</p> <p>Plan duration is 2010-2013.</p>
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<p>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</p>	1	<p>The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	7	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	8	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to	10	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

succeed in the classroom and the workplace.			
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<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>12</p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>13</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology</p>	<p>14</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology</p>

access for all students.		access for all students. The policy or practices clearly support accomplishing the plan's goals.	will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	14	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	15	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	16	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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12 (Appendix D).			
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	17	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	18-19	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	18-19	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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Requirement(s): 6 and 12 (Appendix D).			
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	20	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	21	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	22	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to	23	The monitoring process, roles, and responsibilities are	The monitoring process either is absent, or lacks

monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.		described in sufficient detail.	detail regarding who is responsible and what is expected.
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6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	23	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	23	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	25	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	25	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	25	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	25	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	26	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or	26	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

potential future outreach efforts.)		the process used to identify adult literacy providers or potential future outreach efforts.	
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9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.	26	The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.	The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.
b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.	28	The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district’s curriculum offerings.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 46 - 70177

School Code (Direct funded charters only): _____

LEA Name: Sierra Plumas Joint Unified School District _____

*Salutation: Mr. X Ms. Dr.
*First Name: Blaine _____
*Last Name : Donnelly _____
*Job Title: Technology Coordinator _____
*Address: 305 S. Lincoln St. _____
*City: Sierraville _____
*Zip Code: 96126 _____
*Telephone: (530) 771-7927 Ext: _____
Fax: (530) 994-1045 _____
*E-Mail: bdonnelly@spjUSD.org _____

Please provide backup contact information.

1st Backup Name: Stan Hardeman – Superintendent (530) 994-1044 _____

1st Backup E-Mail: shardeman@spjUSD.org _____

2nd Backup Name: _____

2nd Backup E-Mail: _____

*Required information in the ETPRS



REL#12-25
FOR IMMEDIATE RELEASE
March 19, 2012

CONTACT: Tina Jung
PHONE: 916-319-0818
E-MAIL: communications@cde.ca.gov

State Schools Chief Tom Torlakson Creates Task Force to Improve and Expand Use of Classroom Technology

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson today announced the creation of the Education Technology Task Force to recommend how to bring 21st century tools into California’s classrooms to improve teaching and learning. In creating the 48-member Task Force, Torlakson said he recognized the severe financial limitations currently facing schools, but was establishing the group now so that a plan for making better use of technology would be ready when more resources were available.

“Technology is changing nearly every aspect of our lives. But in California—home to Silicon Valley and the world’s leading technology companies—many schools have been all but left out of the technology revolution,” Torlakson said. “If we’re serious about providing our students a world-class education, we need a plan that leaves no school and no child offline.”

Torlakson also discussed the Task Force during the annual Computer-Using Educators Conference held over the weekend in Palm Springs. A list of members is attached. The all-volunteer, unpaid Task Force is comprised of teachers, administrators, technology directors, local and county superintendents, school board members, parents, researchers, policy advocates, and foundation/community members from around the state.

The Task Force will work in groups led by facilitators to explore education technology in five key areas—learning, assessment, teaching, infrastructure, and productivity. Members will assess the state’s current education technology infrastructure and identify gaps between the current National Education Technology Plan and California’s most recent plan, which was approved in 2005. The group also will assess future needs and recommend how to improve teaching, learning, and equal access to technology for all students.

Creation of the Task Force was among the goals set out in the *Blueprint for Great Schools*, a report on the future of education in California prepared for Torlakson by his Transition Advisory Team, a group of nearly 60 parents, teachers, and business and community leaders. The *Blueprint* calls for incorporating one-to-one technology as a key component of teaching, learning, and assessment that supports high levels of literacy, bi-literacy, and prepares students for success in the global economy.

As part of its duties, the Task Force will get input from stakeholders and experts in the field. A Web page also has been created on the Brokers of Expertise Web site for anyone who would like to contribute information, research, and case studies at <http://commentedtech.myboe.org/>.

The Task Force is expected to present recommendations to Torlakson to revise and develop a California Educational Technology Blueprint over the next few months, followed by a series of public meetings to gather comments on issues identified by the Task Force. For more information on the Education Technology Task Force, please visit the California Department of Education Web site at <http://www.cde.ca.gov/ettf>.

Education Technology Task Force Members

Name	Organization	Title
Frank Baxter	Jefferies Group, Inc.	Chairman Emeritus
Michael Berg	Central Unified School District	Superintendent
Kenneth Brown	Booz Allen Hamilton	Associate Systems Engineer
Kelly Calhoun	Santa Clara County Office of Education	Assistant Superintendent, Chief Technology

		Officer
Vanitha Chandrasekhar	Long Beach Unified School District	Education Technology Coordinator
Steve Clemons	San Diego County Office of Education	Assistant Superintendent, Chief Technology Officer
John Cradler	Educational Support Systems	President
Robert Craven	Fullerton Joint Union High School District	Chief Technology Officer
Shirley Diaz	Glenn County Office of Education	Deputy Superintendent, Educational Services
Andrea Dutton	Chaffey Community College	Program Director, Radiology Technology
Dawn Egan	Lassen Union High School District	Teacher/Categorical Projects
John Fleischman	Sacramento County Office of Education	Assistant Superintendent, Technology Services
Jo-Ann Fox	Escondido Union School District	Teacher, California Teachers of the Year Semi-Finalist
Lisa Gonzales	Santa Clara County Office of Education	Coordinator, Curriculum & Instruction
Brigette Hunley	Brigette Hunley Consulting	Principal
John Ittelson	California State University, Monterey Bay	Professor Emeritus
Anjali Kausar	Cupertino Union School District	School Board Trustee
Stephen Kay	San Jose State University	Assistant Professor
Machelle Kilgore	Pacific Coast High School	Principal
Kurt Larsen	WestEd	Senior Research Associate/Producer
Mike Lawrence	Computer-Using Educators, Inc.	Executive Director
Anne Mallory	Imperial County Office of Education	Superintendent
Nonette Martin	Bassett Unified School District	Assistant Superintendent, Business Services
Chuck McMinn	NapaLearns	President
Steve Midgley	Mixrun LLC	Principal
Richard Miller	Riverside Unified School District	Superintendent
Jane Mintz	Oak Park Unified School District	Director, Educational Technology
Barbara Nemko	Napa County Office of Education	Superintendent
Michelle Pacansky-Brock	Mt. San Jacinto College	Online Associate Faculty
Richard Quinones	Los Angeles County Office of Education	Assistant Superintendent, Chief Technology Officer
Rebecca Randall	Common Sense Media	Vice President Education Programs
Marisa Rivas	Digital Edge Learning	Educational Consultant
Ron Rohovit	California Science Center	Deputy Director of Education
Alex Rooker	Communications Workers of America, Local 9400	Director, Government Affairs
Bill Selak	Covina-Valley Unified School District	Teacher
Ken Shelton	Los Angeles Unified School District	Teacher
Kevin Silberberg	Standard School District	Superintendent
Brad Strong	Children Now	Senior Director, Education
Hilda Sugarman	Fullerton School District	School Board Trustee
Torrence Temple	Murrieta Valley Unified School District	Teacher
David Tokofsky	Associated Administrators of LA	Strategist
Rebecca Wardlow	Ashford University	Provost
Glen Warren	Orange Unified School District	Teacher
Paul Watters	Butte County Office of Education	Director, ROP
John White	Los Angeles Unified School District	School Administrator
Esther Wojcicki	Palo Alto High School	Teacher
Amy Wong	Silicon Valley Education Foundation	Director, STEM Integration
Alexander Zwissler	Chabot Space and Science Center	Executive Director/CEO

The California Department of Education (CDE) is a state agency led by State Superintendent of Public Instruction Tom Torlakson. For more information, please visit <http://www.cde.ca.gov> or by mobile device at <http://m.cde.ca.gov/>. You may also follow Superintendent Torlakson on Twitter at <http://www.twitter.com/TorlaksonSSPI> and Facebook at <http://www.facebook.com/CAEducation>

California Department of Education, Communications Division
1430 N Street, Suite 5602, Sacramento, CA 95814
Main: 916-319-0818; Direct: 916-319-0817; Fax: 916-319-0100
E-Mail: communications@cde.ca.gov; URL: www.cde.ca.gov/nr/

Sierra County Office of Education
Technology Equipment
Presented April 10, 2012

Description	Purpose	Estimated Cost
Replacement Server	Server for DO	1,952.00
iPad + training	2 employees	1,400.00
Smartbaord	DVL Teacher	5,878.00
10 MacPack, LES	LES, Increase # of mobile computers	11,532.00
10 MacPack, LHS	LHS, Increase # of mobile computers	11,532.00
Total SCOE		30,342.00

Balances through March						Fiscal Year 2011/12
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund						
1100	Teachers Salaries	211,852.00	205,167.00	62,184.81	143,114.63	132.44-
1120	Certificated Substitutes				3,900.00	3,900.00-
1200	Certificated Pupil Support Ser	71,063.00	58,857.00	17,657.16	41,200.04	.20-
1300	Certificated Supervisor Admini	40,428.00	45,796.00	11,349.42	34,446.48	.10
	Total for Object 1000	323,343.00	309,820.00	91,191.39	222,661.15	4,032.54-
2100	Instructional Aides' Salaries	100,148.00	100,713.00	27,215.97	64,558.18	8,938.85
2120	Classified Substitutes				1,219.00	1,219.00-
2200	Classified Support Salaries	4,888.00	9,888.00	1,655.50	3,847.16	4,385.34
2300	Classified Supervisors' Admini	96,038.00	96,353.00	23,784.00	71,817.00	752.00
2400	Clerical Technical Office Staf	107,771.00	113,456.00	29,011.51	84,424.08	20.41
2900	Other Classified Salaries	6,144.00	6,946.00		3,306.00	3,640.00
	Total for Object 2000	314,989.00	327,356.00	81,666.98	229,171.42	16,517.60
3101	STRS Certificated Positions	26,733.00	25,734.00	7,523.28	18,053.57	157.15
3102	STRS Classified Positions	300.00	300.00	90.00	210.58	.58-
3201	PERS Certificated Positions	143.00			207.54	207.54-
3202	PERS Classified Positions	44,369.00	44,068.00	11,313.90	32,769.96	15.86-
3301	OASDI Certificated Positions	187.00			142.61	142.61-
3302	OASDI Classified Positions	18,614.00	18,702.00	4,802.01	13,485.51	414.48
3311	Medicare Certificated Position	4,636.00	4,562.00	1,302.27	3,411.50	151.77-
3312	Medicare Classified Positions	4,716.00	4,435.00	1,138.25	3,193.27	103.48
3401	Health & Welfare Benefits Cert	76,725.00	73,095.00	21,928.38	51,166.18	.44
3402	Health & Welfare Benefits Clas	83,711.00	83,581.00	21,655.95	62,055.61	130.56-
3501	SUI Certificated	5,154.00	5,147.00	1,468.14	3,846.61	167.75-
3502	SUI Classified	5,347.00	5,105.00	1,314.85	3,628.95	161.20
3601	Workers' Compensation Certific	8,966.00	8,887.00	2,618.61	6,385.60	117.21-
3602	Workers' Compensation Classifi	8,368.00	8,928.00	2,292.04	6,430.59	205.37
3701	OPEB, Allocated Certificated	21,054.00	27,731.00		16,265.79	11,465.21
3801	PERS Reduction Recapture	48.00			39.84	39.84-
3802	PERS Reduction Recapture	5,855.00	5,681.00	1,480.71	4,171.78	28.51
	Total for Object 3000	314,926.00	315,956.00	78,928.39	225,465.49	11,562.12
4100	Approved Textbooks Core Curric	313.00	638.00		1,018.55	380.55-
4200	Library and Reference Material	1,613.00	4,563.00		5,250.00	687.00-
4300	Materials and Supplies	15,757.00	16,463.00	816.13	5,524.96	10,121.91
4320	Custodial Supplies	1,600.00	1,600.00		550.91	1,049.09
4330	Office Supplies	6,000.00	6,000.00		701.83	5,298.17
4350	Vehicle Upkeep	7,000.00	7,000.00	833.58	443.81	5,722.61

Selection Filtered by User Permissions, (Org = 1, Online/Offline = N, Fiscal Year = 2012, Period = 9, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Digits = 1, Page Break? = N)

ESCAPE ONLINE

Balances through March						Fiscal Year 2011/12
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund (continued)						
4399	Mat & Sup Undesignated Bal		7,840.00			7,840.00
4400	Noncapitalized Equipment	8,940.00	8,940.00	1,952.03		6,987.97
	Total for Object 4000	41,223.00	53,044.00	3,601.74	13,490.06	35,952.20
5100	Subagreements for Services	50,000.00	50,000.00			50,000.00
5200	Travel and Conference	26,774.00	28,634.00	4,609.46	17,079.02	6,945.52
5300	Dues and Membership	16,321.00	16,321.00	1,575.00	7,694.00	7,052.00
5400	Insurance	10,702.00	10,702.00		8,968.00	1,734.00
5500	Operation Housekeeping Service	10,000.00	10,000.00	415.52	5,751.14	3,833.34
5600	Rentals, Leases, Repairs, Nonc	8,603.00	8,103.00	361.93	366.89	7,374.18
5800	Professional Consulting	6,000.00	6,000.00	2,500.00	7,600.00	4,100.00
5801	Legal Services	40,386.00	31,093.00	20,000.00	24.00	11,117.00
5803	Legal Publications	500.00	500.00	175.00	50.00	375.00
5805	Personnel Expense	700.00	700.00	116.00	256.00	328.00
5806	Negotiations	2,000.00	2,000.00			2,000.00
5808	Other Services & Fees	1,500.00	1,500.00	278.12	951.88	270.00
5810	Contracted Services	247,903.00	273,351.00	66,487.17	158,752.25	48,111.58
5899	SPJUSD to Reimburse			1,621.46	119.25	1,740.71
5900	Communications	4,000.00	4,000.00		997.65	3,002.35
	Total for Object 5000	425,389.00	442,904.00	98,139.66	208,462.08	136,302.26
6400	Equipment		34,728.00		28,941.31	5,786.69
7110	County Tuition Inter Dist Agre	105,780.00	139,705.00	145,000.00	4,855.71	439.29
7141	Tuition, excess cost etc betwe	139,780.00	96,511.00	31,398.78	46,973.22	18,139.00
7310	Direct Support/Indirect Costs					.00
	Total for Object 7000	245,560.00	236,216.00	176,398.78	42,117.51	17,699.71
	Total for Expense accounts	1,665,430.00	1,720,024.00	529,926.94	970,309.02	219,788.04
	Total for Fund 01 and Expense accounts	1,665,430.00	1,720,024.00	529,926.94	970,309.02	219,788.04
	Total for Org 001, Fund 01 and Expense accounts	1,665,430.00	1,720,024.00	529,926.94	970,309.02	219,788.04

MINUTES OF THE REGULAR MEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION
March 13, 2012
Loyalton Middle School, Loyalton, California

A. CALL TO ORDER

President ALLEN WRIGHT called the meeting to order at 6:04 pm.

B. ROLL CALL

PRESENT: Mr. Allen Wright, President
Ms. Sharon Dryden, Vice President
Mr. Mike Moore, Member
Mr. Todd York, Member

ABSENT: Mr. Jeff Bosworth, Clerk

VACANT: None

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

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA

MSCU/YORK/DRYDEN

E. INFORMATION/DISCUSSION ITEMS

1. CORRESPONDENCE – None

2. SUPERINTENDENT'S REPORT

- a. Recognition – Randy Prichard
- b. Secure Rural Schools (SRS)- The Senate in an 82-16 vote approved an amendment to the surface Transportation Bill and added a reauthorization for one year. This Bill still needs House approval. The District's expected level of funding would be 95% of this current year.
YORK: Is that the only thing added to the Transportation Bill?
Mr. Hardeman: No. There are some other minor things that were overwhelmingly approved that are related to jobs and stimulus.
MOORE: This bill also includes funds to support our local roads through the Sierra County Transportation Department.
- c. Reduction in Workforce/Program – Two certificated employees will be released as a reduction in particular kinds of service.

3. BUSINESS REPORT

- a. Ms. Asquith presented the Board Report-Expenditures by Object 07/01/11 to 2/29/12. There were no comments or questions. The Letter from California Department of Education confirming 2011-2012 First Interim Report Certification was discussed.

4. STAFF REPORT – None

5. SPTA REPORT – None

6. BOARD MEMBER’S REPORT – None

7. PUBLIC COMMENT

President WRIGHT opened the meeting for public comment at 6:15 pm.

- a. Current location – There was none.
- b. Videoconference location – There was none.

President WRIGHT closed the meeting for public comment at 6:16 pm.

F. CONSENT CALENDAR

The following items were included in the consent calendar:

1. Approval of minutes of the Regular Board meeting held February 14, 2012;
2. Approval of bill warrants for month of February 2012;
MSCU/YORK/MORE

G. ACTION ITEMS

1. OLD BUSINESS

- a. Approval of Administrative Regulation 6145.2, Athletic Competition, revision
MSCU/YORK/MOORE

2. NEW BUSINESS

MOORE made the motion to approve Items a through d and Item g. YORK seconded. There were no questions. Motion Passed Unanimously.

- a. Approval of Administrative Regulation 1340, Access to District Records, revision
- b. Approval of Board Policy 3110, Business and Non-instructional Operations, revision
- c. Approval of Administrative Regulation 3541.1, Transportation for School-Related Trips, revision
- d. Approval of Exhibit 3541.1, (1) and (2), Transportation for School-Related Trips, revision

- e. Approval of Administrative Regulation 4161.2, Personal Leaves (Certificated), revision (See Item f)
- f. Approval of Administrative Regulation 4261.2 Personal Leaves (Classified), revision
Items e and f were combined for discussion and vote.
MOORE/YORK Discussion regarding “Religious Leave” section and consistency with other absences.
MOORE moved to table Items e and f. YORK seconded. Research will be completed by April meeting.
Motion Passed Unanimously
- g. Adopt 2011-2012 Second Interim, Actuals as of January 31, 2012
MSCU/MOORE/YORK

H. ADVANCED PLANNING

The next regular meeting of the Board will be held on Tuesday, April 10, 2012, at Downieville School, Downieville, California at 6:00 pm.

Suggested Agenda Items

There were no suggested agenda items.

- a. Administrative Regulation 4161.2, 4261.2, Personal Leaves
- b. Presentation on technology/financial constraints/expenditures

I. ADJOURNMENT

MSCU/MOORE/YORK
Adjourned at 6:26 pm.

Allen Wright, President

Stanford J. Hardeman, Superintendent

Checks Dated 03/01/2012 through 03/31/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00013426	03/14/2012	BUREAU OF EDUCATION & RESEARCH	01-5200		215.00
00013427	03/14/2012	HM RECEIVABLES CO. LLC	01-4300		71.32
00013428	03/14/2012	LIBERTY ENERGY	01-5500		15.17
00013429	03/14/2012	BARBARA MCKURTIS	01-5810		3,600.00
00013430	03/14/2012	MARLENE MONGOLO	01-5200		107.00
00013431	03/14/2012	NATIONAL GEOGRAPHIC BEE	01-4300		110.00
00013432	03/14/2012	PRO-ED	01-4300	64.49	
			Unpaid Sales Tax	3.99-	60.50
00013433	03/14/2012	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		45.00
00013434	03/14/2012	SIERRA VALLEY HOME CENTER	01-4300		171.32
00013435	03/14/2012	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	3,229.00	
			76-9576	13,689.00	16,918.00
00013436	03/14/2012	VOYAGER	01-4350	121.56	
			01-5200	128.58	
			01-5899	119.25	369.39
00013437	03/28/2012	CDE CASHIER'S OFFICE	01-8287	7,850.95	
			01-8290	1,033.75	
			01-9590	2,439.25	11,323.95
00013438	03/28/2012	MATHEW EVANS	01-5801		1,476.00
00013439	03/28/2012	HILLARY LOZANO	01-5200		177.60
00013440	03/28/2012	BARBARA MCKURTIS	01-5810		4,000.00
00013441	03/28/2012	NORTHEASTERN JOINT POWERS AUTHORITY	76-9571		4,504.75
00013442	03/28/2012	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		78.21
00013443	03/28/2012	SUSAN VANDRUFF, OTR	01-5810		1,080.00
00013444	03/28/2012	ALLEN WRIGHT	01-5200		19.43
Total Number of Checks				19	44,342.64

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	18	26,152.88
76	Payroll Clearing	2	18,193.75
Total Number of Checks		19	44,346.63
Less Unpaid Sales Tax Liability			3.99-
Net (Check Amount)			44,342.64

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

✓ Same as current policy
— New/Added language

PROPOSED

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0450(a)

COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 5131 - Conduct)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Note: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive school safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

✓ The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

New The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286)

✓ The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)
(cf. 9320 - Meetings and Notices)

*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination
 32260-32262 Interagency School Safety Demonstration Act of 1985
 32270 School safety cadre
 32280-32289 School safety plans
 32290 Safety devices
 35147 School site councils and advisory committees
 35183 School dress code: uniforms
 35291 Rules
 35291.5 School-adopted discipline rules
 35294.10-35294.15 School Safety and Violence Prevention Act
 41510-41514 School Safety Consolidated Competitive Grant Program
 48900-48927 Suspension and expulsion
 48950 Speech and other communication
 49079 Notification to teacher; student act constituting grounds for suspension or expulsion
 67381 Violent crime

PENAL CODE

422.55 Definition of hate crime
 626.8 Disruptions
 11164-11174.3 Child Abuse and Neglect Reporting Act

*Legal Reference: (continued)*CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

CODE OF REGULATIONS, TITLE 5

11987-11987.7 School Community Violence Prevention Program requirements
 11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug Free Schools and Communities
 7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

*Management Resources:*CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
Early Warning, Timely Response: A Guide to Safe Schools, August 1998

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2002

WEB SITES

CSBA: <http://www.csba.org>
 California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>
 California Emergency Management Agency: <http://www.calema.ca.gov>
 California Healthy Kids Survey: <http://chks.wested.org>
 Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>
 Federal Bureau of Investigation: <http://www.fbi.gov>
 National Alliance for Safe Schools: <http://www.safeschools.org>
 National Center for Crisis Management: <http://www.schoolcrisisresponse.com>
 National School Safety Center: <http://www.schoolsafety.us>
 U.S. Department of Education: <http://www.ed.gov>
 U.S. Secret Service, National Threat Assessment Center: http://www.secretservice.gov/ntac_ssi.shtml

Policy

adopted: April 10, 2007

Revised: April 12, 2012

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

Proposed Administrative Regulation Comprehensive Safety Plan

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282)

***Note: The following optional paragraph may be revised to reflect district practice. In assessing the current status of school crime as required by Education Code 32282, districts may contract with a consultant, work with local law enforcement, develop their own local assessment, and/or use available instruments such as the California Healthy Kids Survey or the Centers for Disease Control and Prevention's Youth Risk Behavior Survey. ***

New The assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. *(ONLY Change)*

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

***Note: Education Code 32282 requires that the following components be included in the districtwide and/or school site safety plan. The district may expand this list to require other components at its discretion. ***

The plan also shall identify 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, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

✓ = Same as current Rose
— = New language Stan ✓ Ra

Proposed

Business and Noninstructional Operations

AR 3314(a)

PAYMENT FOR GOODS AND SERVICES

Note: The following administrative regulation is **optional** and may be revised to reflect district practice.

Payment for Construction Contracts

Note: Various provisions of the Public Contract Code govern how payments are made when public entities, including school districts, receive goods and services provided by contractors. Specifically, Public Contract Code 9203 requires the Governing Board to approve the process to be used when the district is to pay for any contract involving the creation, construction, alteration, repair, or improvement of any public structure, building, or facility which costs over \$5,000. In addition, Public Contract Code 7107 and, as added by SB 293 (Ch. 700, Statutes of 2011), Public Contract Code 7201 prescribe the rules that a district must follow to withhold contract payments.

Payment on any contract for the creation, construction, alteration, repair, or improvement of any district property or facility or other public works project shall be made in accordance with the estimates, process, and/or schedule approved by the Governing Board.

Note: Public Contract Code 9203 allows districts to make progress payments to contractors for actual work completed or value of materials delivered and to withhold a portion of the contract price until final completion of the project or delivery of the materials. Public Contract Code 9203 requires progress payments to not exceed 95 percent of the actual work completed or value of materials delivered or stored and the amount withheld to be **not less than five percent** of the contract price. However, as added by SB 293 (Ch. 700, Statutes of 2011), Public Contract Code 7201 provides that, for contracts entered into on or after January 1, 2012, the proceeds that can be lawfully withheld by districts for completed work **cannot exceed five percent** of the contract price, except when there has been a finding by the Board, at a regularly scheduled public hearing prior to accepting bids on the project, that the project is "substantially complex." Because the applicability of these provisions to specific situations is unclear, districts should consult with legal counsel as necessary.

Pursuant to Public Contract Code 20104.50, a district must pay any undisputed, properly submitted progress payment request within 30 days of receiving it, to avoid having to pay interest as specified in Code of Civil Procedure 685.010.

As necessary, the Superintendent or designee may make progress payments as actual work is completed or materials are delivered. When a payment request is properly submitted by a contractor, any undisputed portion of the payment request shall be paid within 30 days. If the Superintendent or designee determines any payment request to be improper, he/she shall return the payment request to the contractor with a written statement of reasons why the request is not proper. (Public Contract Code 9203, 20104.50)

(cf. 3312 - Contracts)

The district may withhold up to five percent of the proceeds due to the contractor until completion and acceptance of the project. (Public Contract Code 7201)

Note: Public Contract Code 7201, as added by SB 293 (Ch. 700, Statutes of 2011), which allows districts to withhold more than five percent of contract proceeds for projects that are "substantially complex," does not define the term. Thus, to determine whether a project is substantially complex, districts may need to consult with legal counsel and, if necessary, regulatory agencies such as the Division of State Architect.

Revised language ✓

New

PAYMENT FOR GOODS AND SERVICES (continued)

New

The proceeds to be withheld by the district may exceed five percent when the Board has made a finding, prior to the bid and during a properly noticed and regularly scheduled meeting, that the project is substantially complex and requires a higher retention amount than five percent. In such cases, the Board's finding and the actual amount to be withheld shall be included in the bid documents. (Public Contract Code 7201)

(cf. 3311 - Bids)
(cf. 9320 - Meetings and Notices)
(cf. 9324 - Minutes and Recordings)

New

At any time after 50 percent of the work has been completed, the Board may release the withheld proceeds if it finds that satisfactory progress is being made. (Public Contract Code 9203)

Note: Public Contract Code 7107 authorizes districts to retain a percentage of final payment in the event of a dispute with a contractor, as specified below. However, because the determination as to whether a contract has been completed is complex, districts should consult legal counsel as appropriate.

*Formerly:
(Retention)*

Proceeds withheld by the district from payments to contractors for public works contracts shall be released within 60 days after the construction or improvement is completed. In the event of a dispute between the district and the contractor, the district may withhold from the final payment an amount not to exceed 150 percent of the disputed amount. (Public Contract Code 7107)

Regulation approved: 4/10/07

5/13/08

4/10/12

Rose *RA*
Stan ✓

Proposed

Students

BP 5111(a)

ADMISSION

Revised

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of students entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

Note: Admission requirements include age criteria for grades K-1; see accompanying administrative regulation. Other admission requirements are addressed in AR 5111.1 - District Residency, BP/AR 5141.31 - Immunizations, and AR 5141.32 - Health Screening for School Entry.

Federal and state law require the immediate enrollment of homeless youth (42 USC 11432) and foster youth (Education Code 48853.5) regardless of their ability to provide the school with records normally required for enrollment; see BP/AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth. In addition, Education Code 49701 requires the district to facilitate the enrollment of children of military families and to ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements; see BP/AR 6173.2 - Education of Children of Military Families.

The Office for Civil Rights, U.S. Department of Education, has issued a "Dear Colleague" letter to clarify that districts may not adopt enrollment procedures that discourage the participation of students based on the actual or perceived citizenship or immigration status of the student or parent/guardian, as such practices would violate federal laws granting all students equal access to education. Thus, the district may not inquire into a student's citizenship or immigration status as a condition of enrollment.

Revised

The Superintendent or designee shall verify the student's age, residency, and any other admission criteria specified in law and in Board policies and administrative regulations.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)*
- (cf. 5111.1 - District Residency)*
- (cf. 5111.12 - Residency Based on Parent/Guardian Employment)*
- (cf. 5119 - Students Expelled from Other Districts)*
- (cf. 5125 - Student Records)*
- (cf. 5141.3 - Health Examinations)*
- (cf. 5141.31 - Immunizations)*
- (cf. 5141.32 - Health Screening for School Entry)*
- (cf. 6173 - Education for Homeless Children)*
- (cf. 6173.1 - Education for Foster Youth)*
- (cf. 6173.2 - Education of Children of Military Families)*

Note: The following optional paragraph may be revised to reflect district practice. Education Code 48354 requires the district to give priority for enrollment to students residing in the district, including students applying for intradistrict open enrollment, before admitting students transferring from a school identified under the Open Enrollment Act (Education Code 48350-48361). Thus, the district needs to align the application windows for various attendance options in a manner that will allow the district to meet legal requirements pertaining to admissions priorities. See BP/AR 5116.1 - Intradistrict Open Enrollment and BP/AR 5118 - Open Enrollment Act Transfers for application windows applicable to those options.

ADMISSION (continued)

New
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All resident students who are enrolling either in the school in their attendance area or in another district school shall be subject to the timelines established by the Board in BP/AR 5116.1 - Intradistrict Open Enrollment. Nonresident students may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

Note: The following **optional** paragraph is use by high school districts.

✓

The Superintendent or designee may admit to the ninth grade only those students who have graduated from eighth grade or who are recommended in writing by their eighth-grade principal as capable of profiting from high school instruction.

(cf. 5123 - Promotion/Acceleration/Retention)

Legal Reference: (see next page)

ADMISSION (continued)

Legal Reference:

EDUCATION CODE

46300 *Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten*

46600 *Agreements for admission of students desiring interdistrict attendance*

48000 *Minimum age of admission (kindergarten)*

48002 *Evidence of minimum age required to enter kindergarten or first grade*

48010 *Minimum age of admission (first grade)*

48011 *Admission from kindergarten or other school; minimum age*

48050-48053 *Nonresidents*

48200 *Children between ages of 6 and 18 years (compulsory full-time education)*

48350-48361 *Open Enrollment Act*

48850-48859 *Educational placement of foster youth*

49076 *Access to records by persons without written consent or under judicial order*

49408 *Information of use in emergencies*

49700-49704 *Education of children of military families*

HEALTH AND SAFETY CODE

120325-120380 *Education and child care facility immunization requirements*

121475-121520 *Tuberculosis tests for students*

CODE OF REGULATIONS, TITLE 5

200 *Promotion from kindergarten to first grade*

201 *Admission to high school*

CODE OF REGULATIONS, TITLE 17

6000-6075 *School attendance immunization requirements*

UNITED STATES CODE, TITLE 42

11431-11435 *McKinney Homeless Assistance Act*

Management Resources:

CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

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

Dear Colleague Letter, May 6, 2011

WEB SITES

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

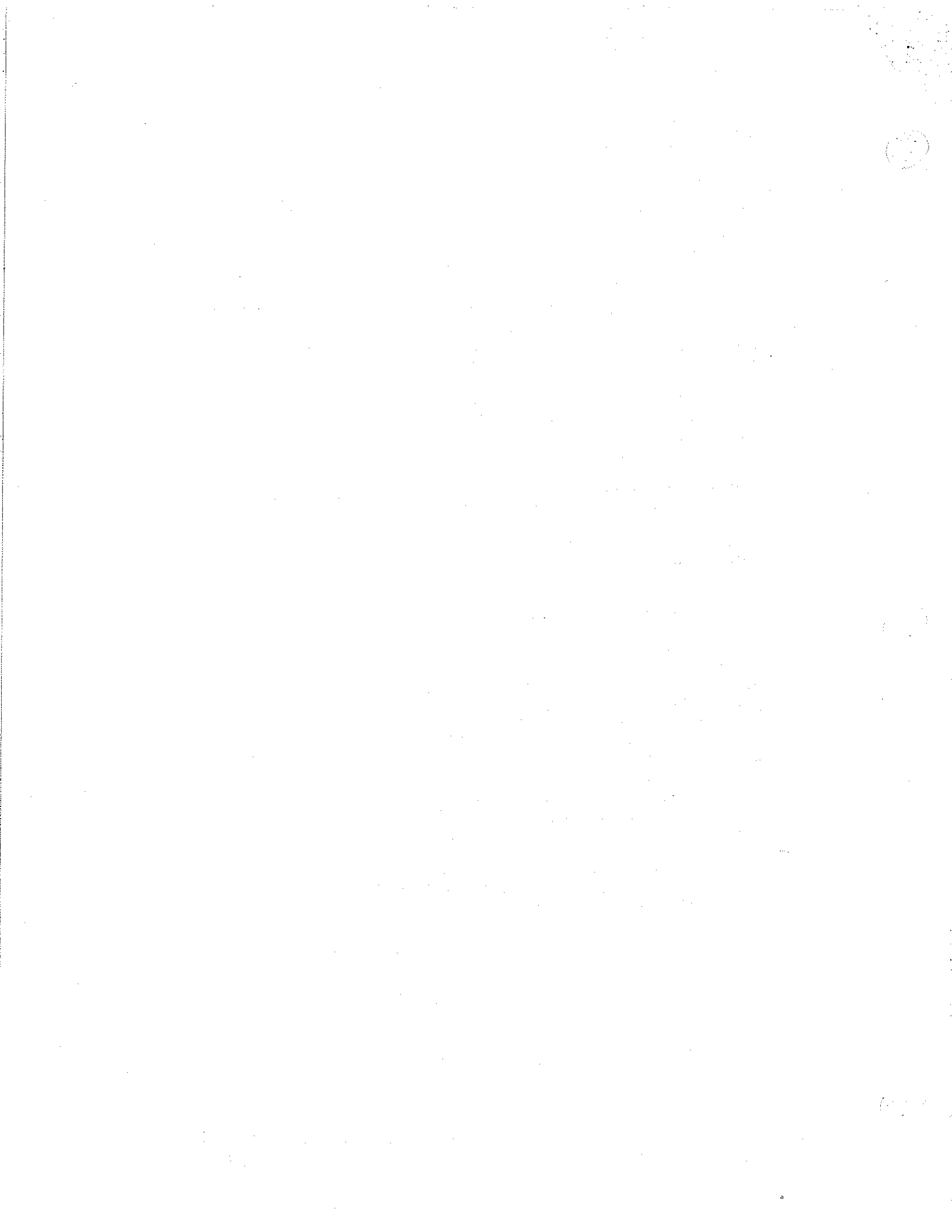
California Department of Education: <http://www.cde.ca.gov>

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

Policy
adopted:

4/10/07

4/10/12



Proposed
Students

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AR 5111(a)

ADMISSION

Age of Admittance to Grades K-1

Note: The following section is for use by districts that offer grades K-1. SB 1381 (Ch. 705, Statutes of 2010) amended Education Code 48000 and 48010 to revise the age criterion for admission into kindergarten or first grade, as provided below. Pursuant to Education Code 48200, parents/guardians are not required to enroll their children in kindergarten but, if they choose to do so, are subject to minimum age requirements.

A child shall be eligible for enrollment in kindergarten or first grade, at the beginning of the school year or at a later time in the same year, if the child has his/her fifth or sixth birthday, respectively, on or before one of the following dates: (Education Code 48000, 48010)

New

1. December 2 of the 2011-12 school year
2. November 1 of the 2012-13 school year
3. October 1 of the 2013-14 school year
4. September 1 of the 2014-15 school year and each school year thereafter

Note: SB 1381 (Ch. 705, Statutes of 2010) amended Education Code 48000 to require districts to establish a transitional kindergarten program to offer to children whose admission is delayed due to the new minimum age requirements listed above; see BP 6170.1 - Transitional Kindergarten. SB 1381 also eliminated provisions in Education Code 48000 related to student eligibility for pre-kindergarten summer programs.

Trans-Kind:
New

Any child who will have his/her fifth birthday between the date listed above for the applicable school year and December 2 shall be offered a transitional kindergarten program in accordance with law and Board policy. (Education Code 48000)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6170.1 - Transitional Kindergarten)

Note: The following paragraph is **optional**. Education Code 48000 authorizes the district, at its discretion, to allow early entry to kindergarten on a case-by-case basis under the conditions described below. California Department of Education (CDE) information on "Kindergarten in California," available on its web site, cautions that a district utilizing this option must ensure that the child has turned age five or else may jeopardize its apportionments as auditors may impose fiscal sanctions. The CDE also cautions that the district may risk being challenged by parents/guardians if it bases early admission on test results, maturity of the child, or preschool records. The district might consider establishing a process for parents/guardians to challenge denial of early entry.

Revised ✓

On a case-by-case basis, a child who reaches age five after the date listed above for the applicable school year may be admitted to kindergarten at any time during the school year with the approval of the child's parent/guardian, provided that: (Education Code 48000)

✓

1. The Superintendent or designee determines that the admittance is in the best interests of the child.

ADMISSION (continued)

- ✓ 2. The parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(cf. 5145.6 - Parental Notifications)

Note: The following optional paragraph may be revised to reflect district practice.

Revised ✓

In determining whether a child may be granted early entry to kindergarten, the Superintendent or designee may also consider the availability of classroom space and any negotiated maximum class size.

(cf. 6151 - Class Size)
(cf. 7111 - Evaluating Existing Buildings)

Documentation of Age/Grade

New Section

Note: The following two paragraphs are for use by districts that offer grades K-1.

Prior to the admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Note: Education Code 48002 specifies that the method of proof of age, when admitting children to grades K-1, may include any appropriate means prescribed by the Governing Board. The following items reflect examples in Education Code 48002 and may be revised to reflect district practice.

Evidence of the child's age may include: (Education Code 48002)

- 1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
- 2. A duly attested baptism certificate
- 3. Passport

When none of the foregoing is obtainable, the parent/guardian may provide any other appropriate means of proving the age of the child. (Education Code 48002)

Note: The following optional paragraph may be used by districts offering any grade levels.

A student enrolling in a district school at any other grade level shall present records from his/her previous school district documenting his/her age and current grade level.

(cf. 5125 - Student Records)
(cf. 6146.3 - Reciprocity of Academic Credit)

Regulation approved: 4/10/07
7/8/08
4/10/12

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Students

AR 5111.1(a)

DISTRICT RESIDENCY

Criteria for Residency

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

- ✓ 1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
- ✓ 2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
- ✓ 3. The student has been admitted through an interdistrict attendance option. (Education Code 48204, 48356)

(cf. 5117 - Interdistrict Attendance)
(cf. 5118 - Open Enrollment Act Transfers)

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

(cf. 6183 - Home and Hospital Instruction)

Note: The following paragraph is **optional**. Education Code 48204 permits, but does not require, districts to admit a student whose parent/guardian is employed within district boundaries. SB 381 (Ch. 447, Statutes of 2011) amended Education Code 48204 to reauthorize the option until June 30, 2017, and to specify that the employment must be for a minimum of 10 hours during the school week. See AR 5111.12 - Residency Based on Parent/Guardian Employment.

- ✓ In addition, district residency status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Education Code 48204)

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

DISTRICT RESIDENCY (continued)

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

(cf. 6178.2 - Regional Occupational Center/Program)

Note: The following **optional** paragraph is for use by any district adjacent to another state or foreign country from which students may commute to the district and should be revised to reflect district circumstances. Pursuant to Education Code 48050 and 48052, any district that admits such students (1) must be reimbursed by the parents/guardians of the students or by the district of residence for the total cost of educating the student and (2) may not include such students in computing average daily attendance for purpose of obtaining apportionment of state funds.

Condensed -
Refers to Ed Code
instead. ✓
The district may admit a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

(cf. 5111.2 - Nonresident Foreign Students)

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

(cf. 5145.6 - Parental Notifications)

Proof of Residency

✓ The Superintendent or designee shall annually verify each student's district residency status and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

Note: Education Code 48204.1, as added by AB 207 (Ch. 435, Statutes of 2011), requires districts to accept a wide range of documents as reasonable evidence of residency. AB 207 also repealed specific residency documentation requirements for districts adjacent to an international border.

The Office for Civil Rights, U.S. Department of Education, has issued a "Dear Colleague" letter to clarify that districts may not adopt enrollment procedures that discourage the participation of students based on the students' or their parents/guardians' actual or perceived citizenship or immigration status, as such practices would violate federal laws granting all students equal access to education. Thus, the district may not inquire into a student's citizenship or immigration status as a condition of enrollment.

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

DISTRICT RESIDENCY (continued)

- ✓ 1. Property tax payment receipt
- ✓ 2. Rental property contract, lease, or payment receipt
- ✓ 3. Utility service contract, statement, or payment receipt
- {
 - 4. Pay stub
 - 5. Voter registration
 - 6. Correspondence from a government agency
- ✓ 7. Declaration of residency executed by the student's parent/guardian
- New* 8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student

Note: Pursuant to Education Code 48204, a student shall be deemed a resident of the district if he/she lives with a caregiving adult within district boundaries; see item #5 under "Criteria for Residency" above. Family Code 6552 provides an affidavit which authorizes a caregiver 18 years of age or older to enroll a minor in school and requires the caregiver's attestation that the student lives with the caregiver. If the student stops living with the caregiver, Family Code 6550 requires the caregiver to so notify the school.

- New* 9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

Note: Federal and state law require the immediate enrollment of homeless youth (42 USC 11432) and foster youth (Education Code 48853.5) regardless of their ability to provide the school with records normally required for enrollment, including proof of residency. If a dispute arises over the enrollment of a homeless or foster youth, the student must be allowed to attend school while the district liaison conducts a dispute resolution process. See BP/AR/E 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.

The California Department of Education's web site provides sample forms to obtain a declaration and affidavit from the parent/guardian or other qualified adult relative of a homeless child attesting that the family does not have a fixed, regular, adequate nighttime residence and indicating the current location where the family lives.

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

DISTRICT RESIDENCY (continued)

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

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Failure to Verify Residency

Note: The following **optional** section may be revised to reflect district practice. Education Code 48204.1, as added by AB 207 (Ch. 435, Statutes of 2011), authorizes the district to make "reasonable efforts" to verify a student's residence when the district "reasonably believes" that a parent/guardian has provided false or unreliable evidence of residency. Since the term "reasonable efforts" is not defined in the law, the district should consult legal counsel if questions arise regarding the appropriateness of efforts to verify residency.

✓ When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. (Education Code 48204.1)

If the Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false or unreliable evidence of residency, he/she shall deny or revoke the student's enrollment. Before any such denial or revocation is final, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may provide new material evidence of residency, in writing, to the Superintendent or designee within 10 school days. The Superintendent or designee shall review any new evidence and make a final decision within 10 school days.

✓
*Opportunity
for hearing
Removed
from Current*

Safe at Home/Confidential Address Program

Note: Government Code 6205-6210 authorize the Secretary of State to provide victims of domestic violence, stalking, or sexual assault with a substitute address to use in place of their residence, work, or school address in all public records. Under this program, the Secretary of State receives any mail sent to the substitute address and forwards it to the program participant's confidential address. Pursuant to Government Code 6207, the district must accept and use the substitute address designated by the Secretary of State as a participant's substitute address for all communication and correspondence with program participants. The participant will present a laminated identification card containing his/her substitute address and a four-digit authorization number. The district may verify the enrollment of a student in the program by contacting the Safe At Home program.

Program participants have been advised by the Secretary of State to provide administrators with their actual residence location only for school emergency purposes and to establish residency within the district.

DISTRICT RESIDENCY (continued)

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

(cf. 3580 - District Records)

*Legal Reference:*EDUCATION CODE

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law

48356 Open Enrollment Act transfer, fulfillment of residency requirement

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Varieties of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

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

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

0303.95 Verification of residency, LO: 1-95

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

Dear Colleague Letter, May 6, 2011

WEB SITES

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

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

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

Regulation approved: 4/07
4/12

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Stan ✓
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Proposed

Students

AR 5111.12(a)

RESIDENCY BASED ON PARENT/GUARDIAN EMPLOYMENT

Applications for Admission into District Schools

Note: The following section is **optional**. Pursuant to Education Code 48204, for purposes of admitting students into district schools, the district may authorize residency to be established based on a parent/guardian's "physical employment" within district boundaries (so-called "Allen Bill transfers"); also see AR 5111.1 - District Residency. Education Code 48204 does not define "physically employed" for purposes of establishing residency.

SB 381 (Ch. 447, Statutes of 2011) amended Education Code 48204 to reauthorize the option until June 30, 2017, and to require that the parent/guardian's employment within district boundaries be for a minimum of 10 hours during the school week to qualify for residency. Districts wishing to place limitations on types of employment (e.g., making the option available only to persons employed by the district) should consult legal counsel as appropriate.

✓ For purposes of determining eligibility for enrollment in a district school, district residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. (Education Code 48204)

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)

When applying for admission, the parent/guardian shall submit proof of the employment to the Superintendent or designee. This evidence may include, but not be limited to, a paycheck stub or letter from his/her employer listing an actual address within district boundaries. Documentation listing only a post office box as an address shall not be accepted.

Such evidence shall also indicate the number of hours per school week that the parent/guardian is employed at that location.

BOARD OF EDUCATION,

✓ The Superintendent or designee may deny enrollment based on parent/guardian employment if any of the following circumstances exists:

- ✓ 1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)
- ✓ 2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)

Note: Education Code 48204 prohibits the district from denying admission on the basis of race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration. In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that overcrowding is not an "arbitrary consideration" within the meaning of Education Code 48204. Therefore, a district may deny an application when the district's school facilities are overcrowded at the relevant grade level. The Attorney General also clarified that, once a student is admitted, he/she must be allowed to continue to attend school in the district through the highest grade level offered by the district, even if the school subsequently becomes overcrowded at the relevant grade level. Although Attorney General opinions are not binding on the courts, they are generally afforded deference when there is no specific statutory or case law to the contrary. Item #3 below is based on this Attorney General opinion.

RESIDENCY BASED ON PARENT/GUARDIAN EMPLOYMENT (continued)

- ✓ 3. The school facilities are overcrowded at the relevant grade level.

Note: Districts wishing to deny admission for any other reason should consult legal counsel to ensure that the circumstance is not "arbitrary" pursuant to Education Code 48204.
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- ✓ 4. Other circumstances exist that are not arbitrary. (Education Code 48204)

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

✓ Students enrolled in the district on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade offered by the district, if the parent/guardian so chooses and if at least one of the student's parents/guardians continues to be physically employed within district boundaries, subject to the restrictions specified in items #1-4 above. (Education Code 48204)

New The Superintendent or designee shall annually request the student's parent/guardian to provide evidence of the employment in order to determine the student's continuing eligibility for enrollment.

Requests for Transfers out of District Schools

Note: The following section is for use by all districts. Even if the district has not authorized enrollment into district schools based on parent/guardian employment, Education Code 48204 specifies circumstances under which the district may disallow transfers out of the district by students whose parent/guardian is employed within the boundaries of another district.
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Education Code 48204 prescribes limits on the number of net transfers (the difference between the number of students entering and exiting the district) that a district may allow each fiscal year based on parent/guardian employment. The limits are based on the average daily attendance (ADA) of the district, as follows: 5 percent of ADA for districts with 500 or less ADA; 3 percent of ADA or 25 students, whichever is greater, for districts with an ADA of 501-2,500; and 1 percent of ADA or 75 students, whichever is greater, for districts with an ADA of 2,501 or more. However, these limits may be waived by the district.

Item #1 below may be modified to specify the percentage that applies to the district's ADA. Item #2 below should be deleted by districts that do not have a court-ordered or voluntary desegregation plan.
--

✓ When a student requests a transfer out of the district on the grounds that his/her parent/guardian is employed within the boundaries of another district, the Superintendent or designee may disallow the transfer for either of the following reasons: (Education Code 48204)

- ✓ 1. The difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204.

Notifications

***Note: The following section is optional. Education Code 48204 encourages districts to notify parents/guardians in writing whenever a request for admission into the district or transfer out of the district is denied for the reasons specified in the above sections. If the denial of the parent/guardian's request is brought to the Governing Board for approval, the decision should be recorded in the minutes of the Board meeting. ***

Whenever a student's application for a transfer into or out of the district is denied, the Superintendent or designee may notify the parent/guardian in writing, including specific reasons for the denial.

(cf. 9324 - Minutes and Recordings)

Legal Reference:

EDUCATION CODE

46601 Failure to approve interdistrict attendance

46607 ADA calculation for residency based on parent employment

48200-48284 Compulsory education law, especially:

48204 Residency based on parent/guardian employment

ATTORNEY GENERAL OPINIONS

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

Management Resources:

WEB SITES

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

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

Policy

adopted: April 10, 2007

Revised: November 11, 2009

Revised: April 10, 2010

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



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Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Residency For Homeless Children

AR 5111.13
Students

Homeless students living in the district shall be admitted to district schools upon presentation of any of the following:

1. Hotel or motel receipts
2. A letter from a social service agency or homeless shelter verifying that the student lives within the district
3. An affidavit from the parent/guardian stating that the family lives within the district

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a student is placed in a classroom.

(cf. 5125 - Student Records)
(cf. 5141.31 - Immunizations)
(cf. 6173 - Education for Homeless Children)

Legal Reference:

EDUCATION CODE
1980-1986 County community schools
2558.2 Use of revenue limits to determine average daily attendance of homeless children
39807.5 Payment of transportation costs by parents
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CDE PUBLICATIONS
Enrolling Students in Homeless Situations, 1999
FEDERAL REGISTER
U.S. Department of Education: Notice of school enrollment guidelines, 67 Fed. Reg. 10698
WEB SITES
CDE: <http://www.cde.ca.gov>
U.S. Department of Education: <http://www.ed.gov>
National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

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

PROPOSED DELETION

SECRET

RELEASE OF DIRECTORY INFORMATION

Definition

Note: Education Code 49073 and 20 USC 1232g, the Family Educational Rights and Privacy Act (FERPA), **mandate** that school districts adopt a policy identifying those categories of student records considered to be "directory information," which may generally be released unless the parent/guardian notifies the district of his/her refusal. "Directory information" is defined in Education Code 49061 and 34 CFR 99.3. However, the following section should be modified to reflect those categories of information defined by the district as "directory information"; those items the district does not intend to release as directory information should be deleted. Also see AR 5125 - Student Records.

AB 143 (Ch. 434, Statutes of 2011) amended Education Code 49061 to redefine directory information to include the student's email address (see item #4 below), thereby aligning state law with 34 CFR 99.3. However, Education Code 49061, as amended, does not include three types of information defined as directory information in 34 CFR 99.3: the student's place of birth, grade level, and photograph. Thus, these types of information are not reflected in the following list. Districts that receive any request for such information about student(s) based on federal law should consult legal counsel prior to releasing the information.

✓ *Directory information* means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

- ✓ 1. Name
- ✓ 2. Address
- ✓ 3. Telephone number
- ✓ 4. Email address
- ✓ 5. Date of birth
- ✓ 6. Major field of study
- ✓ 7. Participation record in officially recognized activities and sports
- ✓ 8. Weight and height of athletic team members
- ✓ 9. Dates of attendance
- ✓ 10. Degrees and awards received
- ✓ 11. Most recent previous school attended

(cf. 1113 - District and School Web Sites)
 (cf. 1114 - District-Sponsored Social Media)

RELEASE OF DIRECTORY INFORMATION (continued)

Directory information does not include a student's social security number or student identification number. However, directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

Notification to Parents/Guardians

Note: Pursuant to Education Code 49063, the district must annually notify parents/guardians and eligible students, in writing, of their rights related to student records, including the categories of records considered to be "directory information." See the accompanying Exhibit for a sample parent/guardian notification.

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. The notification shall also inform parents/guardians of their right to refuse to let the district designate any or all types of information as directory information and the period of time within which a parent/guardian must notify the district in writing that he/she does not want a certain category of information designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

(cf. 5125 - Student Records)

(cf. 5145.6 - Parental Notifications)

Note: The following paragraph applies to districts that maintain secondary schools and receive funds under the federal Elementary and Secondary Education Act (ESEA). 20 USC 7908 requires those districts to notify parents/guardians that they may request that the district not release their child's name, address, and telephone number to military recruiters, employers, or colleges without their prior written consent. According to Guidance issued by the U.S. Department of Education (USDOE) (Access to High School Students and Information on Students by Military Recruiters), a single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents/guardians of the above information is sufficient. The law does not specify whether parents/guardians may request that the district not release their child's information to certain third parties, such as military recruiters, but authorize the release to others parties, such as private employers. Districts should consult legal counsel as appropriate.

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (20 USC 7908)

RELEASE OF DIRECTORY INFORMATION (continued)

Parent/Guardian Consent

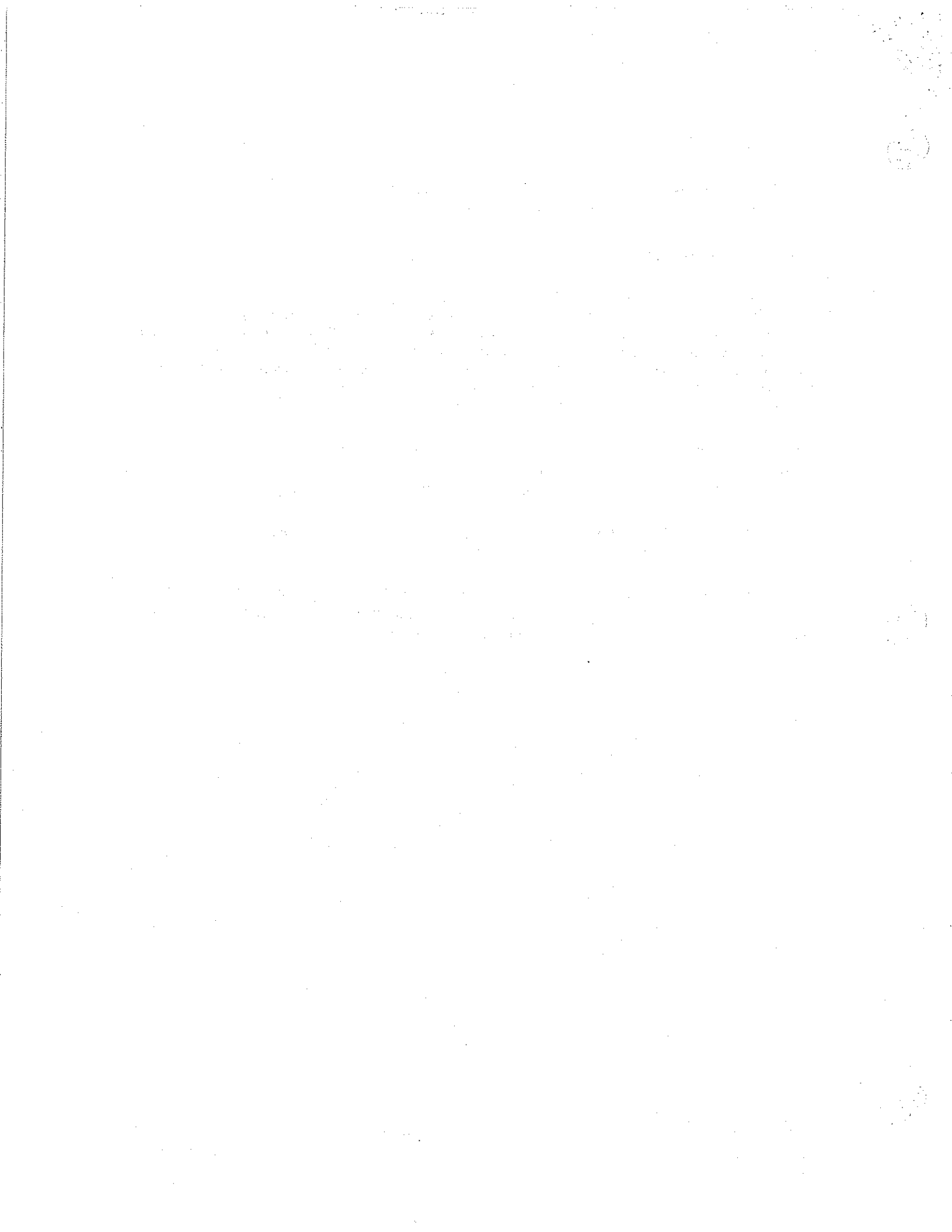
Note: Education Code 49073 specifies that parents/guardians may request that their child's directory information not be released (an "opt-out" process). According to a letter from the USDOE to California's Superintendent of Public Instruction, it is a "misapplication" of 20 USC 7908 for a district to establish an "opt-in" procedure specifically for military recruiters whereby a district would not provide information to military recruiters unless a parent/guardian has provided affirmative consent. According to the letter, a district that establishes an "opt-in" procedure for military recruiters would risk having its federal ESEA funds withheld.

✓ Directory information shall not be released regarding any student whose parent/guardian notifies the district in writing that such information not be disclosed without the parent/guardian's prior consent. (Education Code 49073; 20 USC 1232g, 7908)

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

New For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

Regulation 4/2007
approved: 4/2012



Rose RA

Students Proposed

E 5125.1(a)

RELEASE OF DIRECTORY INFORMATION

Note: The following exhibit is based on a model notice prepared by the U.S. Department of Education and should be modified to reflect district practice.

**PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that _____ (district name) SPJUSD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- a playbill, showing your child's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members


Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by 2 wks after (insert date) beginning of The district has designated the following information as directory information: school.

Note: The district should modify the following list to specify those categories of information defined by the district as "directory information" in the accompanying administrative regulation. **Those items the district does not intend to release as directory information should be deleted.**

AB 143 (Ch. 434, Statutes of 2011) amended Education Code 49061 to redefine directory information to include the student's email address (see item #4 below) and delete student's place of birth.

RELEASE OF DIRECTORY INFORMATION (continued)

- 
1. Name
 2. Address
 3. Telephone number
 4. Email address
 5. Date of birth
 6. Major field of study
 7. Participation in officially recognized activities and sports
 8. Weight and height of athletic team members
 9. Dates of attendance
 10. Degrees and awards received
 11. Most recent previous school attended

New
The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

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 refer to CONNECT May Contact Sheriff Refer to RTI SARB Warning Letter	Remove student Parent/Student Conference Notify Superintendent for Expulsion Review PowerSchool Log Entry Recommend Counseling May refer to CONNECT 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 May refer to CONNECT	Remove from Classroom PowerSchool Log Entry Parent/Student Conference May suspend 1 or More Days May refer to CONNECT 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 May refer to CONNECT 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 refer to CONNECT 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 May refer to CONNECT 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
<p>XII POSSESSING, USING, OR SELLING ALCOHOL, OTHER DRUGS OR PARAPHERNALIA</p>	<p>PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling May refer to CONNECT Refer to RTI</p>	<p>PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent for Suspension Review Notify Sheriff May refer to CONNECT Review Counseling</p>
<p>XIII POSSESSING OR USING TOBACCO OR ANY TOBACCO OR NICOTINE PRODUCT</p>	<p>PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff May refer to Counseling Refer to RTI</p>	<p>PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling Revisit RTI Plan</p>
<p>XIV POSSESSING WEAPONS OF ANY KIND</p>	<p>PowerSchool Log Entry Notify Parent Student Conference May Notify Sheriff Notify Superintendent for Suspension/Expulsion Review Refer to Counseling May refer to CONNECT Refer to RTI</p>	<p>PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Notify Superintendent for Expulsion Review Review Counseling May refer to CONNECT Review RTI Plan</p>
<p>XV PUBLIC DISPLAYS OF AFFECTION</p>	<p>Student Conference PowerSchool Log Entry Notify Parent May Assign Detention</p>	<p>Student Conference PowerSchool Log Entry Notify Parent Refer to Counseling</p>
<p>XVI FAILURE TO SERVE DETENTION(S)</p>	<p>Double Detentions Assigned for Each Missed Detention</p>	<p>Double Detentions Assigned for Each Missed Detention SARB Warning Letter</p>

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
 School District
 Revised: November 18, 2008
 California
 Revised: September 8, 2009
 Revised: December 14, 2010

Sierra-Plumas Joint Unified

Sierraville,

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WEAPONS AND DANGEROUS INSTRUMENTS

✓ The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 5116.1 - Intradistrict Open Enrollment)
- (cf. 5131 - Conduct)
- (cf. 5138 - Conflict Resolution/Peer Mediation)

Possession of Weapons

✓ The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

✓ Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

(cf. 4158/4258/4358 - Employee Security)

Note: Education Code 48915 and 20 USC 7151 require the mandatory expulsion of a student who has possessed a firearm, brandished a knife, or committed any other acts listed in Education Code 48915(c). See AR 5144.1 - Suspension and Expulsion/Due Process for grounds for suspension and expulsion and expulsion procedures.

✓ ~~Unless he/she has obtained prior written permission as specified below,~~ ^A a student possessing ~~and/~~ or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Note: Pursuant to 20 USC 7151, any district receiving federal funds under the No Child Left Behind Act is mandated to have a policy requiring that any student who brings a firearm to school be referred to the criminal justice or juvenile delinquency system. This mandate reinforces Education Code 48902, which requires the principal or designee to notify law enforcement authorities of violations of Penal Code 245, 626.9, and 626.10 and Education Code 48900(c) and (d). In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. See AR 5144.1 - Suspension and Expulsion/Due Process for comparable compliance statements.

WEAPONS AND DANGEROUS INSTRUMENTS (continued)

✓ The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

(cf. 3515.2 - Disruptions)

Advance Permission for Possession of a Weapon for Educational Purposes

Note: 20 USC 7151 allows possession of a firearm on school grounds for educational purposes when (1) the firearm is lawfully stored in a locked vehicle and (2) the principal authorizes possession for approved activities and the district has adopted appropriate safeguards to ensure student safety. Federal law is consistent with Penal Code 626.10 which authorizes students to possess certain weapons with written permission of the principal when necessary for a school-sponsored activity or class.

The following optional section is for use by districts that wish to allow such possession of firearms and other weapons and should be modified to reflect specific safeguards and timelines adopted by the district.

In current policy

A student may possess a firearm on school grounds when necessary for a school sponsored activity or class as part of the educational program.

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall, at least five school days in advance of the planned possession, submit a written request to the principal which explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

New

The principal may grant permission for such possession when he/she determines that it is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession. *Any firearm shall remain unloaded until ammunition is required for determined educational purpose.*

New

the
for determined

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle ~~or~~ *and* in an appropriate, locked container before and after its authorized use.

✓ A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

WEAPONS AND DANGEROUS INSTRUMENTS (continued)**Possession of Pepper Spray**

Note: Penal Code 22815, as renumbered by SB 1080 (Ch. 711, Statutes of 2010), allows minors age 16 or older to purchase and possess tear gas or tear gas weapons for purposes of self-defense if they are accompanied by a parent/guardian or have the written consent of their parent/guardian. Option 1 below, for use by districts that allow students to bring such defensive items to school, reflects the fact that a student can be disciplined under Education Code 48900 or 48915 if such an item is used for a purpose other than self-defense. Option 2 is for use by districts that prohibit students from bringing such items to school.

~~**OPTION 1:** Students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, such students shall be subject to suspension and/or expulsion if they use such items inappropriately or for any purpose other than self-defense.~~

✓ **OPTION 2:** To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

Note: Education Code 49335 requires the California Department of Education (CDE) to develop a system, for use by districts, to shield the identity of and provide protection to students who report the presence of "injurious objects" on school grounds. Pursuant to Education Code 49330, an "injurious object" is an object capable of inflicting substantial bodily damage and those objects listed in specified sections of the Penal Code, as renumbered by SB 1080 (Ch. 711, Statutes of 2010); see the accompanying administrative regulation. These weapons include, but are not limited to, firearms, knives, metal knuckles, and explosives.

The system developed by the CDE pursuant to Education Code 49335 was a directive for districts to ensure that district policy has been adopted which implements the student reporting protections. The following section should be modified to reflect district practice.

✓ The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. 5125 - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Legal Reference: (see next page)

WEAPONS AND DANGEROUS INSTRUMENTS (continued)

Legal Reference:

EDUCATION CODE

35291 *Governing board to prescribe rules for discipline of the schools*

48900 *Grounds for suspension/expulsion*

48902 *Notification of law enforcement authorities*

48915 *Required recommendation for expulsions*

48916 *Readmission*

49330-49335 *Injurious objects*

PENAL CODE

245 *Assault with deadly weapon*

417.4 *Imitation firearm; drawing or exhibiting*

626.9 *Gun-Free School Zone Act of 1995*

626.10 *Dirks, daggers, knives, razor or stun gun; bringing or possessing in school*

653k *Switchblade knife*

16100-17350 *Definitions*

22810-23025 *Tear gas weapon (pepper spray)*

25200-25225 *Firearms, access to children*

30310 *Prohibition against ammunition on school grounds*

UNITED STATES CODE, TITLE 20

6301-7941 *No Child Left Behind Act, especially:*

7151 *Gun-Free Schools Act*

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS

0401.01 *Protecting Student Identification in Reporting Injurious Objects*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

National Alliance for Safe Schools: <http://www.safeschools.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

Policy
adopted:

4/2007
4/2012

CSBA MANUAL MAINTENANCE SERVICE

November 2011

Students

Proposed

AR 5131.7(a)

WEAPONS AND DANGEROUS INSTRUMENTS

Note: SB 1080 (Ch. 711, Statutes of 2010) renumbered sections of the Penal Code pertaining to deadly weapons.

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

- ✓ 1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
- New* 2. Ammunition or reloaded ammunition
- Updated* ✓ 3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
- ✓ 4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
- ✓ 5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
- ✓ 6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
- ✓ 7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Note: The remainder of this administrative regulation is **optional** and provides a process for an employee to use when taking possession of a weapon or dangerous instrument from a student. Pursuant to Education Code 49334, a school employee who initially contacts a law enforcement agency about any person possessing an unauthorized weapon or dangerous instrument on campus cannot be subject to any civil or administrative proceeding, including any disciplinary action, for doing so, notwithstanding any district policy or regulation to the contrary. The employee must follow any other requirements of district policy or regulation upon notifying the law enforcement agency. See BP 4158/4258/4358 - Employee Security for language regarding employee reports of adults possessing injurious objects.

WEAPONS AND DANGEROUS INSTRUMENTS (continued)

New Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

(cf. 5145.12 - Search and Seizure)

✓ In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

- ✓ 1. Confiscate the object and deliver it to the principal immediately
- ✓ 2. Immediately notify the principal, who shall take appropriate action
- ✓ 3. Immediately notify the local law enforcement agency and the principal

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District/Police Security Department)

(cf. 4158/4258/4358 - Employee Security)

✓ When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession. (*seizure*)
former

*former:
(device)*

✓ The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

New The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
2012 – 2013 Proposed School Calendar #9

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Teacher Days	School Days
AUG	12	13	14	15	16	17	18		7	
	19	20	21	22	23	24	25	23-24 Staff Development		
	26	27	28	29	30	31	1	27 First Day of School		
SEP	2	3	4	5	6	7	8	3 Labor Day Holiday	19	19
	9	10	11	12	13	14	15			
	16	17	18	19	20	21	22	21 End of 1 st Month		
	23	24	25	26	27	28	29	25 Min. Day – PLC		
OCT	30	1	2	3	4	5	6		23	20
	7	8	9	10	11	12	13	10 Min. Day – PLC		
	14	15	16	17	18	19	20	19 End of 2 nd Month		
	21	22	23	24	25	26	27			
	28	29	30	31						
NOV					1	2	3	1-2 Min. Days/End 1 st Qtr	19	19
	4	5	6	7	8	9	10			
	11	12	13	14	15	16	17	12 Veteran's Day Holiday 16 End 3 rd Month		
	18	19	20	21	22	23	24	21 Min. Day 22-23 Thanksgiving Holiday		
	25	26	27	28	29	30	1	27 Min. Day – PLC		
DEC	2	3	4	5	6	7	8		15	18
	9	10	11	12	13	14	15	12 Min. Day – PLC 14 End 4 th Month		
	16	17	18	19	20	21	22	21 Min Day		
	23	24	25	26	27	28	29	24-4 Winter Break		
JAN	30	31	1	2	3	4	5		18	19
	6	7	8	9	10	11	12			
	13	14	15	16	17	18	19	18 End of 2 nd Qtr.		
	20	21	22	23	24	25	26	21 Martin Luther King Holiday 25 End 5 th Month		
	27	28	29	30	31			29 Min. Day – PLC		
FEB						1	2		18	18
	3	4	5	6	7	8	9			
	10	11	12	13	14	15	16	11 Lincoln's Birthday Holiday		
	17	18	19	20	21	22	23	18 President's Day Holiday 22 End 6 th Month		
	24	25	26	27	28			27 Min. Day - PLC		
MAR						1	2		20	20
	3	4	5	6	7	8	9	8 End of 3 rd Qtr.		
	10	11	12	13	14	15	16			
	17	18	19	20	21	22	23	19 Min. Day - PLC 22 End 7 th Month		
	24	25	26	27	28	29	30	29 Snow Day		
APR	31	1	2	3	4	5	6	1-5 Spring Break	16	18
	7	8	9	10	11	12	13	8 Snow Day		
	14	15	16	17	18	19	20	17 Min. Day – PLC		
	21	22	23	24	25	26	27	26 End 8 th Month		
	28	29	30							
MAY				1	2	3	4		22	20
	5	6	7	8	9	10	11			
	12	13	14	15	16	17	18			
	19	20	21	22	23	24	25	21 Min. Day – PLC 24 End 9 th Month		
	26	27	28	29	30	31	1	27 Memorial Day Holiday		
JUN	2	3	4	5	6	7	8	7 Last Day of School (Min Day)	5	9
	9	10	11	12	13	14	15			
Total Required Days									182	180

STANFORD J. HARDEMAN
SUPERINTENDENT

**NOTICE OF PUBLIC HEARING OF THE 2012-2013
INITIAL PROPOSAL FROM THE SIERRA COUNTY OFFICE OF EDUCATION
GOVERNING BOARD TO THE SIERRA-PLUMAS TEACHERS' ASSOCIATION**

Notice is hereby given that a Public Hearing for public comment on the Initial Proposal from the Sierra County Office of Education Governing Board to the Sierra-Plumas Teachers' Association for 2012-2013 salary, benefits and bargaining agreement, will be held Tuesday, April 10, 2012, at 6:00 P.M. at Downieville School, Downieville, California



Stanford J. Hardeman, Superintendent
March 27, 2012

t: SCOE Website, County/District Office, LHS, LES, DVL School

Sierra County Office of Education



Safe Schools Plan

Version: 3.0

Date published: April 2012

Stanford J. Hardeman, Superintendent of Schools

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GENERAL INFORMATION

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

California Education Code §32281(d)(1)

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

Assessment of Crime

Crime Reports

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

Suspensions/Expulsions

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

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

School Crisis and Safety Plan Summary

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

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

The objectives of our plan are the following:

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

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

Action Plan Summary

A. Teachers Will:

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

B. Assigned School Personnel Will:

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

C. Site administrator's Office Will:

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

¹ As defined in Section I, pg. 11

Special Information for Parents

A. Crisis Information

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

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

B. Parent Gathering Places

- Loyaltton Schools: Assembly of God building by RR tracks
- Downieville Schools: Yuba Theatre (park in corner parking lot)

C. Student Dismissal

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

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

D. Picking Up Your Child

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

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

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

If children are caught in a disaster between home and the school, it is recommended they go immediately to school.

E. Food and Water Supply

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

F. First Aid

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

Section I - Introduction

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

1. Introduction

Purpose

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

Levels of Emergencies

Services are described by one of the following three levels:

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

Authorities and References

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

Plan Implementation

The Plan will be:

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

² Section VII, Authorities and References, pg. 97

³ Ibid

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

2. Planning

A. Hazard Assessment

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

B. Staff Orientation/Training

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

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

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

C. Drills

In accordance with state law:

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

D. Evacuation Routes and Emergency Signals & Procedures

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

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

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

⁴ Section IV, pg. 59

⁵ Code of Regulations, Title 5, 550

⁶ EC 35297

⁷ Section 560, Title V, California Administrative Code

⁸ Section VI, Form D, pg. 87

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

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

E. Emergency Signals:

- Fire.....Fire drill bell
- Earthquake drill.....Air horn or PA announcement for drill
- Secure 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. 96.

3. Communications

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

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

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

Site administrator or designee will:

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

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

4. Emergency Actions

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

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

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

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

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

The emergencies outlined in this Plan are:

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

See Section III for detailed information for each emergency.

5. Responsibilities

A. Site administrator or Designee

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

B. Office Staff

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

C. Teachers

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

D. Instructional Assistants/Aides

- Assist teacher.

E. Custodians/Maintenance Personnel

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

F. Bus Drivers

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

¹⁰ Section V, Page 75.

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

G. Nurses/Health Assistants

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

H. All Other Employees

- Report to site administrator for directions.

6. General Crisis Management Plan

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

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

B. Secretary:

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

C. Instructional Aides/Classified employees

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

The Emergency Teams will include:

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

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

7. Team Responsibilities

A. Search and Rescue Team (All aides)

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

B. First Aid Team (Site administrator will designate)

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

C. Accounting Team (All Teachers)

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

¹¹ Section VI, Form E, pg. 88

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.
- Students outside classrooms will walk to the nearest rooms quickly on hearing three blasts of whistle.

B. Description

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

C. When Used

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

4. Evacuation/Directed Transportation

A. Evacuation

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

B. Directed Transportation

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

5. Duck, Cover, and Hold On

A. Announcement

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

B. Description

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

C. When Used

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

6. Return to Building

A. Announcement

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

B. When Used

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

7. All Clear

A. Announcement

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

B. Description

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

C. When Used

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

8. Convert School

A. Description

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

B. When Used

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

Section III – Emergency Procedures

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

1. Preface

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

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

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

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

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

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

¹² Section I, pg. 20.

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. Lightening:

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
 - b) made several bad decisions and are outside far away from proper shelter and lightning threatens, proceed to the safest location. If

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

3. Lightning Crouch (con't)

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

4. First-Aid

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

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

7. Weapons Fired

A. Report of Weapons Fired on Campus or Near School

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

8. Hazardous Materials

A. Procedures

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

¹³ Section VI, Form G, pg. 92

9. Irrational Behavior

A. Student or Staff

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

10. Personal Emergencies

A. Student, Staff or Visitor

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

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

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

11. Rabid Animal/Animal Disturbance

LEVEL 1 EMERGENCY

A. Procedures

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

12. Bomb Threat LEVEL 2 EMERGENCY

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

LEVEL 3 EMERGENCY

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

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

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

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

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

- **Teacher Actions:**

- USE ONLY LANDLINE PHONES
 - TURN OFF CELL PHONE AND INSTRUCT
 - STUDENTS TO TURN OFF CELL PHONES(Utilize "runners" to communicate)
 - SHUT OFF ALL TWO WAY RADIOS
1. Conduct a rapid visual scan of work area. Do not touch any suspicious items.
 2. Collect the attendance book
 3. Ensure that the handicapped receive assistance in evacuating.
 4. Calmly instruct students to take their valuables and 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. 85.

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. 85

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. 85

13. Civil Disobedience/Student Disorder

LEVEL 2 EMERGENCY

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

A. Procedure

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

14. Stranger or Intruder on Campus

A. Signage

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

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

B. Procedure

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

¹⁸ California Penal Code Title 15, Chapter 1.1 § 627

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

5. All-Clear signal will

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

15. Explosion/Threat of Explosion

A. Explosion

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

B. Threat of Explosion

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

16. Threat Condition Red (Terrorist Attack)

LEVEL 1 OR 2 OR 3 EMERGENCY

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

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

D. Attack Without Warning

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

E. Attack in other parts of the country

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

17. Health/Medical Emergency

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

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

A. Prevention

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

B. Mitigation

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

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

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

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

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

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

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

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

18. Special Education Adaptations

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

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

Section IV – Emergency Preparedness Week

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

1. Agenda for Emergency Preparedness (EP) Week

A. Prior to EP Week

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

B. Notes

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

2. EP Week

- ❖ **Monday**.....Orientation Day
 - Students should know all exit routes from each of their classrooms and where to meet. It's OK to practice taking cover and the evacuation routes.
 - All students should know appropriate responses to emergency bells and announcements.
 - Students should also know what to do during break times.

- ❖ **Tuesday**.....Fire Drill and Good Hygiene

- ❖ **Wednesday**.....Hazardous Substance/Attack

- ❖ **Thursday**Earthquake

- ❖ **Friday**Civil Disturbance Drill/Bomb threat

3. EP Week Team Discussion Checklist

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

A. Every teacher should know:

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

B. Discuss evacuation procedures

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

4. General Emergency Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Monday

A. Monday..... Orientation Day

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

Tuesday & Wednesday

B. Tuesday Fire Drill Day

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

C. Wednesday Chemical Attack Day

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

Thursday & Friday

D. Thursday Earthquake Day

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

E. Friday Civil Disturbance Day

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

Section V – Other Procedures and Information

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

1. Child Abuse Reporting Procedures

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

Definitions

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

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

Child abuse or neglect does not include:

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

Responsibility for Reporting

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

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

Reporting Procedures

1. Initial Telephone Report

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

SIERRA COUNTY SHERIFF

DOWNIEVILLE

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

LOYALTON SUBSTATION

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

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

2. Written Report

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

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

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

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

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

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

3. Internal Reporting

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

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

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

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

2. Hate Motivated Behavior Reporting

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

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

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

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

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

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

¹⁹ Section VI, Form H, pg. 93

3. Bus Driver Disaster Procedures

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

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

A. Earthquake

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

B. Flood

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

Driver's Signature

Signature indicates that procedure has been read and understood.

Date

4. Emergency Numbers

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

5. Evacuation Routes

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

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

6. Contents of Emergency Handbook

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

A. Each classroom will have an emergency binder containing:

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

7. Signals & Actions

B. Fire Alarm = Leave Building

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

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

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

D. One Long Bell = All Clear Signal

8. Emergency Action Summary

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

- Evacuate
- Lockdown
- Shelter in Place/Secure Building

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

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

B. Standby Lockdown:

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

C. Shelter in Place/Lockdown:

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

D. Earthquake

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

Section VI – Miscellaneous

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

Form A: Annual Emergency Plan Checklist

School _____

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

Prepared By _____

Date Prepared _____ School Year _____

Form B: Bomb Threat Report

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

TELEPHONE BOMB THREAT CHECKLIST/REPORT FORM

School: _____

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

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

EXACT WORDS OF CALLER: _____

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

Questions you should ask:

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

Voice description:

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

Accent No Yes-Describe _____

Speech impediment No Yes-Describe _____

Unusual phrases _____

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

Background noise:

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

Additional information:

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

B. On what line did call come in? _____

Signature _____

Date _____

Form C: Classroom Hazard Checklist

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

School: _____

Room #: _____

Date: _____

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

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

Form D: Emergency Drills Form

School: _____

Type of Drill	Date	Time	Remarks	Recorded by	Start	End

Form E: Emergency Status Report

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

School: _____

Completed by: _____ Date: _____

Immediate Assistance Required (Circle One or More)

None Medical Fire Search & Rescue Support Personnel

Condition of Students (Circle One or More)

All Accounted For No Injuries No immediate help required

Missing (_____) -- Names:

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

Trapped in Building (_____) -- Names:

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

(Continued next page)

Injured (_____) Requiring Immediate Medical Attention (_____)

Type of Injuries:

Condition of Staff (Circle One or More)

All Accounted For

No Injuries

No immediate help required

Missing (_____) -- Names:

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

Trapped in Building (_____) -- Names:

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

Injured (_____) Requiring Immediate Medical Attention (_____)

Type of Injuries:

Condition of School Building and Grounds

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

Condition of Neighborhood

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

Form F: Evacuation Route Hazard Checklist

Note:

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

School: _____

Completed by: _____ Date: _____

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

Form 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

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

Victim Information
Name(s) _____ Gender _____

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

Race/Ethnicity/National Origin _____

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

Incident Address _____ (City) _____

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

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

Type of Hate Crime/Incident

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

PLEASE INCLUDE FULL NARRATIVE DESCRIPTION OF INCIDENT ON BACK

Type of Hate Motivations(s):

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

Specific Slurs:

Suspect(s) Information:

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

Race/Ethnicity/National Origin _____ Gender _____

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

Crime Report Information:

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

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

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

Report completed by: _____
PRINT NAME SIGNATURE TITLE

Form I: Special Staff Skills and Equipment

School: _____

School Year: _____

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

Form J: Student Release Log

School: _____

Date: _____

Student's Name	Time Out	Name of Person Released To	Signature

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
Regulation SIERRA COUNTY OFFICE OF EDUCATION
approved: April 10, 2007 Sierraville, California
revised: June 10, 2008
revised: May 10, 2011

Sierra County/Sierra-Plumas Joint USD Board Policy

Emergencies And Disaster Preparedness Plan BP 3516

Business and Noninstructional Operations

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

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

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

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

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

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

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

(cf. 1330 - Use of School Facilities)

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

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

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement
GOVERNMENT CODE
3100 Public employees as disaster service workers
8607 Standardized emergency management system
CODE OF REGULATIONS, TITLE 5
550 Fire drills
560 Civil defense and disaster preparedness plans
CODE OF REGULATIONS, TITLE 19
2400-2450 Standardized emergency management system
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
911! A Manual for Schools and the Media During a Campus Crisis, 2001
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Pandemic Influenza Planning Checklist, 2006
CONTRA COSTA COUNTY OFFICE OF EDUCATION
Pandemic Flu School Action Kit, June 2006

WEB SITES

CSBA: <http://www.csba.org>
American Red Cross: <http://www.redcross.org>
California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>
California Emergency Management Agency: <http://www.calema.ca.gov>
California Seismic Safety Commission: <http://www.seismic.ca.gov>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Contra Costa County Office of Education, Pandemic influenza resources:
http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit
Federal Emergency Management Agency: <http://www.fema.gov>
U.S. Department of Education, Emergency Planning:
<http://www.ed.gov/admins/lead/safety/emergencyplan>
U.S. Department of Homeland Security: <http://www.dhs.gov>

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

SIERRA COUNTY OFFICE OF EDUCATION
Sierraville, California

Sierra County/Sierra-Plumas Joint USD Administrative Regulation

Emergencies And Disaster Preparedness Plan AR 3516

Business and Noninstructional Operations

Components of the Plan

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

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

(cf. 3516.1 - Fire Drills and Fires)

2. Earthquake or other natural disasters

(cf. 3516.3 - Earthquake Emergency Procedure System)

3. Environmental hazards

(cf. 3514 - Environmental Safety)

(cf. 3514.2 - Integrated Pest Management)

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

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5131.4 - Student Disturbances)

5. Bomb threat or actual detonation

(cf. 3516.2 - Bomb Threats)

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

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

(cf. 5141.22 - Infectious Diseases)

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

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

(cf. 3530 - Risk Management/Insurance)

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

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

b. Individuals responsible for specific duties

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

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

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

4. Personal safety and security, including:

a. Identification of areas of responsibility for supervision of students

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

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

(cf. 5141 - Health Care and Emergencies)

(cf. 5142 - Safety)

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

(cf. 3543 - Transportation Safety and Emergencies)

e. Provision of a first aid kit to each classroom

f. Arrangements for students and staff with special needs

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

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

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

5. Closure of schools, including an analysis of:

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

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

(cf. 3516.5 - Emergency Schedules)

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

a. Identification of spokesperson(s)

(cf. 1112 - Media Relations)

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

(cf. 1113 - District and School Web Sites)

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

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

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

a. Development of guidelines for law enforcement involvement and intervention

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

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

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

Conduct Policy AR 5131		
PROHIBITED STUDENT CONDUCT AND CONSEQUENCES		
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

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

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

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

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

Approved: April 10, 2007
Revised: November 18, 2008
School District Revised: September 8, 2009
Sierraville, California
Revised: December 14, 2010

Sierra County Office of Education
Sierra-Plumas Joint Unified

Civil Defense and Disaster Preparedness Plans

California Administrative Code, Title V

Section 560, Division 1, Chapter 2, Subchapter 3

560. CIVIL DEFENSE AND DISASTER PREPAREDNESS PLANS.

The governing board shall:

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

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

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

Earthquake Emergency Procedures

EDUCATION CODE §35295 LEGISLATIVE FINDINGS AND DECLARATIONS

35295. The Legislature finds and declares the following:

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

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

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

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

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

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

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

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

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

EDUCATION CODE §35294 LEGISLATIVE INTENT

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

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

EDUCATION CODE §32282 SCHOOL SAFETY PLANS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use of School Facilities

EDUCATION CODE §40041.5, 40042

§ 40041.5 MASS CARE AND WELFARE SHELTERS

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

(Added by Stats. 1984, c. 1659, § 3.)

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

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

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

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

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

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

Penal Code § 627

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

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

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

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

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

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

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

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

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

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

Section VIII – Standard Emergency Management System

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

The five key elements utilized are as follows:

1. **Management:** 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