Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2014-15 Projection (C)	% Change (Cols. E-C/C) (D)	2015-16 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	38,234,808.00	6.13%	40,580,369.00	6.04%	43,030,007.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,021,939.00	0.00%	1,021,939.00	0.00%	1,021,939.00
4. Other Local Revenues	8600-8799	1,167,746.00	-9.42%	1,057,746.00	0.00%	1,057,746.00
5. Other Financing Sources						
a. Transfers In	8900-8929	3,000.00	-100.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(4,120,828.00)	7.86%	(4,444,830.00)	16.76%	(5,190,000.00)
6. Total (Sum lines A1 thru A5c)		36,306,665.00	5.26%	38,215,224.00	4.46%	39,919,692.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				20,327,783.00		21,103,011.00
b. Step & Column Adjustment				516,570.00		530,875.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				258,658.00		(3,886.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	20,327,783.00	3.81%	21,103,011.00	2.50%	21,630,000.00
2. Classified Salaries						
a. Base Salaries				3,693,738.00		3,838,532.00
b. Step & Column Adjustment				80,478.00		40,385.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				64,316.00		1,083.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,693,738.00	3.92%	3,838,532.00	1.08%	3,880,000.00
3. Employee Benefits	3000-3999	7,671,634.00	3.72%	7,957,311.00	2.92%	8,190,000.00
4. Books and Supplies	4000-4999	1,850,490.00	-9.43%	1,676,013.00	0.24%	1,680,000.00
5. Services and Other Operating Expenditures	5000-5999	3,250,118.00	-1.54%	3,200,118.00	0.00%	3,200,000.00
6. Capital Outlay	6000-6999	113,000.00	0.00%	113,000.00	-2.65%	110,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,963,724.00	0.00%	1,963,724.00	-0.19%	1,960,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,029,318.00)	-17.88%	(845,318.00)	12.38%	(950,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	23,360.00	3196.23%	770,000.00	-97.40%	20,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	
10. Other Adjustments (Explain in Section F below)				(3,800,000.00)		(500,000.00)
11. Total (Sum lines B1 thru B10)		37,864,529.00	-4.99%	35,976,391.00	9.02%	39,220,000.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,557,864.00)		2,238,833.00		699,692.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		6,492,096.00		4,934,232.00		7,173,065.00
2. Ending Fund Balance (Sum lines C and D1)		4,934,232.00		7,173,065.00		7,872,757.00
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	2,000.00		2,000.00		2,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	2,488,635.00		5,399,274.00		5,503,351.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,589,599.00		1,448,922.00		1,568,400.00
2. Unassigned/Unappropriated	9790	853,998.00		322,869.00		799,006.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,934,232.00		7,173,065.00		7,872,757.00

8.4.155

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2014-15 Projection (C)	% Change (Cols. E-C/C) (D)	2015-16 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,589,599.00		1,448,922.00		1,568,400.00
c. Unassigned/Unappropriated	9790	853,998.00		322,869.00		799,006.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		2,443,597.00		1,771,791.00		2,367,406.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

B1 d - 2014-15: Reversal of 1 furlough day (WPTA) and 4 furlough days (Certificated Management); 2015-16: Rounding
B2 d - 2014-15: Reversal of 2 furlough days (CSEA) and 4 furlough days (Confidential & Classified Management); 2015-16: Rounding
B10 - Budget reductions to be determined in the future.

8.4.156

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2014-15 Projection (C)	% Change (Cols. E-C/C) (D)	2015-16 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,881,122.00	0.00%	1,881,122.00	0.00%	1,881,122.00
2. Federal Revenues	8100-8299	2,942,860.00	-20.07%	2,352,216.00	0.00%	2,352,216.00
3. Other State Revenues	8300-8599	2,346,713.00	-54.20%	1,074,704.00	2.30%	1,099,422.00
4. Other Local Revenues	8600-8799	2,568,121.00	0.00%	2,568,121.00	0.00%	2,568,121.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	
c. Contributions	8980-8999	4,120,828.00	7.86%	4,444,830.00	16.76%	5,190,000.00
6. Total (Sum lines A1 thru A5c)		13,859,644.00	-11.10%	12,320,993.00	6.25%	13,090,881.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,082,157.00		4,101,194.00
b. Step & Column Adjustment				99,037.00		102,530.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(80,000.00)		(3,724.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,082,157.00	0.47%	4,101,194.00	2.41%	4,200,000.00
2. Classified Salaries						
a. Base Salaries				2,928,082.00		2,875,868.00
b. Step & Column Adjustment				27,786.00		28,759.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(80,000.00)		(4,627.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,928,082.00	-1.78%	2,875,868.00	0.84%	2,900,000.00
3. Employee Benefits	3000-3999	2,514,179.00	5.49%	2,652,243.00	0.67%	2,670,000.00
4. Books and Supplies	4000-4999	2,980,525.00	-62.77%	1,109,525.00	45.11%	1,610,000.00
5. Services and Other Operating Expenditures	5000-5999	1,685,634.00	-50.49%	834,634.00	-0.56%	830,000.00
6. Capital Outlay	6000-6999	12,000.00	0.00%	12,000.00	-16.67%	10,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	919,529.00	-20.01%	735,529.00	14.20%	840,000.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		15,122,106.00	-18.52%	12,320,993.00	6.00%	13,060,000.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,262,462.00)		0.00		30,881.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		1,385,237.00		122,775.00		122,775.00
2. Ending Fund Balance (Sum lines C and D1)		122,775.00		122,775.00		153,656.00
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	122,775.00		122,775.00		153,656.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		122,775.00		122,775.00		153,656.00

8.4.157

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2014-15 Projection (C)	% Change (Cols. E-C/C) (D)	2015-16 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

B1 d - 2014-15: Reversal of 1 furlough day (WPTA) and 4 furlough days (Certificated Management) and reduction of CCSS payments; 2015-16: Rounding B2 d - 2014-15: Reversal of 2 furlough days (CSEA) and 4 furlough days (Confidential & Classified Management) and reduction of classified staff due to reduction of restricted carryover; 2015-16: Rounding

8.4.158

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2014-15 Projection (C)	% Change (Cols. E-C/C) (D)	2015-16 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	40,115,930.00	5.85%	42,461,491.00	5.77%	44,911,129.00
2. Federal Revenues	8100-8299	2,942,860.00	-20.07%	2,352,216.00	0.00%	2,352,216.00
3. Other State Revenues	8300-8599	3,368,652.00	-37.76%	2,096,643.00	1.18%	2,121,361.00
4. Other Local Revenues	8600-8799	3,735,867.00	-2.94%	3,625,867.00	0.00%	3,625,867.00
5. Other Financing Sources						
a. Transfers In	8900-8929	3,000.00	-100.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		50,166,309.00	0.74%	50,536,217.00	4.90%	53,010,573.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				24,409,940.00		25,204,205.00
b. Step & Column Adjustment				615,607.00		633,405.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				178,658.00		(7,610.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	24,409,940.00	3.25%	25,204,205.00	2.48%	25,830,000.00
2. Classified Salaries						
a. Base Salaries				6,621,820.00		6,714,400.00
b. Step & Column Adjustment				108,264.00		69,144.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(15,684.00)		(3,544.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,621,820.00	1.40%	6,714,400.00	0.98%	6,780,000.00
3. Employee Benefits	3000-3999	10,185,813.00	4.16%	10,609,554.00	2.36%	10,860,000.00
4. Books and Supplies	4000-4999	4,831,015.00	-42.34%	2,785,538.00	18.11%	3,290,000.00
5. Services and Other Operating Expenditures	5000-5999	4,935,752.00	-18.25%	4,034,752.00	-0.12%	4,030,000.00
6. Capital Outlay	6000-6999	125,000.00	0.00%	125,000.00	-4.00%	120,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,963,724.00	0.00%	1,963,724.00	-0.19%	1,960,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(109,789.00)	0.00%	(109,789.00)	0.19%	(110,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	23,360.00	3196.23%	770,000.00	-97.40%	20,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				(3,800,000.00)		(500,000.00)
11. Total (Sum lines B1 thru B10)		52,986,635.00	-8.85%	48,297,384.00	8.25%	52,280,000.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(2,820,326.00)		2,238,833.00		730,573.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		7,877,333.00		5,057,007.00		7,295,840.00
2. Ending Fund Balance (Sum lines C and D1)		5,057,007.00		7,295,840.00		8,026,413.00
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	2,000.00		2,000.00		2,000.00
b. Restricted	9740	122,775.00		122,775.00		153,656.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	2,488,635.00		5,399,274.00		5,503,351.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,589,599.00		1,448,922.00		1,568,400.00
2. Unassigned/Unappropriated	9790	853,998.00		322,869.00		799,006.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,057,007.00		7,295,840.00		8,026,413.00

8.4.159

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2014-15 Projection (C)	% Change (Cols. E-C/C) (D)	2015-16 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,589,599.00		1,448,922.00		1,568,400.00
c. Unassigned/Unappropriated	9790	853,998.00		322,869.00		799,006.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2b)		2,443,597.00		1,771,791.00		2,367,406.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.61%		3.67%		4.53%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Column A: Form AI, Estimated P-2 ADA column, lines 1-4 and 22; enter projections)		6,341.05		6,391.00		6,455.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		52,986,635.00		48,297,384.00		52,280,000.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		52,986,635.00		48,297,384.00		52,280,000.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,589,599.05		1,448,921.52		1,568,400.00
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,589,599.05		1,448,921.52		1,568,400.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

8.4.160

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data should be entered for all fiscal years.

Fiscal Year	LCFF/Revenue Limit (Funded) ADA Budget Adoption Budget (Form 01CS, Item 4A1, Step 2A)	First Interim Projected Year Totals	Percent Change	Status
Current Year (2013-14)	6,369.25	6,369.25	0.0%	Met
1st Subsequent Year (2014-15)	6,419.27	6,419.27	0.0%	Met
2nd Subsequent Year (2015-16)	6,483.19	6,483.19	0.0%	Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

8.4.16(

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years.

Fiscal Year	Enrollment Budget Adoption (Form 01CS, Item 3B)	Enrollment First Interim CBEDS/Projected	Percent Change	Status
Current Year (2013-14)	6,626	6,733	1.6%	Met
1st Subsequent Year (2014-15)	6,692	6,692	0.0%	Met
2nd Subsequent Year (2015-16)	6,759	6,759	0.0%	Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

8.4.162

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 25)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2010-11)	6,230	6,551	95.1%
Second Prior Year (2011-12)	6,279	6,588	95.3%
First Prior Year (2012-13)	6,293	6,598	95.4%
		Historical Average Ratio:	95.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	95.8%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: If Form MYPI exists, Estimated P-2 ADA data for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines 1-4 and 22) (Form MYPI, Line F2)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2013-14)	6,341	6,733	94.2%	Met
1st Subsequent Year (2014-15)	6,391	6,692	95.5%	Met
2nd Subsequent Year (2015-16)	6,455	6,759	95.5%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

8.4.163

4. CRITERION: LCFF/Revenue Limit

STANDARD: Projected LCFF/revenue limit for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's LCFF/Revenue Limit Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in LCFF/Revenue Limit

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF/Revenue Limit (Fund 01, Objects 8011, 8012, 8020-8089) Budget Adoption (Form 01CS, Item 4B)	First Interim Projected Year Totals	Percent Change	Status
Current Year (2013-14)	43,243,728.00	48,535,996.00	12.2%	Not Met
1st Subsequent Year (2014-15)	44,125,677.00	50,881,557.00	15.3%	Not Met
2nd Subsequent Year (2015-16)	45,240,405.00	53,331,195.00	17.9%	Not Met

4B. Comparison of District LCFF/Revenue Limit to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected LCFF/revenue limit has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF/revenue limit.

Explanation: (required if NOT met)

At budget adoption, the District used the revenue limit calculation and separately accounted for state programs in objects 83xx-85xx. With the change to LCFF, revenues in objects 8011, 8012 and 8020-8089 increased by over $5 million. Conversely, state revenues decreased by over $4 million.

8.4.164

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2010-11)	33,472,880.27	39,284,807.41	85.2%
Second Prior Year (2011-12)	31,277,816.73	36,877,977.47	84.8%
First Prior Year (2012-13)	30,321,647.01	35,592,577.07	85.2%
		Historical Average Ratio:	85.1%

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**82.1% to 88.1%**	**82.1% to 88.1%**	**82.1% to 88.1%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01I, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Current Year (2013-14)	31,693,155.00	37,841,169.00	83.8%	Met
1st Subsequent Year (2014-15)	32,898,854.00	35,206,391.00	93.4%	Not Met
2nd Subsequent Year (2015-16)	33,700,000.00	39,200,000.00	86.0%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:
(required if NOT met)

The MYP reflects all projected expenditures in the two future years, given all information that is currently available. These expenditures include the assumption that all one-time 13-14 reductions are returned to the budget. In line B 10, unidentified budget cuts of $3.8 million are reflected in 14-15, and $500k in 15-16. These amounts will be spread among the various expenditure accounts once the exact reductions have been determined.

8.4.165

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2013-14)	2,288,388.00	2,942,860.00	28.6%	Yes
1st Subsequent Year (2014-15)	2,288,388.00	2,352,216.00	2.8%	No
2nd Subsequent Year (2015-16)	2,288,388.00	2,352,216.00	2.8%	No

Explanation: (required if Yes)
Prior-year carryover of $591k federal revenues was budgeted after the 2012-13 books were closed.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2013-14)	7,182,687.00	3,368,652.00	-53.1%	Yes
1st Subsequent Year (2014-15)	6,166,630.00	2,096,643.00	-66.0%	Yes
2nd Subsequent Year (2015-16)	6,233,747.00	2,121,361.00	-66.0%	Yes

Explanation: (required if Yes)
State revenues decreased over $4 million due to the implementation of LCFF.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2013-14)	3,604,328.00	3,735,867.00	3.6%	No
1st Subsequent Year (2014-15)	3,604,328.00	3,625,867.00	0.6%	No
2nd Subsequent Year (2015-16)	3,604,328.00	3,625,867.00	0.6%	No

Explanation: (required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2013-14)	3,231,307.00	4,831,015.00	49.5%	Yes
1st Subsequent Year (2014-15)	2,470,000.00	2,785,536.00	12.8%	Yes
2nd Subsequent Year (2015-16)	2,470,000.00	3,290,000.00	33.2%	Yes

Explanation: (required if Yes)
Prior-year carryover

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2013-14)	3,931,431.00	4,935,752.00	25.5%	Yes
1st Subsequent Year (2014-15)	3,930,000.00	4,034,752.00	2.7%	No
2nd Subsequent Year (2015-16)	3,930,000.00	4,030,000.00	2.5%	No

Explanation: (required if Yes)
Prior-year carryover

8.4.166

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2013-14)	13,075,403.00	10,047,379.00	-23.2%	Not Met
1st Subsequent Year (2014-15)	12,059,346.00	8,074,726.00	-33.0%	Not Met
2nd Subsequent Year (2015-16)	12,126,463.00	8,099,444.00	-33.2%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2013-14)	7,162,738.00	9,766,767.00	36.4%	Not Met
1st Subsequent Year (2014-15)	6,400,000.00	6,820,290.00	6.6%	Not Met
2nd Subsequent Year (2015-16)	6,400,000.00	7,320,000.00	14.4%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6A if NOT met)	Prior-year carryover of $591k federal revenues was budgeted after the 2012-13 books were closed.
Explanation: Other State Revenue (linked from 6A if NOT met)	State revenues decreased over $4 million due to the implementation of LCFF.
Explanation: Other Local Revenue (linked from 6A if NOT met)	

1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6A if NOT met)	Prior-year carryover
Explanation: Services and Other Exps (linked from 6A if NOT met)	Prior-year carryover

8.4.167

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code sections 17584 (Deferred Maintenance) and 17070.75 (Ongoing and Major Maintenance Account).

7A. Determining the District's Compliance with the Contribution Requirement for EC Section 17584 - Deferred Maintenance

NOTE: AB 97 (Chapter 47, Statutes of 2013) eliminated the Deferred Maintenance program under the Local Control Funding Formula. This section has been inactivated.

7B. Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766 and amended by SB 70 (Chapter 7, Statutes of 2011), effective 2008-09 through 2014-15 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: SB 70 (Chapter 7, Statutes of 2011) extends EC Section 17070.766 from 2008-09 through 2014-15. EC Section 17070.766 reduced the contributions required by EC Section 17070.75 from 3 percent to 1 percent. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter Budget Adoption data into lines 1 and 2. All other data are extracted.

		Budget Adoption 1% Required Minimum Contribution (Form 01CS, Item 7B2c)	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1.	OMMA/RMA Contribution	498,272.00	933,547.00	Met
2.	Budget Adoption Contribution (information only) (Form 01CS, Criterion 7B, Line 2c)		939,673.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
	Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8.4.168

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in any of the current fiscal year or two subsequent fiscal years.

[1]Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
District's Available Reserve Percentages (Criterion 10C, Line 9)	4.6%	3.7%	4.5%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.5%	1.2%	1.5%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals: Net Change in Unrestricted Fund Balance (Form 01I, Section E) (Form MYPI, Line C)	Projected Year Totals: Total Unrestricted Expenditures and Other Financing Uses (Form 01I, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Current Year (2013-14)	(1,557,864.00)	37,864,529.00	4.1%	Not Met
1st Subsequent Year (2014-15)	2,238,833.00	35,976,391.00	N/A	Met
2nd Subsequent Year (2015-16)	699,692.00	39,220,000.00	N/A	Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation: (required if NOT met)

The District had a 34% ending fund balance at June 30, 2009. The Board of Trustees cafefully planned to spend down reserves in 2009-10, 2010-11, 2011-12 and 2012-13, with a balanced budget in 2013-14. However, due to a higher-than-expected ending fund balance at June 30, 2012 and increased revenues in 2012-13, the Board has chosen to spend the unexpected excess reserves and push back the adoption of a balanced budget to 2014-15.

8.4.169

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2013-14)	5,057,007.00	Met
1st Subsequent Year (2014-15)	7,295,840.00	Met
2nd Subsequent Year (2015-16)	8,026,413.00	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2013-14)	4,003,500.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

8.4.170

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

Percentage Level	District ADA		
5% or $63,000 (greater of)	0	to	300
4% or $63,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
District Estimated P-2 ADA (Criterion 3, Item 3B)	6,341	6,391	6,455
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Current Year Projected Year Totals (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Expenditures and Other Financing Uses (Form 01I, objects 1000-7999) (Form MYPI, Line B11)	52,986,635.00	48,297,384.00	52,280,000.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00		
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	52,986,635.00	48,297,384.00	52,280,000.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,589,599.05	1,448,921.52	1,568,400.00
6. Reserve Standard - by Amount ($63,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,589,599.05	1,448,921.52	1,568,400.00

8.4.171

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,589,599.00	1,448,922.00	1,568,400.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	853,998.00	322,869.00	799,006.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	2,443,597.00	1,771,791.00	2,367,406.00
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.61%	3.67%	4.53%
District's Reserve Standard (Section 10B, Line 7):	**1,589,599.05**	**1,448,921.52**	**1,568,400.00**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

8.4.172

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds? (Refer to Education Code Section 42603) — No

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

8.4.173

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than $20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than $20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard:	-5.0% to +5.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2013-14)	(4,128,843.00)	(4,120,828.00)	-0.2%	(8,015.00)	Met
1st Subsequent Year (2014-15)	(4,520,000.00)	(4,444,830.00)	-1.7%	(75,170.00)	Met
2nd Subsequent Year (2015-16)	(4,450,000.00)	(5,190,000.00)	16.6%	740,000.00	Not Met
1b. Transfers In, General Fund *					
Current Year (2013-14)	20,400.00	3,000.00	-85.3%	(17,400.00)	Met
1st Subsequent Year (2014-15)	20,000.00	0.00	-100.0%	(20,000.00)	Met
2nd Subsequent Year (2015-16)	20,000.00	0.00	-100.0%	(20,000.00)	Met
1c. Transfers Out, General Fund *					
Current Year (2013-14)	23,360.00	23,360.00	0.0%	0.00	Met
1st Subsequent Year (2014-15)	770,000.00	770,000.00	0.0%	0.00	Met
2nd Subsequent Year (2015-16)	20,000.00	20,000.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

The District is currently spending less than 3% of its general fund budget on RRM. When this requirement returns in 2015-16, the District will need to increase RRM expenditures, and the contribution to RRM, by over $500,000.

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation: (required if NOT met)

8.4.174

1c. MET - Projected transfers out have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

Project Information:
(required if YES)

8.4.175

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments? (If No, skip items 1b and 2 and sections S6B and S6C) — Yes

   b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption? — No

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2013
Capital Leases		01/8xxx, 12/8590	01/743x, 12/743x	22,368
Certificates of Participation		See Below		
General Obligation Bonds		51/861x	51/743x	4,816,103
Supp Early Retirement Program		01/0000/8xxx	01/0000/743x	1,151,423
State School Building Loans				
Compensated Absences		01,11,12,13,21,25/8xxx	01,11,12,13,21,25/1xxx & 2xxx	136,900
Other Long-term Commitments (do not include OPEB):				
Mello-Roos Bonds		49/8622	49/743x	12,720,000
Series 2008 COP		49/8622	49/743x	32,370,000
Series 2008B COP		49/8622	49/743x	36,725,000
Series 2009 COP		49/8622	49/743x	52,030,000
Series 2011 COP		49/8622	49/743x	8,450,000
Accreted interest on G.O. Bond		51/861x	51/743x	9,753,093

Type of Commitment (continued)	Prior Year (2012-13) Annual Payment (P & I)	Current Year (2013-14) Annual Payment (P & I)	1st Subsequent Year (2014-15) Annual Payment (P & I)	2nd Subsequent Year (2015-16) Annual Payment (P & I)
Capital Leases	18,316	18,316	4,887	0
Certificates of Participation	See Below			
General Obligation Bonds	1,705,000	1,840,000	2,000,000	2,150,000
Supp Early Retirement Program	383,808	383,080	383,807	383,807
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Mello-Roos Bonds	940,946	938,190	939,521	939,034
Series 2008 COP	1,569,505	1,569,505	1,569,505	1,662,890
Series 2008B COP	1,843,194	1,843,194	1,843,194	2,047,944
Series 2009 COP	3,067,414	3,163,489	3,167,764	3,042,914
Series 2011 COP	567,410	557,456	557,732	557,857
Accreted interest on G.O. Bond				
Total Annual Payments:	10,095,593	10,313,230	10,466,410	10,784,446
Has total annual payment increased over prior year (2012-13)?		Yes	Yes	Yes

8.4.176

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation: (Required if Yes to increase in total annual payments)

Payments on both the G.O. Bond and the Series 2009 COP increase each year.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation: (Required if Yes)

8.4.177

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4) — Yes

   b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities? — Yes

   c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions? — No

2. OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB actuarial accrued liability (AAL)	3,064,036.00	3,665,931.00
b. OPEB unfunded actuarial accrued liability (UAAL)	336,496.00	688,760.00
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation.	Jun 30, 2011	Aug 31, 2013

3. OPEB Contributions

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method		
Current Year (2013-14)	336,496.00	349,921.00
1st Subsequent Year (2014-15)	336,496.00	349,921.00
2nd Subsequent Year (2015-16)	336,496.00	349,921.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2013-14)	278,882.00	278,906.00
1st Subsequent Year (2014-15)	278,872.00	278,906.00
2nd Subsequent Year (2015-16)	278,872.00	278,906.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2013-14)	195,931.00	226,901.00
1st Subsequent Year (2014-15)	225,079.00	211,420.00
2nd Subsequent Year (2015-16)	253,828.00	206,825.00
d. Number of retirees receiving OPEB benefits		
Current Year (2013-14)	32	26
1st Subsequent Year (2014-15)	32	26
2nd Subsequent Year (2015-16)	32	26

4. Comments:

8.4.178

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

   No

   b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

   n/a

   c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

   n/a

2. Self-Insurance Liabilities

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

3. Self-Insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2013-14)		
1st Subsequent Year (2014-15)		
2nd Subsequent Year (2015-16)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2013-14)		
1st Subsequent Year (2014-15)		
2nd Subsequent Year (2015-16)		

4. Comments:

8.4.179

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period
Were all certificated labor negotiations settled as of budget adoption? Yes

If Yes, complete number of FTEs, then skip to section S8B.
If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2012-13)	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
Number of certificated (non-management) full-time-equivalent (FTE) positions	294.3	301.6	301.6	301.6

1a. Have any salary and benefit negotiations been settled since budget adoption? n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled? No
If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement? n/a
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

8.4.180

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs			

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Certificated (Non-management) Attrition (layoffs and retirements)	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

8.4.181

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption? Yes

If Yes, complete number of FTEs, then skip to section S8C.
If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2012-13)	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
Number of classified (non-management) FTE positions	172.6	180.0	180.0	180.0

1a. Have any salary and benefit negotiations been settled since budget adoption? n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled? No

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement? n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
7. Amount included for any tentative salary schedule increases			

8.4.182

Classified (Non-management) Health and Welfare (H&W) Benefits

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?			
If Yes, amount of new costs included in the interim and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are savings from attrition included in the interim and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

8.4.183

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption? Yes

If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2012-13)	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
Number of management, supervisor, and confidential FTE positions	44.7	44.2	44.2	44.2

1a. Have any salary and benefit negotiations been settled since budget adoption? n/a
If Yes, complete question 2.
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled? No
If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step and column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2013-14)	1st Subsequent Year (2014-15)	2nd Subsequent Year (2015-16)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

8.4.184

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year? No

   If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

8.4.185

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1.	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior and current fiscal years?	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?	No
A5.	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District First Interim Criteria and Standards Review

8.4.186

SACS2013ALL Financial Reporting Software - 2013.2.1
12/6/2013 10:29:48 AM 31-66951-0000000

First Interim
2013-14 Projected Totals
Technical Review Checks

Western Placer Unified Placer County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

8.4.187

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Approval of Proposal for Vinyl Flooring Replacement at Sheridan Elementary School Restroom With Jimmy Jr's Floor Covering

AGENDA ITEM AREA:
Action

REQUESTED BY:
Heather Steer, Facilities Coordinator
Audrey Kilpatrick, Asst. Supt. Business Services

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Deferred Maintenance Funding

MEETING DATE:
December 17, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

On a requested Facilities site review with the Principal of Sheridan Elementary, staff was made aware of floor covering in a portable girl's restroom that was beyond disrepair. It was determined by staff and Management that the flooring should be replaced as soon as possible.

Staff is requesting permission to approve attached proposal from Jimmy Jr's Floor Covering for vinyl replacement in one (1) girls' portable restroom building, to include removal and reattachment of partitions. The contract is for $3,020.00, and staff is anticipating this being completed over the Winter Break.

RECOMMENDATION:

Staff requests that the Board of Trustees direct staff to approve proposal from Jimmy Jr.'s Floor Covering for replacement of vinyl in girls' restroom at Sheridan Elementary

Jimmy Jr's Floor Covering

Jim Ell
7757 Autumn Lane
Loomis, CA 95650
Phone: 916-201-7757

Estimate

Date	Estimate #
12/8/2013	22

Name / Address
Sheridan Elementry School Attn: Heather Sheridan, CA

Project

Description	Qty	Rate	Total
Sheridan Elem. Sch.		0.00	0.00
remove and replace partitions Note: some brackets are broken and screws are missing. I will reinstall as is.		500.00	500.00
supply and install Monument gray vinyl in 12x40 rest room w/6 inch coving	56	45.00	2,520.00
		Total	$3,020.00

8.5.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Sunshine Proposals for Negotiations Regarding the Collective Bargaining Agreement Between Western Placer Unified School District and the Western Placer Teachers Association

AGENDA ITEM AREA:
Discussion/Information

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Sunshine Proposals
for WPUSD and WPTA.

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
December 17, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

Pursuant to Government Code section 3547, all contract proposals of the recognized employee groups and of the District must be presented at a public meeting of the District. This is commonly referred to as "Sunshining" the proposals. The Western Placer Unified School District and the Western Placer Teachers Association are both proposing opening Articles for negotiations for a successor Collective Bargaining Agreement as the current Agreement ends on June 30, 2014. After both Parties proposals were presented to the public at the December 3, 2013 meeting, in order to allow the members of the public to become informed and have an opportunity to express themselves regarding the proposals, the Board shall now consider adopting its initial proposal.

RECOMMENDATION:

Administration recommends the Board of Trustees adopt the District's initial proposal as attached.

Western Placer Teachers Association's

Sunshine Proposal for the Term July 1, 2014 to June 30, 2017

To the Western Placer Unified School District

The Western Placer Teachers Association and the Western Placer Unified School District are parties to a Collective Bargaining Agreement which remains in full effect until a new contract is reached.

The Western Placer Teachers Association wishes to explore changes to the following articles:

Article I- Agreement

Article VII- Teaching Hours

Article IX- Class Size

Article X- Assignment/Reassignment/Transfer

Article XIII- Salaries

Article XIV- Employee Benefits

Article XXVII- Safety

Appendix A- Certificated Salary Schedule

Appendix B- Special Assignment Salary Schedule

Appendix G- Compensation for Exceeding Class Size Maximums

Appendix H- Certificated Staffing Assignment Notice

Jennifer Chandler, Chief Negotiator, WPTA

November 20, 2013

8.6.1

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St., Suite 400, Lincoln, CA 95648
Ph: (916) 645-6350 • Fax: (916) 645-6356

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

VIA Electronic Mail & District Mail

November 25, 2013

Jennifer Chandler, WPTA Bargaining Chair
Twelve Bridges Middle School
770 Westview Drive
Lincoln, CA 95648

Re: WPUSD Sunshine Proposal for Negotiations on the Successor Agreement

Dear Jennifer,

This letter serves as notice that the District desires to negotiate contract provisions that are fiscally responsible in order to provide students with instructional programs based on a sound, realistic budget. The District is especially interested in negotiating concepts that reduce employer costs and/or achieve a fiscal savings for the District and result in the best outcomes for students. The District is opening the following articles for the successor Agreement:

- *Article I, Agreement*
- *Article VII, Teaching Hours*
- *Article VIII, Leaves*
- *Article IX, Class Size*
- *Article X, Assignment/Reassignment/Transfer*
- *Article XII, Certificated Personnel Evaluation*
- *Article XIII, Salaries*
- *Article XIV, Employee Benefits*
- *Article XV, Work Year*
- *Article XXIII, Peer Assistance and Review*
- *Article XXVII, Safety*
- *Article XXVIII, Entire Agreement*
- *Appendix A, Salary Schedule*
- *Appendix B, Special Assignment Salary Schedule*
- *Appendix G, Compensation for Exceeding Class Size Maximums*
- *Appendix H, Certificated Staffing Assignment Notice*

Lincoln
All-America City
2006

8.6.2

We look forward to working together with the WPTA Bargaining Team throughout the negotiations process.

Sincerely,

Ryan Davis
Assistant Superintendent of Personnel Services

CC: Scott Leaman, Superintendent (Via Email PDF)
Mary Boyle, Deputy Superintendent (Via Email PDF)
Tara McCroskey, WPTA President (Via Email PDF)

8.6.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
DISTRICT VOTING REPRESENTATIVE

AGENDA ITEM AREA:
ACTION

REQUESTED BY:
SCOTT LEAMAN
SUPERINTENDENT

ENCLOSURES:
YES

DEPARTMENT:
ADMINISTRATION

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
DECEMBER 17, 2013

ROLL CALL REQUIRED:
NO

BACKGROUND:

Placer County Office of Education requires a voting representative from each district to vote on the Placer County Committee. The Board of Trustees is required to select one voting representative from the current Board of Trustees.

RECOMMENDATION:

Administration recommends the Board of Trustees select a voting representative.

wp/rk/factform

PCOE
GOLD IN EDUCATION

Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

Date: December 3, 2013

To: District Superintendents

From: Gayle Garbolino-Mojica, County Superintendent of Schools

RE: County Committee District Voting Representative Selection for 2014

Please remember to have your board select, at its upcoming December Organizational Meeting, the Voting Representative who will vote to elect members to the Placer County Committee on School District Organization in 2014—which will be held next November.

Following the selection of your district's Voting Representative, please complete and return this form no later than January 7, 2014 to Diane Edwards at dedwards@placercoe.k12.ca.us or via fax at (530) 886-5841.

Please contact my office if you have any questions. Thank you.

GGM/de

cc: District Secretaries

Please use the following section to designate the name of the voting representative from your district who has been selected to elect individuals to the Placer County Committee on School District Organization at the 2014 Meeting of District Voting Representatives.

District Name: _____

Submitted By: _____ Date: _____

Designated Board Member Voting Representative Information:

Name: _____

Address: _____

E-mail Address: _____

Telephone: _____

8.7.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students** 2. **Foster a safe, caring environment where individual differences are valued and respected.** 3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.** 4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.** 5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Adoption of Revised/New Policies/Regulations/Exhibits

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
December 17, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

These new and/or revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP/AR 0420.4 Charter School Authorization
- BP/E 0420.41 Charter School Oversight
- BP 0420.42 Charter School Renewal
- BP 0420.43 Charter School Revocation
- BP/AR 0460 Local Control and Accountability Plan
- BP 0500 accountability
- BP/AR 3100 Budget
- BP 3110 Transfer of Funds

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

wp/rk/factform

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP/AR 0420.4 - Charter School Authorization
(BP/AR revised)
Retitled policy and regulation address processes for submission of a charter petition to the district and for the Board's review and approval/denial of the petition. Updated policy describes the circumstances under which petitioners may submit a petition directly to the County Board of Education or the State Board of Education (SBE), and parents/guardians' rights under the Parent Empowerment Act to submit a petition to convert a school into a charter school, Policy also contains material formerly in AR re: the Board's responsibilities for approval/denial of a charter petition and adds language on the petitioners' right to submit a denied petition to the County Board and then the SBE. Updated regulation details the closure procedures that must be included in a petition, deletes outdated material in section "Location of Charter School," and revises the role of the petition review committee. Regulation updated to reflect **NEW LAW** (AB 97, 2013) which requires charter petitions to include annual goals aligned with specified state priorities and any additional priorities established by the charter school and to identify specific annual actions to achieve the goals. Regulation also reflects provisions of AB 97 which (1) add foster youth to the definition of "numerically significant student subgroups" and change the number of students constituting a numerically significant subgroup and (2) require measures of student outcomes for state priorities to be consistent with the way information is reported in a school accountability report card to the extent practicable.

BP/E 0420.41 - Charter School Oversight
Policy updated to reflect **NEW LAW** (AB 97, 2013) which (1) adds foster youth to the definition of "numerically significant student subgroups" and changes the number of students constituting a numerically significant subgroup, (2) requires the district to ensure that the charter school submits an annual update of goals and actions aligned with state priorities, (3) requires the provision of technical assistance to a charter school that meets specified criteria, (4) requires the district's board to consider revocation of a charter whenever it finds that the charter school failed to implement the recommendations of the California Collaborative for Educational Excellence or continues to demonstrate persistent or acute inadequate performance, and (5) requires the use of uniform complaint procedures for complaints of noncompliance with the annual update of goals and actions or with technical assistance or intervention. Policy also adds board approval of a general waiver request before it is submitted to the State Board of Education (SBE) on behalf of the charter school, and includes optional language on the development of a memorandum of understanding which clarifies any financial and operational agreements between the district and charter school.

Exhibit updated to reflect **NEW LAW** (AB 97, 2013) which (1) allows charter schools to reduce the number of instructional days and minutes through the 2014-15 school year and (2) requires charter schools to submit an annual update of school goals that address specified state priorities, actions for achieving those goals, and related expenditures. Exhibit also reflects **NEW LAW** (AB 588, 2013) which requires charter schools that offer athletic programs to annually provide information about concussions and head injuries to student athletes and their parents/guardians and to immediately remove from an athletic activity any student who is suspected of sustaining a concussion or head injury.

BP 0420.42 - Charter School Renewal
(BP revised)
Policy updated to reflect **NEW LAW (SB 1290)** which requires the Board to consider increases in student achievement for all "numerically significant" student subgroups served by the charter school as the most important factor in determining whether to grant a charter renewal. Policy also reflects provision of SB 1290 requiring that, when making a written finding that the charter school failed to attain its Academic Performance Index (API) growth target, the Board must base its finding on the API growth target in the prior year or in two of the last three years, rather than in the aggregate for the prior three years.

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes may have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP 0420.43 - Charter School Revocation
(BP revised)
Policy updated to reflect **NEW LAW (SB 1290)** which requires the Board to consider increases in student achievement for all "numerically significant" student subgroups served by the charter school as the most important factor in determining whether to revoke a charter.

BP/AR 0460 - Local Control and Accountability Plan
New policy reflects the requirements of **NEW LAW** (AB 97 and SB 97, 2013) related to the development of a three-year local control and accountability plan (LCAP) by July 1, 2014, and an update of the LCAP on or before July 1 of each subsequent year. Policy addresses the importance of comprehensive planning, optional local priorities to add to the state priorities specified in law, requirements for consultation with specified groups on plan development, board adoption of the LCAP, submission of the approved LCAP to the county superintendent, the board's role in monitoring district progress, and circumstances under which the district may receive technical assistance or intervention to improve student outcomes.

New administrative regulation reflects the requirements of **NEW LAW** (AB 97 and SB 97, 2013) regarding the contents of the LCAP and the annual update to the LCAP, consistency with existing collective bargaining agreements, and posting of the LCAP on the district's web site.

BP 0500 - Accountability
Policy updated to reflect **NEW LAW** (AB 97, 2013) which changes the definition of "numerically significant student subgroups" for purposes of the state accountability system, establishes a new system of technical assistance and intervention for districts that meet certain criteria, and repeals law that required an annual discussion of each school's Academic Performance Index (API) at a board meeting. Policy also reflects **NEW LAW** (AB 484, 2013) which authorizes the SBE to suspend the API in the 2013-14 and 2014-15 school years while the state assessment system is transitioning from the Standardized Testing and Reporting program to the Measurement of Academic Performance and Progress. New optional language addresses the use of program evaluation results as a basis for revising district or school goals and comprehensive plans.

BP/AR 3100 - Budget
(BP/AR revised)
Policy updated to reflect **NEW LAW** (AB 97, 2013) which requires that (1) the board must adopt the LCAP prior to adopting the district budget; (2) the budget must include the expenditures necessary to implement the LCAP or the annual update to the LCAP; (3) supplemental and concentration grant funds under the local control funding formula must be used to increase or improve services for students who are eligible for free or reduced-price meals, English learners, and/or foster youth; and (3) state standards and criteria for district budgets must be adopted by the SBE by January 1, 2014, to reflect the requirements of the LCAP.

Regulation updated to reflect **NEW LAW** (AB 97, 2013) which requires the public hearing on the budget to be held at the same meeting as the public hearing on the LCAP. Regulation also reflects **NEW LAW** (SB 97, 2013) which provides that, beginning in the 2014-15 fiscal year, the county superintendent of schools cannot call for the formation of a budget review committee for disapproved budgets if his/her sole reason for disapproving the budget is that he/she has not approved the district's LCAP or the annual update to the LCAP.

BP 3110 - Transfer of Funds
(BP revised)
Policy updated to delete section on "Tier 3 Categorical Flexibility" since **NEW LAW** (AB 97, 2013) repeals the law providing this flexibility and redirects the funding into the local control funding formula. Policy also reflects the repeal, pursuant to AB 97, of the law providing a process for the transfer of excess local funds in the deferred maintenance fund to any other expenditure classifications whenever state funds for deferred maintenance are insufficient to fully match local funds. Revised policy adds items reflecting circumstances under which the board may transfer monies between funds or accounts.

CHARTER SCHOOLS

The Board of Trustees recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

~~The Board of Trustees believes that charter schools provide one opportunity to implement school level reform and to support innovations which improve student learning. These schools shall operate under the provisions of their charters, federal laws, specified state laws, and general oversight of the Board.~~

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community or when state or federal law requires restructuring of the school because of low performance.

(cf. 0520.2 – Title I Program Improvement Schools)

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in **ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.** ~~order to gather information about the proposal and suggest components that would align the petition with the district's vision and goals for student learning. As needed, he/she may work with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.~~

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to review a submitted petition and the supporting documentation. Such a committee may be used to evaluate the completeness of the proposal, the merits of the proposed educational program, the level of community support, and any concerns that should be addressed by the petitioners. The Superintendent or designee shall also consult with legal counsel as appropriate regarding compliance of the proposal with legal requirements.

(cf. 1220 - Citizen Advisory Committees)

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)

(cf. 9320 – Meetings and Notices)

CHARTER SCHOOLS (continued)

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47611.5)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47605)

Approval of Petition

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 – Charter School Renewal)
(cf. 0420.43 – Charter School Revocation)

~~In determining whether to grant or deny a charter, the Board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law. The Board shall not deny a charter school petition unless specific written factual findings are made pursuant to law and administrative regulation.~~

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.

(cf. 0420.41 – Charter School Oversight)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school and adjusted as necessary.

~~The district shall not require any student to attend a charter school and shall not require any district employee to work at a charter school. (Education Code 47605)~~

~~The Board shall ensure that any charter granted by the Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These~~

CHARTER SCHOOLS (continued)

~~shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.~~

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

~~*(cf. 0500 - Accountability)*~~

~~The Board shall monitor each charter school to determine whether it makes "adequate yearly progress" as defined by the State Board of Education and federal Title I accountability requirements. If a charter school fails to make adequate yearly progress for two or more consecutive years, the Board shall take action for program improvement in accordance with law, Board policy, and administrative regulations.~~

~~*(cf. 0520.2 - Title I Program Improvement Schools)*~~

~~The Board may consider converting an existing school to a charter school when state or federal law requires restructuring of the school because of low performance or when otherwise deemed beneficial by the district and community.~~

Denial of Petition

The Board shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605; 5 CCR 11965)

Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. **The charter school presents an unsound educational program for the students to be enrolled in the charter school.**

2. **The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.**

3. **The petition does not contain the number of signatures required.**

4. **The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).**

CHARTER SCHOOL AUTHORIZATION (continued)

5. **The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).**

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

(cf. 0430 – Comprehensive Local Plan for Special Education)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

Legal Reference:

EDUCATION CODE
220 Nondiscrimination
17078.52 – 17078.66 Charter schools facility funding; state bond proceeds
17280-17317 Field Act
17365-17374 Field Act, fitness for occupancy
41365 Charter school revolving loan fund
~~*42100 Annual statement of receipts and expenditures*~~
42238.51-42238.53 Funding for charter districts
44237 Criminal record summary
44830.1 Certificated employees, conviction of a violent or serious felony
45122.1 Classified employees, conviction of a violent or serious felony
46201 Instructional minutes
47600-47616.7 Charter Schools Act of 1992, as amended
47640-47647 Special education funding for charter schools
47650-47652 Funding of first-year charter schools
~~*48000 Minimum age of admission (kindergarten)*~~
~~*48010 Minimum age of admission (first grade)*~~
~~*48011 Minimum age of admission from kindergarten or other school*~~
51745-51749.3 Independent study
52052 Numerically significant student subgroup, definition
~~*52052 Alternative accountability system*~~
53300-53303 Parent Empowerment Act
~~*54032 Limited English or low achieving pupils*~~
56026 Special education
56145-56146 Special education services in charter schools
~~*60600-60649 Assessment of academic achievement, including:*~~
~~*60605 Academic content and performance standards; assessments*~~
~~*60640-60649 Standardized Testing and Reporting Program*~~
~~*60850-60859 High school exit examination*~~
CORPORATIONS CODE
5110-6910 Nonprofit public benefit corporations
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
~~*54950-54963 The Ralph M. Brown Act*~~
~~*PENAL CODE*~~
~~*667.5 Definition of violent felony*~~

8.8.6

CHARTER SCHOOLS (continued)

Legal Reference: (continued)

~~*1192.7 Definition of serious felony*~~
CODE OF REGULATIONS, TITLE 5
4800-4808 Parent Empowerment Act
11700.1-11705 Independent study
11960-11969 Charter schools
CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code
UNITED STATES CODE, TITLE 20
~~*6311 Adequate yearly progress*~~
~~*6319 Qualifications of teachers and paraprofessionals*~~
6316 Program improvement
7223-7225 Charter schools
~~*CODE OF FEDERAL REGULATIONS, TITLE 34*~~
~~*200.1-200.78 Accountability*~~
~~*300.18 Highly qualified special education teachers*~~
COURT DECISIONS
Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal. App. 4th 986
ATTORNEY GENERAL OPINIONS
89 Ops.Cal.Atty.Gen. 166 (2006)
80 Ops.Cal.Atty.Gen. 52 (1997)
78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS
The Role of the Charter School Authorizer, Online Course
Charter Schools: A Manual for Governance Teams, rev. 2005
Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005
~~*CSBA ADVISORIES*~~
~~*Charter School Facilities and Proposition 39: Legal Implications for School Districts, September 2005*~~
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Sample Copy of a Memorandum of Understanding
Special Education and Charter Schools: Questions and Answers, September 10, 2002
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Charter Schools Program, July 2004
The Impact of the New Title I Requirements on Charter Schools, July 2004
WEB SITES
CSBA: http://www.csba.org
~~*California Building Standards Commission: http://www.bsc.ca.gov*~~
California Charter Schools Association: http://www.charterassociation.org
California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs
~~*Education Commission of the States: http://www.ecs.org*~~
National Association of Charter School Authorizers: http://www.charterauthorizers.org
~~*National School Boards Association: http://www.nsba.org*~~
U.S. Department of Education: http://www.ed.gov

CHARTER SCHOOLS

Petition Signatures

To be considered by the Board of Trustees, a petition for the establishment of a charter school within the district must be signed by one of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the charter school for its first year of operation

2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

(cf. 4116 - Permanent/Probationary Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Advisory Committee

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a petition or the merits of a proposed educational program and to identify any concerns that should be addressed by the petitioners. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

(cf. 2230 - Representative and Deliberative Groups)

Components of Charter Petition

A charter petition shall include affirmations of the conditions described in Education Code 47605(d) as well as **reasonably comprehensive** descriptions of: ~~all of the following~~: (Education Code 47605, 47611.5)

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that

CHARTER SCHOOLS (continued)

program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

The petition shall include a description of annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established by the charter school, goals aligned with those priorities, and specific annual actions to achieve those goals.

(cf. 0420.41 - Charter School Oversight)
(cf. 0460 - Local Control and Accountability Plan)

If the proposed school will serve high school students, the petition shall describe the manner in which the charter school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "A-G" admissions criteria may be considered to meet college entrance requirements.

2. The measurable student outcomes identified for use by the charter school. *Student outcomes* means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, **including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served or the nature of the program operated by the charter school.**

3. The method by which student progress in meeting ~~those student outcomes is to be measured~~ **the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.**

8.8.9

CHARTER SCHOOLS (continued)

4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.

5. The qualifications to be met by individuals to be employed by the school.

6. The procedures that the school will follow to ensure the health and safety of students and staff, ~~These procedures shall~~ include**ing** the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.

7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.

8. Admission requirements, if applicable.

9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the **Governing Board's** satisfaction. ~~of the Board.~~

10. The procedures by which students can be suspended or expelled.

11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

12. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.

13. A description of the rights of any district employee upon leaving district employment to work in a **the** charter school and of any rights of return to the district after employment at a **the** charter school.

14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.

16. The procedures to be used if the charter school closes, **including, but not limited to: (5 CCR 11962)** ~~The procedures shall ensure a final audit of the charter school to~~

8.8.10

CHARTER SCHOOLS (continued)

~~determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of student records.~~

a. **Designation of a responsible entity to conduct closure-related activities**

b. **Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:**

(1) **The effective date of the closure**

(2) **The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure**

(3) **The students' districts of residence**

(4) **The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements**

c. **Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above**

d. **Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity**

e. **Transfer and maintenance of personnel records in accordance with applicable law**

f. **Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school**

g. **Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to 5 CCR 11962**

8.8.11

CHARTER SCHOOLS (continued)

h. Completion and filing of any annual reports required pursuant to Education Code 47604.33

i. Identification of funding for the activities identified in item #16a-h above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

1. The facilities to be used by the school, including where the school intends to locate

(cf. 7160 - Charter School Facilities)

2. The manner in which administrative services of the school are to be provided

3. Potential civil liability effects, if any, upon the school and district

4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

Location of Charter School

Unless otherwise exempted by law, ~~any~~ **the** charter petition ~~submitted to the Board on or after July 1, 2002,~~ shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code 47605, 47605.1)

1. The district is notified prior to approval of the petition.

2. The County Superintendent of Schools and Superintendent of Public Instruction ~~(SPI)~~ are notified before the charter school begins operations.

3. The **charter** school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.

8.8.12

CHARTER SCHOOLS (continued)

A charter school may establish **and locate** a resource center, meeting space, or other satellite facility ~~located~~ in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.

2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

~~All charter schools shall be subject to these requirements by June 30, 2005, or upon the expiration of a charter that was in existence on January 1, 2003, whichever is later. Until the later of these dates, any charter school that provided educational services before July 1, 2002, shall be subject to these requirements only for new educational services or school sites it establishes or acquires. (Education Code 47605.1)~~

~~**Charter Approval/Denial**~~

~~Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)~~

~~*(cf. 9320 - Meetings and Notices)*~~

~~Within 60 days of receiving a petition, or within 90 days with the consent of the petitioners and the Board, the Board shall either grant or deny the request to establish a charter school. (Education Code 47605)~~

~~The Board shall grant the charter if doing so is consistent with sound educational practice. A charter shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)~~

~~1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.~~

~~2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.~~

~~3. The petition does not contain the number of signatures required.~~

~~4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).~~

8.8.13

CHARTER SCHOOLS (continued)

5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b) listed in "Components of Charter Petition" above.

The Board shall not grant any charter that authorizes the conversion of a private school to a charter school. (Education Code 47602)

The Board shall not approve any charter petition that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47605)

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area (SELPA) in which the district participates. (Education Code 47605.7, 47647)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

In granting charter petitions, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent, the CDE, and the State Board of Education (SBE). (Education Code 47605)

Material Revisions

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If, after receiving approval of its petition, a charter school proposes to establish operations at one or more additional sites within the district's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The

8.8.14

CHARTER SCHOOLS (continued)

~~Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)~~

~~**Renewals**~~

~~A charter school seeking renewal of its charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire.~~

~~At least 90 days before the term of the charter is due to expire, the Board shall conduct a public hearing to receive input on whether or not to extend the charter. At least 60 days before the expiration date, the Board shall either grant or deny the request for renewal.~~

~~Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)~~

~~In addition, beginning on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal: (Education Code 47607)~~

~~1. The charter school attains its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.~~

~~2. The charter school ranks in deciles 4-10 on the API in the prior year or in two of the last three years.~~

~~3. The charter school ranks in deciles 4-10 on the API for a demographically comparable school in the prior year or in two of the last three years.~~

~~4. The Board determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend, as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school.~~

~~The Board's determination shall be based on documented, clear, and convincing data; student achievement data from the Standardized Testing and Reporting Program, and any other available assessments, for demographically similar student populations in comparison schools; and information submitted by the charter school. The Board shall submit to the SPI copies of supporting documentation and a written summary of the basis for its determination.~~

8.8.15

CHARTER SCHOOLS (continued)

~~A charter renewal may not be granted to a charter school prior to 30 days after the school submits related materials.~~

~~5. The charter school qualifies for an alternative accountability system pursuant to Education Code 52052(h).~~

~~Each renewal shall be for a period of five years. (Education Code 47607)~~

~~**Revocations**~~

~~The Board may revoke a charter whenever it finds, through a showing of substantial evidence, that the charter school has done any of the following: (Education Code 47607)~~

~~1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter~~

~~2. Failed to meet or pursue any of the student outcomes identified in the charter~~

~~3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement~~

~~4. Violated any provision of law~~

~~Prior to revocation, the Board shall notify the charter school of any violation(s) listed in items #1-4 above and give the school a reasonable opportunity to remedy the violation(s) unless the Board determines, in writing, that the violation(s) constitutes a severe and imminent threat to the health or safety of the students. (Education Code 47607)~~

~~If the charter school does not successfully remedy the above violation(s), the Board shall provide the charter school with a written notice of intent to revoke the charter and notice of facts in support of revocation. No later than 30 days after providing the notice of intent to revoke the charter, the Board shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, unless the Board and the charter school agree to a 30-day extension, the Board shall issue its final decision as to whether or not to revoke the charter. The Board shall not revoke a charter unless the action is supported by written factual findings supported by substantial evidence specific to the charter school. A decision to revoke a charter shall be reported to the County Board of Education and the CDE. (Education Code 47607)~~

~~**Requirements for Charter Schools**~~

~~In providing general oversight of a charter school, the Board shall determine whether the school meets the legal requirements applicable to charter schools. Each charter school shall:~~

8.8.16

CHARTER SCHOOLS (continued)

1. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)

2. Not charge tuition (Education Code 47605)

3. Not discriminate against any student on the basis of ethnicity, national origin, gender, or disability (Education Code 47605)

4. Adhere to all laws establishing minimum age for public school attendance (Education Code 47610)

(cf. 5111 - Admission)

5. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

6. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification of Individuals for Special Education)

7. Admit all students who wish to attend the school, according to the following criteria and procedures:

   a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within this state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605)

      However, if a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

   b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, except that preferences shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in

8.8.17

CHARTER SCHOOLS (continued)

Education Code 47614.5. In the event of a drawing, the Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand. (Education Code 47605)

e. Other admissions preferences may be permitted by the Board on an individual school basis as consistent with law.

8. Require its teachers to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)

(cf. 4112.2 - Certification)

9. Require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the SBE (20 USC 6319; 34 CFR 300.18)

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

10. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (Education Code 44830.1, 45122.1)

(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4212.5 - Criminal Record Check)

11. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

12. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

13. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)

(cf. 4222 - Teacher Aides/Paraprofessionals)

14. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and 60851 and any other statewide standards or student assessments applicable to noncharter public schools (Education Code 47605, 47612.5)

(cf. 6011 - Academic Standards)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

8.8.18

CHARTER SCHOOLS (continued)

15. Offer at least the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school (Education Code 47612.5)

(cf. 6111 - School Calendar)

16. Meet the requirements of Education Code 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)

(cf. 6158 - Independent Study)

17. Identify and report to the SPI any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2)

18. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)

19. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)

20. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

21. By January 1, 2007, comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

    a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.

    b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

22. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding its financial records (Education Code 47604.3)

8.8.19

CHARTER SCHOOLS (continued)

~~23. Annually prepare and submit financial reports to the district Board and the County Superintendent in accordance with the following reporting cycle:~~

~~a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)~~

~~b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)~~

~~c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)~~

~~d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)~~

~~e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the state Controller and the CDE. (Education Code 47605)~~

~~**Administrative and Other District Services**~~

~~The district may charge for the actual costs of supervisorial oversight of a charter school not to exceed one percent of the charter school's revenue. If the district is able to provide substantially rent free facilities to the charter school, the district may charge actual costs up to three percent of the charter school's revenue for supervisorial oversight. (Education Code 47613)~~

~~The charter school may separately purchase administrative or other services from the district or any other source. (Education Code 47613)~~

~~At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System on behalf of the charter school. The charter school may be charged for the actual costs of the reporting services, but shall not be required to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)~~

~~**Waivers**~~

8.8.20

CHARTER SCHOOLS (continued)

~~If a charter school submits to the district an application for a waiver of any state Education Code provisions, the Board shall hold a public hearing on the waiver request no later than 90 days following receipt of the request. (Education Code 33054)~~

~~The Superintendent or designee shall subsequently prepare a summary of the public hearing to be forwarded with the waiver request to the SBE. If the Board recommends against approval of the waiver request, it shall set forth the reasons for its disapproval in written documentation that shall be forwarded to the SBE. (Education Code 33054)~~

~~**District Oversight**~~

~~For each charter school under the Board's authority, the Superintendent shall: (Education Code 47604.32, 47604.33)~~

~~1. Identify at least one staff member as a contact person for the charter school~~

~~2. Visit the charter school at least annually~~

~~3. Ensure that the charter school complies with all reports required of charter schools by law~~

~~4. Monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the reports listed above in "Requirements for Charter Schools"~~

~~5. Provide timely notification to the CDE if a renewal of the charter is granted or denied, the charter is revoked, or the charter school will cease operation for any reason~~

~~The Board and the Superintendent or designee may inspect or observe any part of the charter school at any time. (Education Code 47607)~~

CHARTER SCHOOL OVERSIGHT

The ~~Governing~~ Board **of Trustees** recognizes its ongoing responsibility to ensure that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)
(cf. 0500 - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact for each charter school. (Education Code 47604.32)

The Board and Superintendent or designee may inspect or observe any part of the charter school at any time. The Superintendent or designee shall visit each charter school at least annually. (Education Code 47604.32, 47607)

Whenever a charter school operates as or is operated by a nonprofit public benefit corporation as authorized by Education Code 47604, the Superintendent shall recommend and the Board shall appoint a district representative, who may be the district's charter school contact, on the corporation's board of directors.

Waivers

If the charter school wishes to request a general waiver of any state law or regulation, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the Superintendent or designee shall apply for the waiver.

(cf. 1431 - Waivers)

Provision of District Services

The charter school may purchase administrative or other services from the district or any other source. (Education Code 47613)

Whenever the district agrees to provide administrative or support services, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between the district and charter school.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The charter school may be charged for the actual costs of the reporting services, but shall not be required to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

8.8.22

CHARTER SCHOOL OVERSIGHT (continued)

Material Revisions to Charter

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to expand operations to one or more additional sites within the district's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision.

Monitoring Charter School Performance

The Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.

The Board shall monitor each charter school to determine whether it is achieving, both schoolwide and for all groups of students served by the school, the measurable student outcomes set forth in the charter. This determination shall be based on the measures specified in the approved charter and shall include, at a minimum, a consideration of whether the school is meeting its Academic Performance Index growth targets established pursuant to Education Code 52052 and is making "adequate yearly progress" (AYP) pursuant to 20 USC 6311, as applicable.

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget; an annual update, aligned to the template adopted by the SBE, of school goals, actions, and related expenditures; first and second interim financial reports; and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisorial oversight of the school. However, if the district is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs of supervisorial oversight up to three percent of the charter school's revenue. (Education Code 47613)

8.8.23

CHARTER SCHOOL OVERSIGHT (continued)

(cf. 7160 - Charter School Facilities)

Technical Assistance/Intervention

If a charter school receiving federal Title I funding fails to make AYP, as defined pursuant to 20 USC 6311, for two or more consecutive years, the school shall be identified for program improvement and shall implement improvement strategies in accordance with 20 USC 6316.

(cf. 0520.2 - Title I Program Improvement Schools)

If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more student subgroups identified in Education Code 52052, or for all of the student subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)

1. Shall provide technical assistance to the charter school using an evaluation rubric adopted by the SBE pursuant to Education Code 52064.5

2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074

In accordance with law, the Board may deny a charter's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regards to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

Complaints

Each charter school shall maintain processes to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4687, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code 52075)

8.8.24

CHARTER SCHOOL OVERSIGHT (continued)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code 52075)

School Closure

In the event that the Board revokes or denies renewal of a charter or the school closes for any other reason, the Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days, if the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference:

EDUCATION CODE
220 Nondiscrimination
17280-17317 Field Act
17365-17374 Field Act, fitness for occupancy
35330 Field trips and excursions; student fees
38080-38086 School meals
42100 Annual statement of receipts and expenditures
44237 Criminal record summary
44830.1 Certificated employees, conviction of a violent or serious felony
45122.1 Classified employees, conviction of a violent or serious felony
46201 Instructional minutes
47600-47616.7 Charter Schools Act of 1992
47634.2 Nonclassroom-based instruction
47640-47647 Special education funding for charter schools
48000 Minimum age of admission for kindergarten; transitional kindergarten
48010-48011 Minimum age of admission (first grade)
48907 Students' exercise of free expression; rules and regulations
48950 Student speech and other communication
49061 Student records
49110 Authority of issue work permits
49475 Health and safety, concussions and head injuries
51745-51749.3 Independent study
52051.5-52052 Academic performance index, applicability to charter schools
52060-52077 Local control and accountability plans
52075 Uniform complaint procedures

Legal Reference continued: (see next page)

8.8.25

CHARTER SCHOOL OVERSIGHT (continued)

Legal Reference: (continued)

56026 Special education
56145-56146 Special education services in charter schools
60600-60649 Assessment of academic achievement
60850-60859 High school exit examination
CORPORATIONS CODE
5110-6910 Nonprofit public benefit corporations
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
54950-54963 The Ralph M. Brown Act
LABOR CODE
1198.5 Personnel records related to performance and grievance
PENAL CODE
667.5 Definition of violent felony
1192.7 Definition of serious felony
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
11700.1-11705 Independent study
11960-11969 Charter schools
CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code
UNITED STATES CODE, TITLE 20
6311 Adequate yearly progress
6319 Qualifications of teachers and paraprofessionals
7223-7225 Charter schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.78 Accountability
300.18 Highly qualified special education teachers
COURT DECISIONS
Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986
ATTORNEY GENERAL OPINIONS
89 Ops.Cal.Atty.Gen. 166 (2006)
80 Ops.Cal.Atty.Gen. 52 (1997)
78 Ops.Cal.Atty.Gen. 297 (1995)
CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS
Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources: (see next page)

8.8.26

CHARTER SCHOOL OVERSIGHT (continued)

Management Resources:

CSBA PUBLICATIONS
The Role of the Charter School Authorizer, Online Course
Charter Schools: A Manual for Governance Teams, rev. 2009
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
Sample Copy of a Memorandum of Understanding
Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 11-01, November 9, 2011
Special Education and Charter Schools: Questions and Answers, September 10, 2002
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Charter Schools Program: Title V, Part B of the ESEA, April 2011
The Impact of the New Title I Requirements on Charter Schools, July 2004
WEB SITES
CSBA: http://www.csba.org
California Charter Schools Association: http://www.calcharters.org
California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs
National Association of Charter School Authorizers: http://www.qualitycharters.org
U.S. Department of Education: http://www.ed.gov

CHARTER SCHOOL OVERSIGHT

REQUIREMENTS FOR CHARTER SCHOOLS

Charter schools are generally exempt from provisions of the Education Code unless they are expressly included in the law. However, charter schools are subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements including, but not limited to, requirements that each charter school:

1. Comply with the state and federal constitution and applicable federal laws

2. Comply with state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963

3. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)

4. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)

5. Not charge tuition (Education Code 47605)

6. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools

7. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)

8. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

9. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)

10. Admit all students who wish to attend the school, according to the following criteria and procedures:

    a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605)

8.8.28

CHARTER SCHOOL OVERSIGHT (continued)

However, if a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing. However, preference shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)

c. Other admissions preferences may be established on an individual school basis as consistent with law.

11. If the school offers a kindergarten program, offer a transitional kindergarten program to eligible students who do not yet meet the age criterion for entry into kindergarten (Education Code 48000)

12. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)

13. Require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education (SBE) (20 USC 6319; 34 CFR 300.18)

14. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (Education Code 44830.1, 45122.1)

15. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

16. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

17. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)

8.8.29

CHARTER SCHOOL OVERSIGHT (continued)

18. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and 60851 and any other statewide standards or assessments applicable to noncharter public schools (Education Code 47605, 47612.5)

19. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 46201.2, 47612.5)

20. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)

21. Identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)

22. If the school offers an athletic program, annually provide an information sheet about concussion and head injury to athletes and their parents/guardians before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to return to the activity. (Education Code 49475)

23. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)

24. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

25. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)

26. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

8.8.30

CHARTER SCHOOL OVERSIGHT (continued)

27. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

    a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.

    b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

28. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

29. Annually prepare and submit financial reports to the Governing Board and the County Superintendent of Schools in accordance with the following reporting cycle:

    a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)

    b. By July 1 each year, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the SBE template in accordance with Education Code 47606.5. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Education Code 47604.33, 47606.5)

    When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Education Code 47606.5)

8.8.31

CHARTER SCHOOL OVERSIGHT (continued)

c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)

d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)

e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)

f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the state Controller and the California Department of Education. (Education Code 47605)

CHARTER SCHOOL RENEWAL

The ~~Governing~~ Board **of Trustees** believes that the ongoing operation of a charter school established within the district should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition in a thorough and timely manner.

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 0420.43 - Charter School Revocation)
(cf. 0500 - Accountability)

A charter school seeking renewal of its charter is encouraged to submit a petition for renewal to the Board sufficiently early before the term of the charter is due to expire.

The signature requirement applicable to new charter petitions shall not be applicable to petitions for renewal. (5 CCR 11966.4)

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. The petition also shall include documentation that the charter school meets at least one of the criteria for academic performance specified in Education Code 47607(b). (Education Code 47607; 5 CCR 11966.4)

The Board shall not grant a renewal until at least 30 days after the charter school submits such documentation of its academic performance. (Education Code 47607)

Within 30 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input.

Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter school, the Board shall either grant or deny the request to renew the charter. (Education Code 47607; 5 CCR 11966.4)

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. When considering a petition for renewal, the Board shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; 5 CCR 11966.4)

Each renewal shall be for a period of five years. (Education Code 47607)

The Board shall deny a renewal petition only if it makes a written factual finding setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5 CCR 11966.4)

8.8.33

CHARTER SCHOOL RENEWAL (continued)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).

4. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).

5. The charter school has failed to meet at least one of the following criteria of academic performance:

   a. Attainment of its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years

   b. An API ranking in deciles 4-10 in the prior year or in two of the last three years

   c. An API ranking in deciles 4-10 for a demographically comparable school in the prior year or in two of the last three years

   d. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend, as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school

      In determining whether the charter school satisfies this criterion, the Board shall base its decision on documented, clear, and convincing data; student achievement data including, but not limited to, results from the Standardized Testing and Reporting Program for demographically similar student populations in comparison schools; and information submitted by the charter school at least 30 days prior to the Board's decision.

      The district shall submit copies of supporting documentation and a written summary of the basis for its determination to the Superintendent of Public Instruction.

9.8.34

CHARTER SCHOOL RENEWAL (continued)

(cf. 6162.51 - Standardized Testing and Reporting Program)

e. Qualification for an alternative accountability system pursuant to Education Code 52052(h)

If the Board fails to make a written factual finding pursuant to items #1-5 above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. If the County Board then fails to deny or grant the petition within 60 days of receiving the petition, or within 90 days if extended by written mutual agreement of the charter school and the County Board, the charter school may submit the petition to the State Board of Education.

Legal Reference:

EDUCATION CODE
47600-47616.7 Charter Schools Act of 1992
52052 Alternative accountability system
56145-56146 Special education services in charter schools
60600-60649 Assessment of academic achievement
CODE OF REGULATIONS, TITLE 5
11960-11969 Charter schools
UNITED STATES CODE, TITLE 20
7223-7225 Charter schools

Management Resources:

CSBA PUBLICATIONS
The Role of the Charter School Authorizer, Online Course
Charter Schools: A Manual for Governance Teams, rev. 2009
WEB SITES
CSBA: http://www.csba.org
California Charter Schools Association: http://www.calcharters.org
California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs
National Association of Charter School Authorizers: http://www.charterauthorizers.org
U.S. Department of Education: http://www.ed.gov

Policy adopted: **WESTERN PLACER UNIFIED SCHOOL DISTRICT**
Lincoln, California

8.8.35

CHARTER SCHOOL REVOCATION

The ~~Governing~~ Board **of Trustees** expects any charter school authorized by the Board to provide a sound educational program that promotes student learning and to comply with law and the terms of its charter. However, when necessary, the Board may revoke a charter before the date it is due to expire.

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 0420.42 - Charter School Renewal)
(cf. 0500 - Accountability)

The Board may revoke a charter whenever it makes a written factual finding, supported by substantial evidence, that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

(cf. 9320 - Meetings and Notices)

If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that the violation(s) are both material and uncured and that the alleged violation(s) occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

8.8.36

CHARTER SCHOOL REVOCATION

The Governing Board expects any charter school authorized by the Board to provide a sound educational program that promotes student learning and to comply with law and the terms of its charter. However, when necessary, the Board may revoke a charter before the date it is due to expire.

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 0420.42 - Charter School Renewal)
(cf. 0500 - Accountability)

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(cf. 9320 - Meetings and Notices)

If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that the violation(s) are both material and uncured and that the alleged violation(s) occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

8.8.37

CHARTER SCHOOL REVOCATION (continued)

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including the refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

Within 60 calendar days of the conclusion of the remedy period, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body

2. If there is substantial evidence that the charter school has failed to remedy or refute to the Board's satisfaction a violation identified in the Notice of Violation, continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter. (Education Code 47607; 5 CCR 11968.5.2)

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Education Code 47604.32; 5 CCR 11968.5.2)

Severe and Imminent Threat

The procedures specified above shall not be applicable when the Board determines that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)

8.8.38

CHARTER SCHOOL REVOCATION (continued)

Appeals

In the event that the Board revokes the charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. Either the charter school or the district may subsequently appeal the County Board's decision to the SBE. (Education Code 47607; 5 CCR 11968.5.3-11968.5.5)

Legal Reference:

EDUCATION CODE
47600-47616.7 Charter Schools Act of 1992, especially:
47607 Charter renewals and revocations
CODE OF REGULATIONS, TITLE 5
11960-11969 Charter schools, especially:
11968.5-11968.5.5 Charter revocations
COURT DECISIONS
Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2011) 197 Cal.App.4th 436

Management Resources:

CSBA PUBLICATIONS
The Role of the Charter School Authorizer, Online Course
Charter Schools: A Manual for Governance Teams, rev. 2009
WEB SITES
CSBA: http://www.csba.org
California Charter Schools Association: http://www.calcharters.org
California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs
National Association of Charter School Authorizers: http://www.charterauthorizers.org
U.S. Department of Education: http://www.ed.gov

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.39

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The ~~Governing~~ Board **of Trustees** desires to ensure the most effective use of available state funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060)

In addition, the LCAP shall address any local priorities adopted by the Board.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP or the annual update are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

8.8.40

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. (Education Code 52060)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)

1. A parent advisory committee including at least one parent/guardian of unduplicated students as defined above

2. An English learner parent advisory committee whenever district enrollment includes at least 15 percent English learners and at least 50 students who are English learners

The Superintendent or designee shall present the LCAP or the annual update to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update to the LCAP. The notification shall be provided

LOCAL CONTROL AND ACCOUNTABILITY PLAN

using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the district budget in accordance with Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9320 - Meetings and Notices)

Adoption of the Plan

Prior to adopting the district budget, but at the same public meeting, the Board shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP or the annual update to the LCAP, the Board shall file the LCAP or the annual update with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP or the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals

2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups

3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference: (see next page)

8.8.43

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Legal Reference:

EDUCATION CODE
17002 State School Building Lease-Purchase Law, including definition of good repair
41020 Audits
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS
Impact of Local Control Funding Formula on Board Policies, November 2013
Local Control Funding Formula 2013, Governance Brief, August 2013
State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.14

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Content of the Plan

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following state priorities:

    a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517 - Facilities Inspection)
(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

    b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Language Learners)

    c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6020 - Parent Involvement)
(cf. 6159 - Individualized Education Program)
(cf. 6173.1 - Education for Foster Youth)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) Academic Performance Index

(3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(5) The English learner reclassification rate

(6) The percentage of students who have passed an advanced placement examination with a score of 3 or higher

(7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)

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LOCAL CONTROL AND ACCOUNTABILITY PLAN

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

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LOCAL CONTROL AND ACCOUNTABILITY PLAN

(cf. 0510 - School Accountability Report Card)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above

2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment

3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above

4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

ACCOUNTABILITY

The ~~Governing~~ Board **of Trustees** recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish systems and processes to monitor results and to evaluate the district's progress toward accomplishing the district's vision and goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3460 - Financial Accountability and Reports)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
~~*(cf. 9000 - Role of the Board)*~~
~~*(cf. 9005 - Governance Standards)*~~
(cf. 9400 - Board Self-Evaluation)

~~The Board and the Superintendent shall agree upon appropriate measures of district, school, and student performance and shall establish a schedule for providing regular reports to the Board and the public regarding district progress.~~

~~*(cf. 0510 - School Accountability Report Card)*~~
~~*(cf. 1100 - Communication with the Public)*~~
~~*(cf. 1112 - Media Relations)*~~

~~Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations.~~

~~*(cf. 6020 - Parent Involvement)*~~

Indicators of district progress in improving student achievement shall include, but **are** not ~~be~~ limited to, the **State** Academic Performance Index (API) ~~established by the state's accountability system~~ and measures of "adequate yearly progress" (AYP) required under the federal accountability system.

~~*(cf. 0520 - Intervention for Underperforming Schools)*~~
~~*(cf. 0520.1 - High Priority Schools Grant Program)*~~
~~*(cf. 0520.2 - Title I Program Improvement Schools)*~~
~~*(cf. 0520.3 - Title I Program Improvement Districts)*~~
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

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ACCOUNTABILITY (continued)

~~Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking. (Education Code 52056)~~

~~This discussion shall include an examination of scores from the Standardized Testing and Reporting (STAR) program, by school, grade, and student subgroup, including disaggregated data based on socioeconomic status, race/ethnicity, enrollment in special education, English proficiency, and gender.~~

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

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052)

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Evaluation results may be used as a basis for **revising district or schools goals, updating the LCAP or other comprehensive plans,** identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.2 - Title I Program Improvement Schools)

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ACCOUNTABILITY (continued)

(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE
33127-33129 Standards and criteria for fiscal accountability
*33400-33407 **California Department Education** evaluation of district programs*
44660-44665 Evaluation of certificated employees
51041 Evaluation of the educational program
52052-52052.1 Academic Performance Index
52055.57-52055.59 Districts identified or at risk of identification for program Improvement
52060-52077 Local control and accountability plan
~~*52050-52059 Public Schools Accountability Act*~~
~~*60640-60649 Standardized Testing and Reporting Program*~~
CODE OF REGULATIONS, TITLE 5
1068-1074 Alternative schools accountability model, assessments
15440-15463 Standards and criteria for fiscal accountability
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312 Local educational agency plan
6316 School and district improvement
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.53 Program improvement
~~*200.30-200.35 Identification of program improvement schools*~~
~~*200.36-200.38 Notification requirements*~~
~~*200.52-200.53 District improvement*~~

Management Resources:

~~*CSBA PUBLICATIONS*~~
~~*Maximizing School Board Governance*~~
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Accountability: http://www.cde.ca.gov/ta/ac
~~*U.S. Department of Education, No Child Left Behind: http://www.nclb.gov*~~
U.S. Department of Education: http://www.ed.gov

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.51

BUDGET

The Board of Trustees **recognizes its critical** ~~accepts~~ responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, ~~and~~ priorities, **and comprehensive plans.** ~~This includes federal and state oversight mandates.~~ The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)
(cf. 0200 – Goals for the School District)
(cf. 0400 – Comprehensive Plans)
(cf. 3000 - Concepts and Roles)
(cf. 3300 - Expenditures/~~Expending Authority~~ and Purchases)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations **subject to limitation as determined pursuant to Government Code 7900-7914**. (Education Code 42122)

The Board shall **adopt the budget only after a local control and accountability plan (LCAP) developed pursuant to Education Code 52060-52077 or an annual update to the LCAP is in place for the budget year. Expenditures necessary to implement the LCAP or the annual update during the subsequent fiscal year shall be included in the budget. (Education Code 42127)**
~~or exceeds the requirements of law. (Education Code 33128.3;5 CCR 15450)~~

(cf. 0460 – Local Control and Accountability Plan)

Budget Development and Adoption Process

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127**i**. He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year. **(Education Code 42127)**

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff at all levels in the development of budget projections.

8.8.52

BUDGET (continued)

The Board encourages public input in the budget development process and shall hold **a** public hearings **on the proposed budget in accordance with Education Code 42103 and 42127.** ~~and meetings in accordance with law.~~

(cf. 9320 – Meetings and Notices)
(cf. 9322 – Agenda/Meeting Materials)
(cf. 9323 – Meeting Conduct)

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Budget Advisory Committee

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

(cf. 1220 – Citizen Advisory Committees)
(cf. 2230 – Representative and Deliberative Groups)
(cf. 3350 – Travel Expenses)
(cf. 9130 – Board Committees)
(cf. 9140 - Board Representatives)

Budget Criteria and Standards

~~In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenues limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one time revenues for ongoing expenditures, use of ongoing revenues for on-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements.~~ (Education Code 33127, 33128, 33129;5 CCR 15440-15451)

~~The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443. In addition, during the period that the district has the unique status of a basic aid district, or a district that would be basic aid except for the transfer of in lieu property taxes to a charter school (Education Code 47663) and is~~

8.8.53

BUDGET (continued)

~~receiving Basic Aid Supplement Charter School Adjustment funds, a separate Basic Aid Reserve will be maintained.~~

The budget shall provide that funding received through state supplemental and concentration grants pursuant to Education Code 42238.02 and 42238.03 shall be used in accordance with regulations adopted by the SBE for schoolwide or districtwide purposes to increase or improve services for students who are English learners, eligible for free or reduced-price meals, and/or foster youth at least in proportion to the increase to the district's revenue generated from such funds. (Education Code 42238.07P

(cf. 3553 – Free and Reduced Price Meals)
(cf. 6173.1 – Education for Foster Youth)
(cf. 6174 – Education for English Language Learners)

The Board ~~also shall~~ **may** establish **other** budget assumptions or parameters which may take into consideration the stability of funding sources, ~~enrollment trends,~~ legal requirements and constraints, ~~anticipated increases and/or decreases in the cost of services and supplies~~, **on the** use of **funds, anticipated increases and/or decreases in the cost of services and supplies** ~~one-time resources~~, categorical program requirements, ~~scheduled salary increases~~, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 – Administrative Discretion Regarding Board Policy)
(cf. 3110 – Transfer of Funds)

Fund Balance

~~The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:~~

~~1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint~~

~~2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds~~

~~3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure~~

~~The Board reserves the authority to review and amend this resolution as needed to reflect changing circumstances and district needs.~~

8.8.54

BUDGET (continued)

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. ***Nonspendable fund balance*** **includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.**

2. ***Restricted fund balance*** **includes amounts constrained to specific purposes by their providers or by law.**

3. ***Committed fund balance*** **includes amounts constrained to specific purposes by the Board.**

   For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period of June 30, although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. ***Assigned fund balance*** **includes amounts which the Board or its designee intends to use for a specific purpose.**

   The Board delegates authority to assign funds to the assigned fund balance to the Superintendent or designee and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements.

5. ***Unassigned fund balance*** **includes amounts that are available for any purpose.**

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to at least two months of general fund operating expenditures, or 17 percent of general fund expenditures and other financing uses.

If the unassigned fund balance falls below this level due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

8.8.55

BUDGET (continued)

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 – Collective Bargaining Agreement)
(cf. 4143/4243 – Negotiations/Consultation)
(cf. 4154/4254/4354 – Health and Welfare Benefits)
(cf. 7210 – Facilities Financing)
(cf. 9250 – Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves that authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future costs of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the Superintendent or designee presents report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda items at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, it any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

9.8.56

BUDGET (continued)

In addition, budget amendments shall be submitted for Board approval **as necessary** when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, **interfund transfers are needed to meet actual program expenditures,** and/or other significant changes occur that impact budget projections.

~~*(cf. 3110 - Transfer of Funds)*~~

Legal Reference:

EDUCATION CODE
1240 Duties of county superintendent of schools
~~*33127 Development of standards and criteria for local budgets and expenditures*~~
~~*33128 Standards and criteria*~~
~~*33129 Standards and criteria; use by local agencies*~~
33127-33131 Standards and criteria for local budgets and expenditures
35035 Powers and duties of superintendent
35161 Powers and duties, generally, of governing boards
42103 Public hearing on proposed budget; requirements for content of proposed budget; publication of notice of hearing
42120-42129 Budget requirements
42132 Resolutions identifying estimated appropriations limit
42602 Use of unbudgeted funds
42610 Appropriation of excess funds and limitation thereon
44518-44519.2 Chief business officer training program
45253 Annual budget of personnel commission
45254 First year budget of personnel commission
53060-52077 Local control and accountability plan
GOVERNMENT CODE
7900-7914 ~~*Expenditure limitations*~~ ***Appropriations limit***
CODE OF REGULATIONS, TITLE 5
15060 Standardized account code structure
15440-15452 Criteria and standards for school district budgets

Management Resources:

CSBA PUBLICATIONS
~~*Maximizing School Board Governance: Budget Planning and Adoption, 2005*~~
~~*Maximizing School Board Governance: Understanding District Budgets, 2005*~~
~~*CDE PUBLICATIONS*~~
~~*California School Accounting Manual*~~
~~*GOVERNMENTAL ACCOUNTING STANDARDS BOARD*~~
~~*Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999*~~
~~*Statement 45, Accounting and*~~ *Financial Reporting by Employers for Post-employment Benefits Other* ~~*Than Pensions, June 2004*~~
Local Control Funding Formula 2013, Governance Brief, August 2013
State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013
School Finance CD-ROM, 2005

8.8.57

BUDGET (continued)

Management Resources: (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011
FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS
Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006
GOVERNMENT FINANCE OFFICERS ASSOCIATION
Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009
GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS
Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009
Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004
Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999
WEB SITES
CSBA: http://www.csba.org
Association of California School Administrators: http://www.acsa.org
California Department of Education, Finance and Grants: http://www.cde.ca.gov/fg
California Department of Finance: http://www.dof.ca.gov
Fiscal Crisis and Management Assistance Team: http://www.fcmat.org
Government Finance Officers Association: http://www.gfoa.org
Governmental Accounting Standards Board: http://www.gasb.org
Legislative Analyst's Office: http://www.lao.ca.gov
School Services of California, Inc.: http://www.sscal.com

BUDGET

Budget Advisory Committee

Membership of the district's budget advisory committee may include representatives of each of the following groups:

1. **Governing board members, provided that less than a majority of the Board serves on the committee**

(cf. 9140 - Board Representatives)

2. **District and school site administrators**
3. **Representatives of bargaining units**
4. **Certificated and/or classified staff**
5. **Parents/guardians**
6. **Representatives of the business community and/or other community members**
7. **Students**

(cf. 1220 – Citizen Advisory Committees)
(cf. 2230 – Representative and Deliberative Groups)
(cf. 9130 – Board Committees)

The committee's duties may include, but not necessarily be limited to:

1. **Making recommendations regarding budget priorities**
2. **Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued**
3. **Reviewing the clarity and effectiveness of budget documents and communications**
4. **Presenting progress reports on the committee's work and a final report of recommendations to the Superintendent or designee and to the Board**

The specific duties of the committee shall be clearly defined and presented to each member in writing, along with any background information necessary for the successful completion of the committee's charges, the timelines for reporting the committee's progress, and timelines for completion of each task.

8.8.59

BUDGET (continued)

(cf. 3350 – Travel Expenses)
Initial Budget Adoption

On or before July 1 of each year, the Board shall adopt a budget which adheres to the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

Before adopting the district budget for the subsequent fiscal year, the Board shall hold a public hearing. The agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. This hearing shall be held at the same meeting as the public hearing to solicit public input on the local control and accountability plan (LCAP) or the annual update to the LCAP. (Education Code 42103, 42127, 52062)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing as required by Education Code 42103.

During the hearing, any district resident may speak to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

(cf. 9323 - Meeting Conduct)

After the public hearing, at a public meeting held on a different date, the Board shall adopt the district budget following adoption of the LCAP at the same meeting. The budget shall not be adopted if an approved LCAP or annual update to the LCAP is not in effect for the budget year. (Education Code 52062)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

8.8.60

BUDGET (continued)

Revised Budget

Single Budget Adoption Process

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. **Three persons selected by the Board from a list of candidates provided by the SPIO, who shall be selected within five working days after receiving the list of candidates**

2. **A regional review committee convened by the County Superintendent with the approval of the Board**

If the budget review committee recommends disapproval of the district budget, the Board may submit a response no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the district budget after reviewing the committee's report and the district's response, the Board shall consult with the County Superintendent as he/she develops and adopts, by November 30, a fiscal plan and budget that will allow the district to meet its financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

~~**Budget Adoption and Submission Process**~~

9.8.61

BUDGET (continued)

~~Before adopting the district budget for the subsequent fiscal year, the Board of Trustees shall hold a public hearing. An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127)~~

~~The Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing.~~

~~During the hearing, any district resident may speak to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. Sufficient time shall be allowed so that the budget can still be adopted by July 1. (Education Code 42103)~~

~~*(cf. 9320 - Meetings and Notices)*~~
~~*(cf. 9323 - Meeting Conduct)*~~

~~The district's budget shall be presented in the format prescribed by the Superintendent of Public Instruction. (Education Code 42126)~~

~~The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)~~

~~*(cf. 1340 - Access to District Records)*~~

~~No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)~~

~~If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)~~

General Fund Reserves
Reserve for Economic Uncertainty

Per BP 3100, the Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443. The reserve for economic uncertainty for the District will be established at no less than 5% of total general

8.8.62

BUDGET (continued)

fund expenditures. In the event that the District falls below the 5% level, the Board will adopt a plan to achieve the 5% minimum reserve level within one year.

Basic Aid Reserve

5. Recognizing the unique status of Western Placer USD as "a district that loses basic aid status s a result of transferring property taxes to a charter school or schools" pursuant to Section 47635, and that a reserve is a one-time funding source, the District will maintain a separate Basic Aid Reserve.

6. Basic Aid Reserve may be used only to fund non-recurring expenditures, such as instructional materials, equipment, limited term operating mandates, and unique program opportunities, such as the establishment of a magnet program.

7. The Basic Aide Reserve will be equal to the differential between the WPUSD property tax collections and the state's revenue limit for WPUSD. The differential is to be calculated each June prior to adoption of the annual budget and recalculated in August prior to funds being moved, based on the budgeted property tax estimate for the then current fiscal year and the estimate of the revenue limited for the current fiscal year.

8. As part of the approval of the annual budget, the Board shall consider any proposed use of the Basic Aid Reserve and shall take separate action to approve such uses."

TRANSFER OF FUNDS

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

The Board of Trustees recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

(cf. 0460 – Local Control and Accountability Plan)
(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 – Financial Reports and Accountability

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. **At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the county auditor. (Education Code 42600)**

2. **Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)**

3. **At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification(s), or balance any expenditure**

8.8.64

TRANSFER OF FUNDS (continued)

classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)

4. **Specify amounts to be transferred by the county auditor and treasurer from the district's general fund to the special reserve fund during the fiscal year. If any special reserve funds are maintained for purposes other than capital outlay or if monies in the special reserve fund are not actually encumbered for ongoing expenses, the Board may transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may, by written request to the County Superintendent, auditor, and treasurer, transfer those monies to the district's general fund. (Education Code 42841-42843)**

5. **Transfer monies between other funds or accounts when authorized by law.**

~~The Board may transfer funds during or at the end of the fiscal year in accordance with law as necessary to meet district needs or to permit the payment of district obligations. (Education Code 16095, 17582-17592, 42600-42603, 42605, 42841-42843, 52616.4)~~

~~**Tier 3 Categorical Flexibility**~~

~~Before expending any Tier 3 categorical program funds for another educational purpose, the Board shall hold a public hearing to take testimony from the public, to discuss and approve or disapprove the proposed use of the funding, and to make explicit for each of the categorical programs the purposes for which the funds will be used. (Education Code 42605)~~

~~Any such public hearing shall be held prior to and independent of the Board's regular budget adoption meeting. Whenever the proposed use of the funding will result in the elimination of a program, the notice of the public hearing shall identify the program to be eliminated. (Education Code 42605)~~

~~During the hearing, the Board shall consider the district's goals for student learning and determine funding priorities and program focus. The Board may also discuss statutory constraints, available resources, and whether program modifications might improve educational outcomes.~~

~~The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved. He/she shall also complete any necessary reports required by the California Department of Education.~~

Legal Reference: (see next page)

8.8.65

TRANSFER OF FUNDS (continued)

Legal Reference:
EDUCATION CODE
~~*(cf. 0420 - School Plans/Site Councils)*~~
~~*(cf. 0420.1 - School-Based Program Coordination)*~~
~~*(cf. 0440 - District Technology Plan)*~~
~~*(cf. 1312.4 - Williams Uniform Complaint Procedures)*~~
~~*(cf. 3111 - Deferred Maintenance Funds)*~~
~~*(cf. 3530 - Risk Management/Insurance)*~~
~~*(cf. 4111 - Recruitment and Selection)*~~
~~*(cf. 4112.2 - Certification)*~~
~~*(cf. 4112.21 - Interns)*~~
~~*(cf. 4113 - Assignment)*~~
~~*(cf. 4131 - Staff Development)*~~
~~*(cf. 4131.1 - Beginning Teacher Support/Induction)*~~
~~*(cf. 4138 - Mentor Teachers)*~~
~~*(cf. 4139 - Peer Assistance and Review)*~~
~~*(cf. 4231 - Staff Development)*~~
~~*(cf. 4331 - Staff Development)*~~
~~*(cf. 5123 - Promotion/Acceleration/Retention)*~~
~~*(cf. 5136 - Gangs)*~~
~~*(cf. 5141.32 - Health Screening for School Entry)*~~
~~*(cf. 5144.1 - Suspension and Expulsion/Due Process)*~~
~~*(cf. 5145.6 - Parental Notifications)*~~
~~*(cf. 5146 - Married/Pregnant/Parenting Students)*~~
~~*(cf. 5147 - Dropout Prevention)*~~
~~*(cf. 5148.1 - Childcare Services for Parenting Students)*~~
~~*(cf. 5149 - At-Risk Students)*~~
~~*(cf. 6141.5 - Advanced Placement)*~~
~~*(cf. 6142.6 - Visual and Performing Arts Education)*~~
~~*(cf. 6142.91 - Reading/Language Arts Instruction)*~~
~~*(cf. 6146.1 - High School Graduation Requirements)*~~
~~*(cf. 6151 - Class Size)*~~
~~*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*~~
~~*(cf. 6162.52 - High School Exit Examination)*~~
~~*(cf. 6163.1 - Library Media Centers)*~~
~~*(cf. 6164.2 - Guidance/Counseling Services)*~~
~~*(cf. 6172 - Gifted and Talented Student Program)*~~
~~*(cf. 6176 - Weekend/Saturday Classes)*~~
~~*(cf. 6177 - Summer School)*~~
~~*(cf. 6178 - Career Technical Education)*~~
~~*(cf. 6178.2 - Regional Occupational Center/Program)*~~
~~*(cf. 6179 - Supplemental Instruction)*~~
~~*(cf. 6184 - Continuation Education)*~~
~~*(cf. 6185 - Community Day School)*~~
~~*(cf. 6200 - Adult Education)*~~
~~*(cf. 9323.2 - Actions by the Board)*~~

Legal Reference: (see next page)

8.8.66

TRANSFER OF FUNDS (continued)

Legal Reference:(continued)

EDUCATION CODE
78 Definition governing board
5200 Districts governed by boards of education
16095 Transfer of district funds to district state school building fund
~~*17582 Deferred maintenance fund; establishment; purpose*~~
~~*17583 Deferred maintenance fund; transfer*~~
~~*17584 Budgeting certification deferred maintenance fund; apportionment*~~
~~*17585 Applications for deferred maintenance funding*~~
41301 Section A state school fund allocation schedule
42125 Designated and unappropriated fund balances
42238-42251 Apportionments to districts, especially:
42238.01-42238.07 Local control funding formula
42600 District budget limitation on expenditure
42601 Transfers between funds to permit payment of obligations at close of year
42603 Transfer of monies held in any fund or account to another fund; repayment
~~*42605 Tier 3 categorical flexibility*~~
42840-42843 Special reserve fund
52616.4 Expenditures from adult education fund

Management Resources:

~~*CSBA PUBLICATIONS*~~
~~*Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009*~~
~~*CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE*~~
~~*Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009*~~
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Fiscal Crisis and Management Assistance Team: http://www.fcmat.org

Policy adopted: March 6, 2012
revised: October 15, 2013
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.67

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Comprehensive Safe School Plans

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Safe School Plans

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
December 17, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

School safety is paramount in Western Placer Unified School District. Each of our eleven school sites and the district office practice safety on a daily basis by implementing processes and procedures to safeguard our students and staff as well as scheduling regular safety drills to practice responses to potential fire, lock-down and/or shelter-in-place situations. The District communicates with local law enforcement to determine and communicate best safety practices at our sites.

California Education Code Sections 32280 – 32288 requires all schools to have a comprehensive Safe School Plan which is updated annually through the School Based Leadership Team (Site Council). The Comprehensive Safe School Plan consists of ten sections, including a section for "A safe and orderly environment conducive to learning" which is also known as the Safe School Plan. The Safe School Plan includes site goals for School Climate/People/Programs and for the Physical Environment/Place.

Each of the eleven schools in Western Placer Unified School District has written, reviewed, updated and approved their plans through their SBLT's. This year, based on last year's request by the Board of Trustees, all sites' Safe School Plans are organized in a uniform manner, with the same structures and procedures for both Crisis Response and for Emergency Procedures. Newly included this year are sections on Evacuation (detailed procedures and supports for campus evacuation) and on Suicide Response (including immediate and postvention supports and procedures).

The Safe School Plans are presented to the Board of Trustees annually for approval.

ADMINISTRATION RECOMMENDATION:

Approval of Comprehensive Safe School Plans for each of the eleven schools in WPUSD.

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Carlin C. Coppin

Reviewed by Site Council

December 5, 2013

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

(NOTE: The Crisis Response Plan is ONE of TEN sections of the Comprehensive School Site Safety Plan)

8.9.2

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- ☐ Sites/District Office Add Their Data/Goals

8.9.3

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS–Joshua O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff. CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

8.9.4

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

8.9.5

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine.[redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

8.9.6

Using Your ICOM or KENWOOD Radio

April 3, 2013

These radios have been programmed to communicate with the base stations at all sites.

Do not set your radio to Channel 1.
This Channel is designated for EMERGENCIES ONLY.

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio, (top of radio, dial knob on the right.). Turn the volume up, (same knob)

Make sure your channel is set to the site assigned channel. (Either dial knob on top or scroll arrows on the face of the radio.)

Depress the "push-to-talk" button and hold it down until you finish talking. Release the talk button and wait for a response.

To talk to another site, use the channel assignment below

Ch. 1	Emergency only
Ch. 2	Transportation
Ch. 3	Maintenance
Ch 4	Food Services
Ch 5	Twelve Bridges M.
Ch 6	Sheridan
Ch 7	Creekside Oaks
Ch 8	CC Coppin
Ch 9	First Street School
Ch 10	Glen Edwards
Ch 11	Phoenix High
Ch 12	Lincoln High
Ch 13	Foskett Ranch
Ch 14	Twelve Bridges E
Ch 15	Lincoln Crossing
Ch 16	CARE (after-school)

8.9.7

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (cell) 645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

HEAD START PRESCHOOL
- CCC 645-1051
- Infant/Toddler Center 434-3705 (Next to Phoenix High School)
- FAX 434-3706

WPUSD PRESCHOOL
- 1ST & I 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

CAFETERIA
- GEMS – Food Director 645-6373
- LHS – Dawn 645-6365
- CCC - Kitchen 645-6392
- Cafeteria Clerk 645-6375
- GEMS Cafeteria Clerk 645-4054
- FSS Cafeteria Clerk 434-7283
- TBE Cafeteria Clerk 434-5212
- TBM Cafeteria Clerk 434-5269

TECHNOLOGY 434-3737
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.8

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

Basic Duties: Oversees coordination of all activities; makes decisions re evacuation off-campus

- ☐ **CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- ☐ Works with principal to decide whether to evacuate off campus.
- ☐ Works with principal to convene the **Crisis Response Team.**
- ☐ Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- ☐ Authorizes Board members to be contacted.
- ☐ Notifies City Manager of situation.
- ☐ Goes to school site.
- ☐ Contacts own family to assess their safety and to inform them of situation.
- ☐ Works with site team to support resolution activities.
- ☐ Works with District Liaison to communicate with District Office staff to update information and to provide support.
- ☐ Updates Board members.
- ☐ Approves communication to parents emphasizing the positive.
- ☐ Assists the site with evaluation of the event and the response.
- ☐ Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- ☐ Conducts debrief after the event.

8.9.9

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

Basic Duties: Coordinates all activities at the District Office location.

- ☐ Confirms situation with Superintendent.
- ☐ Sets up and organizes District Command Center (Business Office)
- ☐ Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- ☐ Screens calls to Superintendent's Office. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Provides updates to Board members. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Updates voicemail message on district phones. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Notifies and updates all sites of the situation.
- ☐ Advises other districts of situation, if required.
- ☐ Notifies the Placer County Office of Education, if warranted.
- ☐ Coordinates repairs, if needed.
- ☐ Contacts insurance carrier

SITE LEADER - PRINCIPAL
Responsibility Checklist

Basic Duties: Oversees entire situation on site; works with Superintendent to make decisions.

- ☐ Principal deals directly with District Office/Community coordination.
- ☐ Principal makes necessary decisions in consultation with District Office.
- ☐ Principal notifies local law enforcement/fire department when deemed appropriate.
- ☐ Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)
- ☐ Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- ☐ Principal trouble shoots based on developing circumstances.
- ☐ Principal works with District Office re media operations/ communications.
- ☐ Principal works with emergency personnel.
- ☐ Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.
- ☐ Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

8.9.11

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

- ☐ Directs activities of **Site Command Center**
- ☐ Alerts Teachers as required
- ☐ Ensures Staff are at required positions with equipment/information necessary to complete tasks
- ☐ Assigns additional duties to available staff and direct site operation
- ☐ Communicates with nursing staff and Crisis Response Team, as needed
- ☐ Communicates with Transportation, Food Services, as necessary
- ☐ Organizes and coordinates all necessary activities at site.
- ☐ Requests added personnel from Personnel Officer.
- ☐ Works with Site Principal to advise parents of early dismissal of students, if necessary.
- ☐ Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

8.9.12

DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

8.9.13

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- ☐ Secure your classroom - lock doors, close windows and shades/blinds.
- ☐ Attempt to keep the student calm
- ☐ Provide first aid where necessary
- ☐ (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- ☐ Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- ☐ Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- ☐ Quickly, yet orderly, escort students to safe area as designated in Site Plan
- ☐ Take record book, student information cards, color warning cards
- ☐ Take attendance when safe site is reached
- ☐ STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- ☐ Report directly to identified areas to secure the campus
- ☐ Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

Basic Duties: Your position is to coordinate all activities at the community level.

- ☐ Act as media spokesperson.
- ☐ Coordinate with District Office Liaison and Administration
- ☐ Work with site team members to advise parents.
- ☐ Be in communication with site level person at hospital.
- ☐ Be in contact with City Council and Local Officials, as needed
- ☐ Relay information about hospital victims to **District Office Command Center.**
- ☐ At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- ☐ Contact radio, television, newspapers, as deemed appropriate.
- ☐ If requested by site, coordinate a community resource response.
- ☐ Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

8.9.15

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
Amy Pettersen

Basic Duties: Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

Crisis Response Team Members: (School Psychologists and School Counselors) Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

☐ At request of site Crisis Response Support Team Leader, contact community mental health resources.

☐ Direct activities of any District Interns.

☐ If requested by site, contact neighboring districts and secure their assistance.

☐ Contact Placer/Sacramento County law enforcement chaplaincy, as necessary

☐ Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary

☐ Provide support to students and staff, if requested; assess critical situations.

☐ Assist site in staffing safe rooms for students and staff.

☐ Provide written information to parents concerning possible reactions to the event.

☐ Be available for consultation to site as they conduct follow-up activities in the weeks to come.

8.9.16

TRANSPORTATION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

- ☐ Work with dispatcher to contact bus drivers, if necessary.
- ☐ Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- ☐ Advise drivers of staging areas and routes.
- ☐ Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- ☐ Provide evacuation to secondary site, if necessary.
- ☐ Provide early transportation home to regular bus drivers as necessary.
- ☐ Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

8.9.17

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

Basic Duties: Provide all necessary support as deemed appropriate

- ☐ Accompany Superintendent to incident site.
- ☐ Provide blueprints and any other technical data of the site.
- ☐ Designate staff to bring extra communication equipment to the sites.
- ☐ Assist emergency services personnel with information about the site.
- ☐ Provide any required resources to emergency personnel.
- ☐ Provide support in establishing site command center.
- ☐ Coordinate repairs.

8.9.18

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

Basic Duties: Identify district personnel who can be of assistance during the crisis.

☐ Notify employee families affected by the crisis.

☐ Assist site with information on personnel, including substitutes, who are present on campus.

☐ Contact substitutes to work upcoming days.

☐ Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.

☐ Provide and maintain an updated resource guide of specialized personnel.

COMMUNICATION

8.9.19

Responsibility Checklist

Curtis Stizzo

Basic Duties: Provide the most effective form of communication to the incident site under the circumstances.

- ☐ Work with Telephone Company, as necessary.
- ☐ Update voice mail message, as appropriate.
- ☐ Keep sites updated on telephone status.
- ☐ Coordinate use of District's 2-way radio system and all phone contacts.

8.9.20

TECHNOLOGY
Responsibility Checklist

Bob Lyons

Basic Duties: Provide access to electronic communications services.

- ☐ Provide information on mass messaging – email, voicemail, text.
- ☐ Work with Site Leader to coordinate messaging.
- ☐ Work with sites to provide access to Student Management System (AERIES)
- ☐ Assist with technology needs.

8.9.21

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

- ☐ At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.
- ☐ Provide direction to Clerks re handling of Student Medication.
- ☐ Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.
- ☐ Direct first aid station under the supervision of the Site Coordinator.
- ☐ Coordinate activities with hospital, if needed.
- ☐ Meet with parents of injured students.
- ☐ Assist school site team with parent or community meeting.

8.9.22

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

- ☐ Provide appropriate information to Spanish radio and Television stations as deemed appropriate.
- ☐ Coordinate release of information with Community Liaison Officer – Scott Leaman
- ☐ Establish a procedure to provide communication and information to parents.
- ☐ Mobilize translators (teachers/students/parents) as needed.

8.9.23

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	Priority One and - Priority Two
Glen Edwards Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	Priority One – Priority Two
Foskett Ranch Elementary School	– Priority One Priority Two	– Priority One – Priority Two
Twelve Bridges Middle School	Priority One – Priority Two	– Priority One Priority Two
Lincoln Crossing Elementary	Priority One Priority Two	– Priority One – Priority Two
District Office	Priority One – Priority Two	– Assist at Sites

8.9.24

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

ALTERNATE SITES ARE GLEN EDWARDS MIDDLE SCHOOL AND CREEKSIDE OAKS, IN THAT ORDER

8.9.25

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
    - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
    - (Goal of 1 box per 100 – 200 students)
    - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
    - SES & PHS
    - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
    - CCC, FSS, FRES
    - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
    - EACH of 4 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – F; G – L; M – R; S – Z
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
    - COES, LCES, TBES, GEMS, TBMS, LHS
    - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
    - Each of 8 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
        - Pens/Pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

8.9.27

SECTION THREE: EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	[redacted]
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

8.9.28

SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office using available systems (cell phone, campus phone #200, radio).
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure students, staff, and volunteers in classrooms
- Lock down room- Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- Lock down room-Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

8.9.30

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Expect support from district psychological support personnel
- Moderate student discussions using script provided by support personnel
- Notify office if additional support is needed in your classroom or neighboring classroom

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Designate an individual to secure the scene
- Notify office using available systems or through adult runner
- Activate the Emergency Monitoring System/call 911
- Remain with victim until relieved by administrative personnel, police or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel
- If needed moderate student discussion using script provided by support personnel

Death of employee

- Same as above

8.9.31

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel

Altercation between Adults

- Remove students from immediate area. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).

Violent Student

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

8.9.32

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Student Seizure (Medical)

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle, or move the suspicious object.

8.9.33

EMERGENCY ALERT PROCEDURES

Office ----

1 In order to access communication with **all rooms and outside** on campus using the office phone system,

A pick up the receiver
B press "page"
C press #
D press "110" [slowly]
E after hearing feedback on the receiver, begin message

Classrooms ----

A Dial 200 to access the emergency phone

8.9.34

FIRE

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

   Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

   Call 911 if safe to do so with specific details of the fire (add number).

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

EARTHQUAKE

In the event of an earthquake,

1. Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.

2. Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards

3. Personnel in the building will...

   a drop -- assume a curled position on the floor or field, knees on the ground...
   b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
   c hold -- in this position for approximately five minutes or until shaking stops

4. Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
   1. Secure the emergency bag and emergency list
   2. Escort mobile students from the room
   3. Close and lock door
   4. Maintain control of students during the evacuation
   5. take roll of students once class has arrived at the predetermined location
   6. Await further direction

5. No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.

6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

8.9.36

RETURN TO BUILDING

In the event that students must return to their classrooms because of an emergency situation:

1. Verbal announcement will be broadcast over the campus intercom system.

2. Immediately followed by direction from responsible adults on the yard to walk to class.

3. Teachers will meet students at the exterior door and direct them to assume safety position.

4. The exterior door will be locked. The blinds will be closed. (Interior doors must be left closed but unlocked to facilitate movement out of classrooms through common rooms as necessary.)

5. With the teacher standing near the exterior door but out of the line of exterior sight, roll will be taken and all students will be accounted for.

6. Immediately commence "Lock Down" procedures. (See next page.)

7. Classes will remain silent until further direction is broadcast over the school intercom system or until contact is made with the teacher through the school phone system.

8.9.37

LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The exterior and interior doors to the building will be locked.

   a. Staff will escort students to the nearest building and secure the door.

3. Blinds will be closed and window in the door covered if safe to do so.

4. Students will move as far away from the window as possible.

5. Teachers will account for all students present on that day, if the status is red, the staff will provide the office with a list of missing or extra students.

6. Teachers will slide a colored card under their door (if possible) to notify personnel status of occupants inside:
   Green = all students present *(Poss. tape to window)*
   Red = there are missing students
   No card = it is not safe to put up the card

7. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.

8.9.38

SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The HVAC system will be shut off.

3. The exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

4. Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green, if red, teacher will provide a list of names of absent or extra students.

5. Teachers will place a colored card in their window to notify personnel status of occupants inside:
   Green = all students present
   Red = there are missing students
   No card = it is not safe to put up the card

6. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

7. Teachers and Students will conduct instruction as usual, but will not leave building.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time

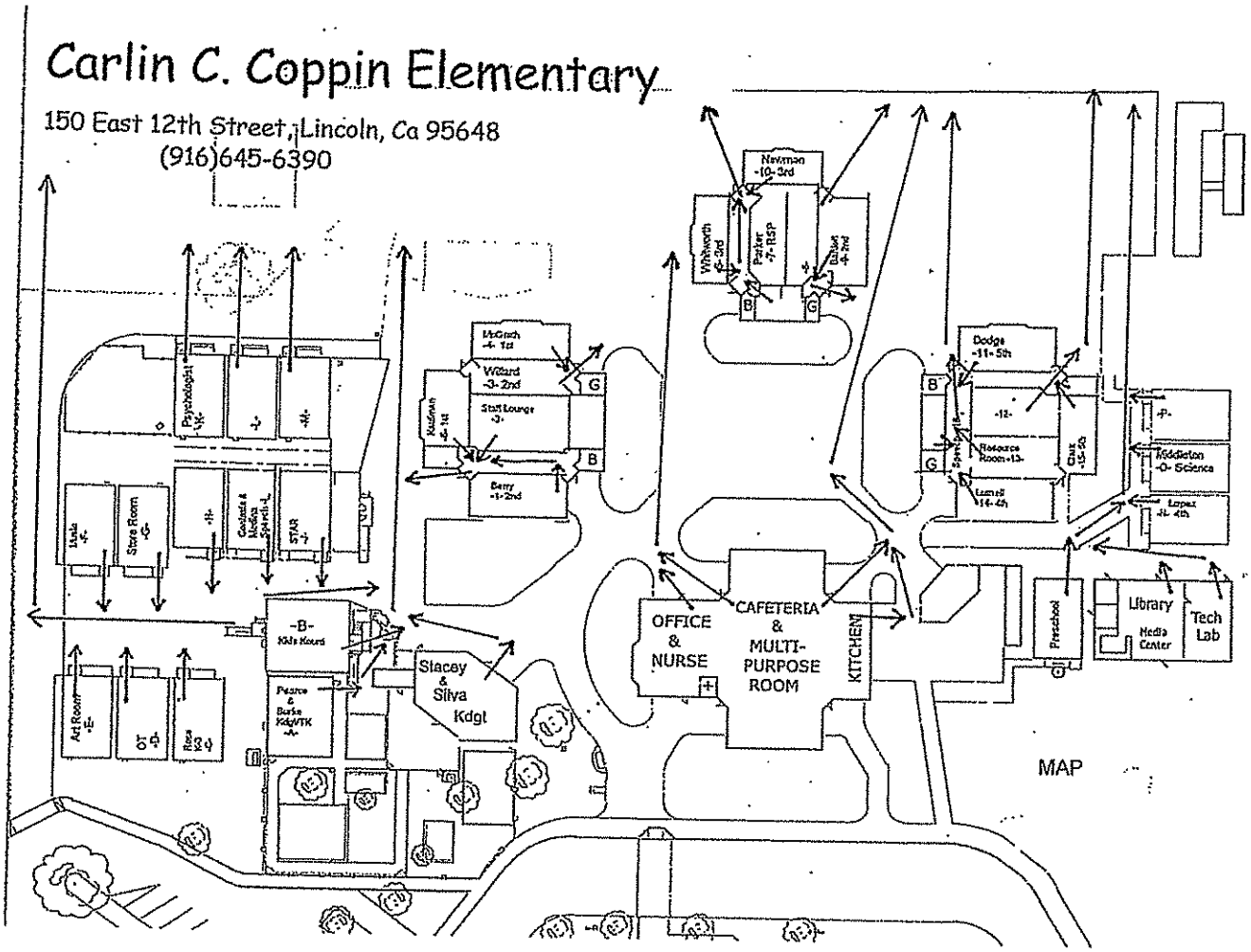
8.9.39

STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

8.9.40


Carlin C. Coppin Elementary
150 East 12th Street, Lincoln, Ca 95648
(916)645-6390
Newman -10- 3rd
Whitworth -6- 3rd
Parker -7- RSP
Gilbert -4- 2nd
McGrath -4- 1st
Willard -3- 2nd
Staff Lounge -3-
Kaufman -4- 1st
Berry -1- 2nd
Dodge -11- 5th
-12-
Resource Room -13-
Lomeli -14- 4th
Addleton -O- Science
Lopez -R- 4th
Psychologist -Vc-
Store Room -E-
STAR -I-
-B-
Stacey & Silva Kdgt
Art Room -E-
OFFICE & NURSE
CAFETERIA & MULTI-PURPOSE ROOM
KITCHEN
Preschool
Library
Media Center
Tech Lab
MAP

8.9.41

Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day

8.9.4.2

- Plan **End-of-Day All Staff Meeting**
- Plan **Follow-Up Staff Meetings** (if needed)
- Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

Initial Crisis Response Team Meeting

Agenda

- Discuss known details
- Discuss what information is NOT to be shared with staff/students (details of the suicide, for example)
- Determine roles/responsibilities, including Crisis Response Team Leader
  - CRT Leader – Takes command, balances response initiatives with safety concerns; motivates responders; communicates clear directions; sizes up situation and makes rapid decisions; modifies plans as necessary
  - Public Information Officer – Superintendent or designee
  - CRT Members – Offer support; support staff/students
  -
- Determine affected individuals
- Determine whether an all-staff meeting is appropriate and leadership of the meeting
- Review use of **Crisis Response Team Log** when seeing students

Initial All-Staff Meeting

Agenda

- Introduce CRT members
- Share appropriate information about the death
- Allow staff opportunity to express their own reactions/grief
- Identify anyone needing additional support and refer them to appropriate resources
- Provide appropriate faculty with a copy of the **Notification of Suicide**
- Explain the plans for the day, including location of crisis counseling rooms
- Discuss the plan for assisting students who are having difficulty
  - Share **Suicide Postvention Information** (handout for staff)
- Remind staff that all media communications are handled through the District Office (Superintendent)

8.9.43

Notification of Suicide

(To be read or paraphrased in specified classes by appropriate staff member – teacher, if comfortable, administrator, school psychologist, counselor, etc.)

It is with great sadness that I have to tell you that ***one of our students*** *(change wording as needed here)* _____ has taken his/her life. We want you to know that we are here to help you in any way we can. Suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate and out of respect for the family and the deceased, we ask that you not spread rumors you may hear.

One thing is certain. There are supports in our community that can help. Suicide should never be an option.

Each of us will react to _____'s death in our own way. Some of us may experience great sadness while others of us may not be affected. Some of you may find you have difficulty concentrating on your schoolwork while others may find that diving into your schoolwork is a good distraction.

We have counselors available to help our school community to deal with this sad loss and to help us understand more about suicide. If you would like to talk to a counselor, or if you have concerns about a friend, just let your teacher or a staff member know.

Family Notification

Dear Parents,
I am writing with great sadness to inform you that a previous teacher of ours has died. Our thoughts and sympathies go out to those affected by such a great loss. Please know that your child may have been directly impacted by this loss and was given the news of the death by their teacher during their first period class this morning.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental health disorder, which can prevent a person from thinking clearly about his or her problems and how to solve them. It is important to remember that the vast majority of individuals who experience mental health disorders or life stressors do not become suicidal. Suicide is always a permanent solution to a temporary problem.

Counselors were made available today at TBMS to meet with students individually and will be made available over the next couple of days and weeks. Please contact the office if you feel your child is in need of additional assistance.

Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful to other students at TBMS. We will do our best to give you accurate information as it is made available to us.

If you need help or guidance on how to talk to your child about suicide or the recent loss, please contact the office for additional assistance.

If you have concerns about your child's safety, please call 911 or take them to the emergency room immediately. Certain behaviors can indicate a safety concern for you child, specifically, if the behaviors are new or have recently escalated around the time of a painful event, loss, or change.

Concerning behaviors may include:

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to othersIncreasing the use of drugs or alcohol
- Behaving recklessly
- Showing rage or talking about seeking revenge
- Spontaneous withdrawal
- Displaying extreme mood swings
- Saying good-bye or giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

8.9.44

End-of-Day All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss plans for next day
- Remind staff of importance of self-care
- Remind staff re dealing with media
- Determine if **Follow-Up Staff Meeting** is Needed; Schedule Meeting
- Share **Suicide Postvention Information**

Follow-Up All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
- Review event's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

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SUICIDE POSTVENTION INFORMATION

~ For Staff ~

Procedures aimed at identifying those affected by a suicide in order to decrease negative reactions and increase adaptive copying.

Goals of Postvention
Assist survivors with the grief process
Identification and referral of students at-risk for requiring additional services
Reducing contagion
Providing appropriate information

Survivors of Suicide
Individuals directly affected by a completed suicide. Affected individuals include: family members, classmates, friends, teachers, girl/boyfriend. Survivors typically experience an array of emotional reactions:

- Shock, guilt, despair, denial, anger, disbelief, pain, shame, hopelessness, rejection, confusion, and self-blame.
- Survivors are at an increased risk of suicide contagion. Suicide Contagion is a term used to describe an increase of suicidal behaviors shortly after a completed suicide typically due to imitation. To decrease contagion, sensationalism, glorification, and romanticization should be avoided.

Providing Information
Information should be provided to facilitate understanding and clarification. When talking to students, staff should provide information simultaneously to classes. Again, factual information should be provided to eliminate sensationalization. Providing warning signs and resources within the community to parents can help with the bereavement process.

Do's & Don'ts
Memorials and funerals
Do...
Encourage affected students to attend the funeral service
Develop suicide prevention procedures, including better ways to cope with emotion.

Don't...
Send all students to funeral
Cancel or change the school schedule
Permit physical memorials on school grounds
Fly flag at half-staff, have assemblies or yearbook dedications for victim, or moments of silence.

Attending the funeral should be at the discretion of the individual students and their parents. When dealing with memorials and funerals, the goal of the school site should be to avoid sensationalization, glorification, and romanticization of the suicide death. Too much attention towards the suicide act and/or victim may lead to contagion. The school site may want to focus memorials towards providing information and support to other students experiencing grief to help prevent future suicides.

Community Resources
EAP – Employee Assistance Program – 800-932-0034 eap@acispecialtybenefits.com
Lighthouse Counseling and Family Resource Center – 645-3300
Placer County Children and Adult Systems of Care (530) 886-54501, 1-888-886-5401
Family Service Agency Suicide Prevention and Crisis Hotline (916) 368-3111
National Suicide Prevention Hotline 1-800-784-2433, 1-800-273-8255, 1-800-799-4889
National Association of School Psychologists www.nasponline.org (See PrePare materials)

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SECTION FIVE: NEWS MEDIA AND RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

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Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some -for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations -are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

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A *plan* outlines important steps that need to be taken by school officials immediately when a crisis hits -when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis *training* is an essential component of advance planning. It helps you focus on core messages about the institution -in this case, the school -and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

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Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

8.9.S1

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can -that you are not just "letting things happen."

• Bad News

Get out the bad news yourself -do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what

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happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis -the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- Telephone lines for outgoing calls
- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school

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- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

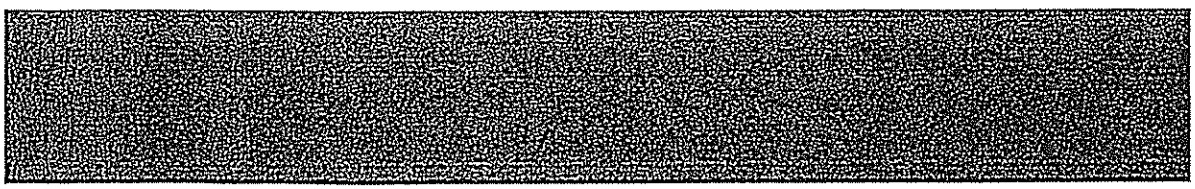
THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third- party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

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SECTION SIX: Personnel Information

Scott Leaman

↓

Terri Dorow → Guy - [redacted]

[redacted]

Ernesto – [redacted]

Cindy Hood [redacted]	Lori Deschamps [redacted]	Jennifer Clark [redacted]	Teresa Avelar [redacted]
Jennifer Bowden [redacted]	Mary Grant [redacted]	Leah Contaxis [redacted]	Brandon Lopez [redacted]
Rhonda Brauning [redacted]	Patricia Alves [redacted]	Lena Medina [redacted]	René McGrath [redacted]
Cindy DeLoach [redacted]	Roberto Padilla [redacted]	Lisa Kaufman [redacted]	Penny Whitworth [redacted]
Vicki Croall [redacted]	Jeanette Kasprytzki [redacted]	Alexis Dodge [redacted]	Kim Luttrell [redacted]
Sandi Miller [redacted]	Patricia Tofft [redacted]	Kelli Willard [redacted]	Jennifer Stacey [redacted]
Linda Peterson [redacted]	Nikki Silva [redacted]	Will Middleton [redacted]	Pam Parker [redacted]
Jenny Guemmer [redacted]	Sarah Van Hoy [redacted]	Emily Merwin [redacted]	Karen Newman [redacted]
Nick Pearce [redacted]	Joanne Burke [redacted]	Nicole Bartlett [redacted]	Patricia Tofft [redacted]
Erin Berry [redacted]	Lisa Solem [redacted]	Tiffany McGuire [redacted]	Hilda Rubio [redacted]

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SECTION SEVEN: Safe School Plan

Carlin C. Coppin School's Mission Statement

MISSION STATEMENT: Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

VISION STATEMENT: Students, parents, and the local community will recognize our excellence, and see our school as a desirable place to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential.

School Profile

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the city of Lincoln. The school serves kindergarten through fifth grades; the enrollment is 396, with two to three classes at each grade level. The ethnic makeup is as follows: 62% Caucasian, 27% Hispanic and 11% other. The Principal is Terri Dorow. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin through their active participation and involvement in School Site Council (SSC), Parent Teachers Club (PTC), English Learner Advisory Council (ELAC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies, and purchases of new equipment and rewards. Parents fully implement a monthly art docent program. Carlin C. Coppin is increasingly a focal point and source of pride for students and their parents.

8.9.56

Component I – The School Climate

Component #1- People and Programs

Goal: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

ACTION PLAN:

- Character Education – Carlin C. Coppin practices being safe, responsible and respectful as a part of our Positive Behavior Intervention Support program (PBIS). Some classrooms also use the Positive Action curriculum as part of the character education offered to our students. Whenever possible, we also offer assemblies for the entire school.
- After-School Programs – The STAR after-school program is available to all students in grades K-5. STAR is taught by a experienced teacher and features homework assistance, art, and games. 3-5 grade students also have the opportunity to participate in choir and a variety of after school programs offered on a rotating basis.
- Discipline Policies – A site discipline plan is disseminated online or through the school office to parents and students at the beginning of the school year via a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. Certificated and classified staff are informed of policies and respond fairly and consistently to violations. School rules are posted in each classroom. Policies and procedures are reviewed on an as needed basis as an ongoing effort to ensure students safety and as a component of our PBIS plan.
- Staff Supervision – We continue to revise and adjust our duty schedules as deemed necessary. Currently, teachers and campus supervisors share supervisorial responsibilities.
- Student Safety – An area of concern has been the ease of access to our school. The front of our school is not fenced and thus access is available from many different points along the front. A chain link gate was installed to limit walk-on access to the campus. The long range goal in this area is to appropriately fence the front of the school and thus be able to monitor entry onto the campus. In the interim we have implemented several safety measures designed to keep students safe. We ask that all parents coming to drop off their students (and who plan to stay for more than a couple of minutes) register through the office

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and get a visitor's sticker. We also ask that all parents waiting to pick up their children congregate in a specific area of campus.

Intervention Strategies to Maintain a Caring Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which students can feel safe and experience success.

- Carlin C. Coppin School is currently served by one of the district's school psychologists. Along with assessment for Special Education referrals, the psychologist may provide one-on-one counseling, small group counseling, and classroom support.
- In addition to the psychologist, a fieldworker from CSUS also serves our students. On Fridays, she runs Caring About Kids small groups. These students work together learning how to develop appropriate social skills. In some cases, she also may work with small groups who of students experiencing similar family situations such as death or divorce.
- Chronic attendance problems rob children of not only academic success but also of a bonding experience with their school and put them at risk for failure. Carlin C. Coppin School recognizes the importance of positive attendance habits and has implemented a system of acknowledgement and rewards for students with positive attendance. Students with chronic attendance issues are also addressed on an individual basis and in some cases, referral to the School Attendance Review Board (SARB).
- A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear and effective announcements at any time. Security and fire prevention systems enhance the overall security of the campus. A site emergency plan is in place. Fire drills are performed on a monthly basis. Shelter in Place drills are conducted on a regular basis.
- Carlin C. Coppin has dedicated guest and parent volunteer procedures for all volunteers who work directly with children in and outside the classroom.

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Component II – The Physical Environment

Goal: To create and foster a school environment in which all students feel safe and experience success.

Description/Action Plan:

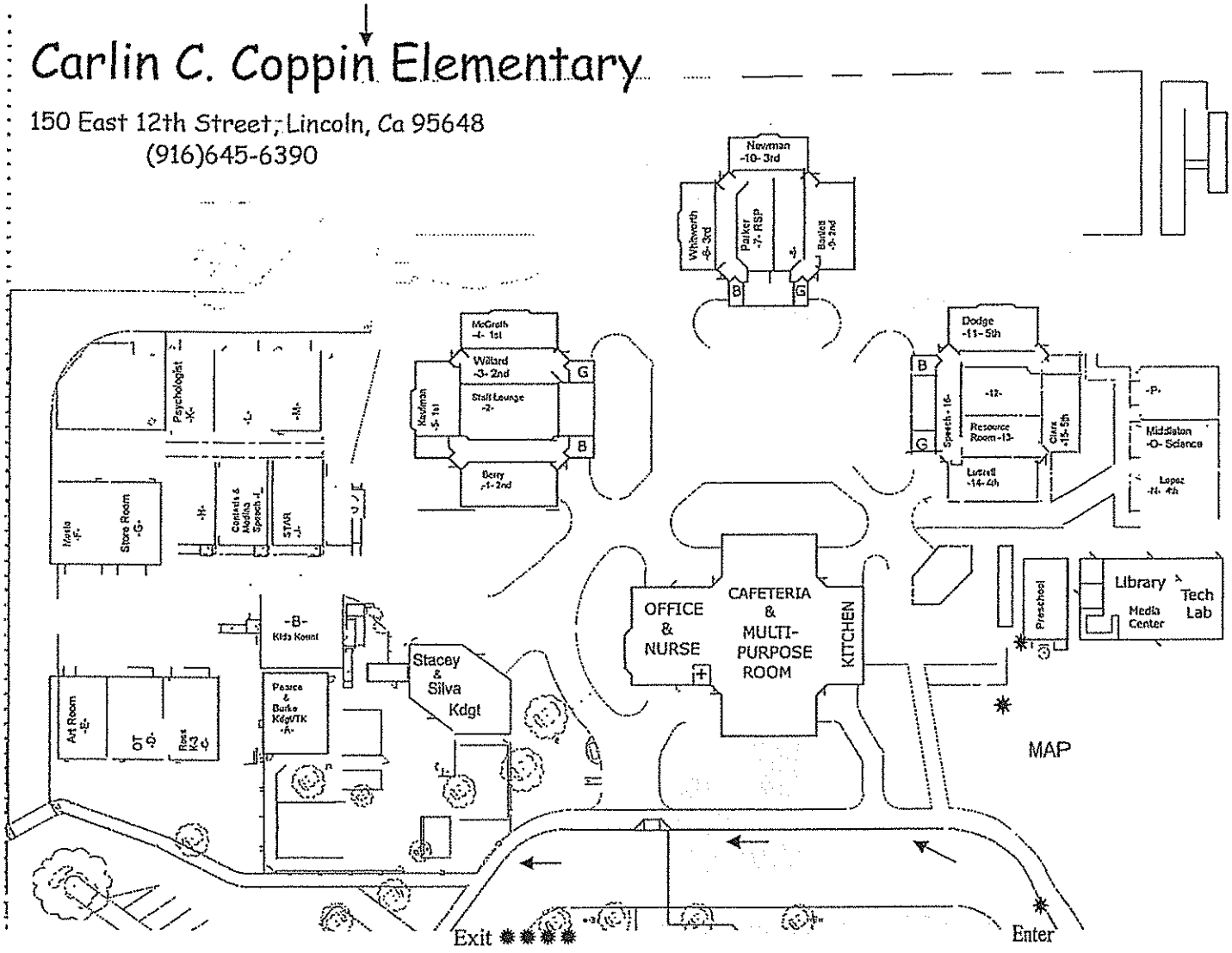
1. School Location
   - ❖ Carlin C. Coppin Elementary School is located at 150 E. 12th Street, in the community of Lincoln. The school is one of 11 schools (7 elementary schools) in the Western Placer Unified School District.
2. School Grounds
   - ❖ Speed bumps, parking lot lighting, safety signs, and crossing guards all contribute to a safe school environment. A chain link fence at the entrance has been added as a means of ensuring that all visitors check in at the office prior to coming on school grounds.
   - ❖ We continue to work on creating a safer and more streamlined procedure for pick up and drop off. Several measures have been taken: speed bumps were installed, the lot was clearly marked prohibiting stopping in unauthorized areas, and personnel assists in keeping the traffic flowing. Signage has also been added to help with the traffic flow and we continue to work with the District and the city to further improve our parking lot. In addition, the City of Lincoln's Citizens on Patrol makes unannounced visits as a means of monitoring pick up and drop off procedures to encourage safe and appropriate behaviors. We continue to explore additional means of ensuring a safe and secure parking lot.
   - ❖ Campus Cleanliness Projects – We don't experience a high incidence of graffiti or vandalism but when it does occur it is taken care of immediately. Students and staff also participate in "clean up" activities that are designed to keep our campus and grounds safe and attractive.
   - ❖ Classrooms – All classrooms are well maintained. They are free of physical hazards and are equipped with fire extinguishers, heating, and air conditioning.
   - ❖ Internal Security – A campus-wide "all-call" capability enables clear and effective announcements at any time. Security and fire prevention systems enhance the overall security of the campus. Safety drills and fire drills are done routinely. In addition, fire and evacuation procedures are posted in every classroom and other buildings on campus. The MSDS is available in the staff lounge.

8.9 59

Evaluation

The Carlin C. Coppin Safe School Plan will be evaluated and updated each year. The plan is brought forth to School Site Council on a yearly basis for advice or revisions to the plan.

Ingress & Egress Map



8.9.60

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Creekside Oaks Elementary

Reviewed by Site Council

December 4, 2013

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

(NOTE: The Crisis Response Plan is ONE of TEN sections of the Comprehensive School Site Safety Plan)

8.9.61

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- ☐ Sites/District Office Add Their Data/Goals

8.9.62

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS–Joshua O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

8.9.63

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

8.9.64

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine: [redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

89,65

Using Your ICOM or KENWOOD Radio

April 3, 2013

These radios have been programmed to communicate with the base stations at all sites.

Do not set your radio to Channel 1.
This Channel is designated for EMERGENCIES ONLY.

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio, (top of radio, dial knob on the right.). Turn the volume up, (same knob)

Make sure your channel is set to the site assigned channel. (Either dial knob on top or scroll arrows on the face of the radio.)

Depress the "push-to-talk" button and hold it down until you finish talking. Release the talk button and wait for a response.

To talk to another site, use the channel assignment below

Ch. 1	**Emergency only**
Ch. 2	**Transportation**
Ch. 3	**Maintenance**
Ch 4	**Food Services**
Ch 5	**Twelve Bridges M.**
Ch 6	**Sheridan**
Ch 7	**Creekside Oaks**
Ch 8	**CC Coppin**
Ch 9	**First Street School**
Ch 10	**Glen Edwards**
Ch 11	**Phoenix High**
Ch 12	**Lincoln High**
Ch 13	**Foskett Ranch**
Ch 14	**Twelve Bridges E**
Ch 15	**Lincoln Crossing**
Ch 16	**CARE (after-school)**

8.9.66

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (cell)
  645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

HEAD START PRESCHOOL
- CCC 645-1051
- Infant/Toddler Center 434-3705 (Next to Phoenix High School)
- FAX 434-3706

WPUSD PRESCHOOL
- 1ST & I 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

CAFETERIA
- GEMS – Food Director 645-6373
- LHS – Dawn 645-6365
- CCC - Kitchen 645-6392
- Cafeteria Clerk 645-6375
- GEMS Cafeteria Clerk 645-4054
- FSS Cafeteria Clerk 434-7283
- TBE Cafeteria Clerk 434-5212
- TBM Cafeteria Clerk 434-5269

TECHNOLOGY 434-3737
- Bob Lyons [redacted] (cell)
  645-5175
- Eli Turner [redacted] (cell)
  645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737
  [redacted] (cell)
- Gordon West 201-9282
  [redacted] (cell)
- Anayat Sharifie 434-3737
  [redacted] (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.67

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

Basic Duties: Oversees coordination of all activities; makes decisions re evacuation off-campus

- ☐ **CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- ☐ Works with principal to decide whether to evacuate off campus.
- ☐ Works with principal to convene the **Crisis Response Team.**
- ☐ Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- ☐ Authorizes Board members to be contacted.
- ☐ Notifies City Manager of situation.
- ☐ Goes to school site.
- ☐ Contacts own family to assess their safety and to inform them of situation.
- ☐ Works with site team to support resolution activities.
- ☐ Works with District Liaison to communicate with District Office staff to update information and to provide support.
- ☐ Updates Board members.
- ☐ Approves communication to parents emphasizing the positive.
- ☐ Assists the site with evaluation of the event and the response.
- ☐ Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- ☐ Conducts debrief after the event.

8.9.68

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

Basic Duties: Coordinates all activities at the District Office location.

- ☐ Confirms situation with Superintendent.
- ☐ Sets up and organizes District Command Center (Business Office)
- ☐ Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- ☐ Screens calls to Superintendent's Office. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Provides updates to Board members. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Updates voicemail message on district phones. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Notifies and updates all sites of the situation.
- ☐ Advises other districts of situation, if required.
- ☐ Notifies the Placer County Office of Education, if warranted.
- ☐ Coordinates repairs, if needed.
- ☐ Contacts insurance carrier

8.9.69

SITE LEADER - PRINCIPAL
Responsibility Checklist

Basic Duties: Oversees entire situation on site; works with Superintendent to make decisions.

- ☐ Principal deals directly with District Office/Community coordination.
- ☐ Principal makes necessary decisions in consultation with District Office.
- ☐ Principal notifies local law enforcement/fire department when deemed appropriate.
- ☐ Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)
- ☐ Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- ☐ Principal trouble shoots based on developing circumstances.
- ☐ Principal works with District Office re media operations/ communications.
- ☐ Principal works with emergency personnel.
- ☐ Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.
- ☐ Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

89.70

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

- ☐ Directs activities of **Site Command Center**
- ☐ Alerts Teachers as required
- ☐ Ensures Staff are at required positions with equipment/information necessary to complete tasks
- ☐ Assigns additional duties to available staff and direct site operation
- ☐ Communicates with nursing staff and Crisis Response Team, as needed
- ☐ Communicates with Transportation, Food Services, as necessary
- ☐ Organizes and coordinates all necessary activities at site.
- ☐ Requests added personnel from Personnel Officer.
- ☐ Works with Site Principal to advise parents of early dismissal of students, if necessary.
- ☐ Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

9.9.71

DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

9.9.12

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- ☐ Secure your classroom - lock doors, close windows and shades/blinds.
- ☐ Attempt to keep the student calm
- ☐ Provide first aid where necessary
- ☐ (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- ☐ Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- ☐ Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- ☐ Quickly, yet orderly, escort students to safe area as designated in Site Plan
- ☐ Take record book, student information cards, color warning cards
- ☐ Take attendance when safe site is reached
- ☐ STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- ☐ Report directly to identified areas to secure the campus
- ☐ Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 25 – LIST OF OFF CAMPUS SITES)

8.9.13

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

Basic Duties: Your position is to coordinate all activities at the community level.

- ☐ Act as media spokesperson.
- ☐ Coordinate with District Office Liaison and Administration
- ☐ Work with site team members to advise parents.
- ☐ Be in communication with site level person at hospital.
- ☐ Be in contact with City Council and Local Officials, as needed
- ☐ Relay information about hospital victims to **District Office Command Center.**
- ☐ At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- ☐ Contact radio, television, newspapers, as deemed appropriate.
- ☐ If requested by site, coordinate a community resource response.
- ☐ Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

8.9.14

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
Amy Pettersen

Basic Duties: Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

Crisis Response Team Members: (School Psychologists and School Counselors)
Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

- ☐ At request of site Crisis Response Support Team Leader, contact community mental health resources.
- ☐ Direct activities of any District Interns.
- ☐ If requested by site, contact neighboring districts and secure their assistance.
- ☐ Contact Placer/Sacramento County law enforcement chaplaincy, as necessary
- ☐ Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary
- ☐ Provide support to students and staff, if requested; assess critical situations.
- ☐ Assist site in staffing safe rooms for students and staff.
- ☐ Provide written information to parents concerning possible reactions to the event.
- ☐ Be available for consultation to site as they conduct follow-up activities in the weeks to come.

8.9.7S

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

- ☐ Work with dispatcher to contact bus drivers, if necessary.
- ☐ Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- ☐ Advise drivers of staging areas and routes.
- ☐ Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- ☐ Provide evacuation to secondary site, if necessary.
- ☐ Provide early transportation home to regular bus drivers as necessary.
- ☐ Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

8.9.76

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

Basic Duties: Provide all necessary support as deemed appropriate

- ☐ Accompany Superintendent to incident site.
- ☐ Provide blueprints and any other technical data of the site.
- ☐ Designate staff to bring extra communication equipment to the sites.
- ☐ Assist emergency services personnel with information about the site.
- ☐ Provide any required resources to emergency personnel.
- ☐ Provide support in establishing site command center.
- ☐ Coordinate repairs.

8.9.77

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

Basic Duties: Identify district personnel who can be of assistance during the crisis.

- ☐ Notify employee families affected by the crisis.
- ☐ Assist site with information on personnel, including substitutes, who are present on campus.
- ☐ Contact substitutes to work upcoming days.
- ☐ Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.
- ☐ Provide and maintain an updated resource guide of specialized personnel.

8.9.78

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

Basic Duties: Provide the most effective form of communication to the incident site under the circumstances.

- ☐ Work with Telephone Company, as necessary.
- ☐ Update voice mail message, as appropriate.
- ☐ Keep sites updated on telephone status.
- ☐ Coordinate use of District's 2-way radio system and all phone contacts.

8.9.79

TECHNOLOGY
Responsibility Checklist

Bob Lyons

Basic Duties: Provide access to electronic communications services.

- ☐ Provide information on mass messaging – email, voicemail, text.
- ☐ Work with Site Leader to coordinate messaging.
- ☐ Work with sites to provide access to Student Management System (AERIES)
- ☐ Assist with technology needs.

8.9.80

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

- ☐ At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.
- ☐ Provide direction to Clerks re handling of Student Medication.
- ☐ Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.
- ☐ Direct first aid station under the supervision of the Site Coordinator.
- ☐ Coordinate activities with hospital, if needed.
- ☐ Meet with parents of injured students.
- ☐ Assist school site team with parent or community meeting.

8.9.81

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

- ☐ Provide appropriate information to Spanish radio and Television stations as deemed appropriate.
- ☐ Coordinate release of information with Community Liaison Officer – Scott Leaman
- ☐ Establish a procedure to provide communication and information to parents.
- ☐ Mobilize translators (teachers/students/parents) as needed.

8.9.82

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	Priority One and - Priority Two
Glen Edwards Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	Priority One – Priority Two
Foskett Ranch Elementary School	– Priority One Priority Two	– Priority One – Priority Two
Twelve Bridges Middle School	Priority One – Priority Two	– Priority One Priority Two
Lincoln Crossing Elementary	Priority One Priority Two	– Priority One – Priority Two
District Office	Priority One – Priority Two	– Assist at Sites

8.9.83

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

ALTERNATE SITES ARE GLEN EDWARDS MIDDLE SCHOOL AND CREEKSIDE OAKS, IN THAT ORDER

8.9.84

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

8.9.85

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

8.9.86

SECTION THREE: EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	[redacted]
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

8.9.87

SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office using available systems (cell phone, campus phone #200, radio).
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure students, staff, and volunteers in classrooms
- Lock down room- Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- Lock down room-Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

8.9.88

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Expect support from district psychological support personnel
- Moderate student discussions using script provided by support personnel
- Notify office if additional support is needed in your classroom or neighboring classroom

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Designate an individual to secure the scene
- Notify office using available systems or through adult runner
- Activate the Emergency Monitoring System/call 911
- Remain with victim until relieved by administrative personnel, police or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel
- If needed moderate student discussion using script provided by support personnel

Death of employee

- Same as above

8.9.89

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel

Altercation between Adults

- Remove students from immediate area. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).

Violent Student

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

8.9.90

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Student Seizure (Medical)

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle, or move the suspicious object.

8.9.91

EMERGENCY ALERT PROCEDURES

Office ----

1 In order to access communication with **all rooms and outside** on campus using the office phone system,

A pick up the receiver of the intercom phone
B press the "all page" button
C speak into the receiver

Classrooms ----

A Dial 163 to access the emergency phone

8.9.92

FIRE

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

   Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

   Call 911 if safe to do so with specific details of the fire (add number).

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement or bell will be broadcast.

8.9.93

EARTHQUAKE

In the event of an earthquake,

1. Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.

2. Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards

3. Personnel in the building will...

   a drop -- assume a curled position on the floor or field, knees on the ground...
   b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
   c hold -- in this position for approximately five minutes or until shaking stops

4. Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
   1. Secure the emergency bag and emergency list
   2. Escort mobile students from the room
   3. Close and lock door
   4. Maintain control of students during the evacuation
   5. take roll of students once class has arrived at the predetermined location
   6. Await further direction

5. No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.

6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

8.9.94

RETURN TO BUILDING

In the event that students must return to their classrooms because of an emergency situation:

1. Verbal announcement will be broadcast over the campus intercom system.

2. Immediately followed by direction from responsible adults on the yard to walk to class.

3. Teachers will meet students at the exterior door and direct them to assume safety position.

4. The exterior door will be locked. The blinds will be closed. (Interior doors must be left closed but unlocked to facilitate movement out of classrooms through common rooms as necessary.)

5. With the teacher standing near the exterior door but out of the line of exterior sight, roll will be taken and all students will be accounted for.

6. Immediately commence "Lock Down" procedures. (See next page.)

7. Classes will remain silent until further direction is broadcast over the school intercom system or until contact is made with the teacher through the school phone system.

8.9.95

LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement of a lockdown will be broadcast over the campus intercom system.

2. The exterior and interior doors to the building will be locked.

   a. Staff will escort students to the nearest building and secure the door.

3. Blinds will be closed and window in the door covered if safe to do so.

4. Students will move as far away from the window as possible.

5. Teachers will account for all students present on that day, if the status is red, the staff will provide the office with a list of missing or extra students.

6. Teachers will slide a colored card under their door (if possible) to notify personnel status of occupants inside:
   Green = all students present *(Poss. tape to window)*
   Red = there are missing students
   No card = it is not safe to put up the card

7. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

8. All personnel will await further notification through personal contact.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.

9.9.96

SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement of a "Shelter In Place" will be broadcast over the campus intercom system.

2. The HVAC system will be shut off.

3. The exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

4. Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green, if red, teacher will provide a list of names of absent or extra students.

5. Teachers will place a colored card in their window to notify personnel status of occupants inside:
   Green = all students present
   Red = there are missing students
   No card = it is not safe to put up the card

6. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

7. Teachers and Students will conduct instruction as usual, but will not leave building.

8. All personnel will await further notification through personal contact.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time

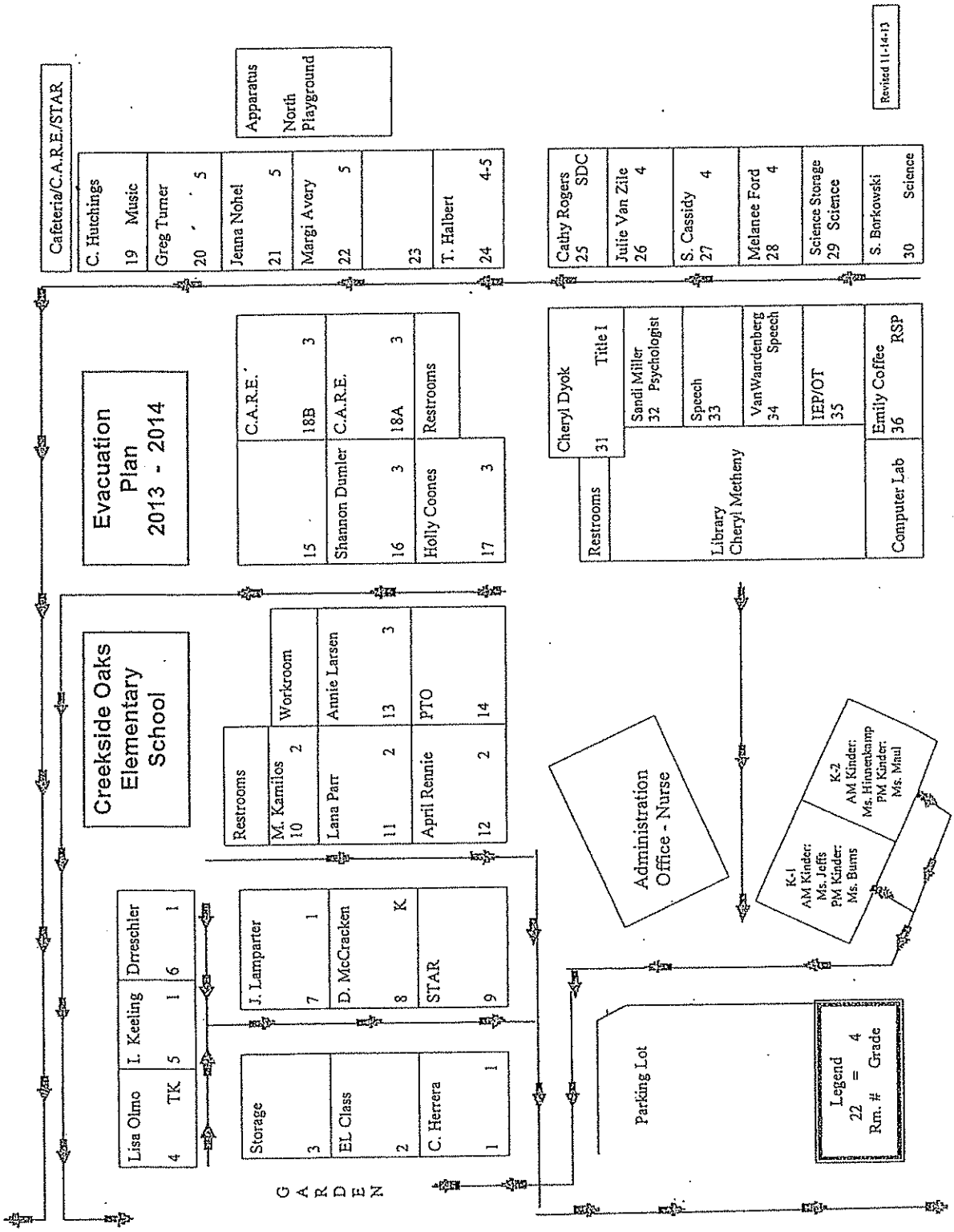
8.9.97

STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
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16.				
17.				
18.				
19.				
20.				
21.				
22.				

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL DATE TIME

8.9.98


Evacuation Plan 2013 - 2014
Creekside Oaks Elementary School
Cafeteria/C.A.R.E./STAR
Apparatus
North Playground
C. Hutchings 19 Music
Greg Turner 20 5
Jenna Nohel 21 5
Margi Avery 22 5
23
T. Halbert 24 4-5
Cathy Rogers 25 SDC
Julie Van Zile 26 4
S. Cassidy 27 4
Melanee Ford 28 4
Science Storage 29 Science
S. Borkowski 30 Science
C.A.R.E. 15
C.A.R.E. 18B 3
Shannon Dumler 16 3
C.A.R.E. 18A 3
Holly Coones 17 3
Restrooms
Cheryl Dyok 31 Title I
Sandi Miller 32 Psychologist
Speech 33
VanWaardenberg 34 Speech
IEP/OT 35
Emily Coffee 36 RSP
Restrooms
Library Cheryl Methemy
Computer Lab
Restrooms
M. Kamilos 10 2
Workroom
Lana Parr 11 2
Annie Larsen 13 3
April Rennie 12 2
PTO 14
Lisa Olmo 4 TK
I. Keeling 5 1
Drreschler 6 1
J. Lamparter 7 1
D. McCracken 8 K
STAR 9
Storage 3
EL Class 2
C. Herrera 1 1
GARDEN
Administration Office - Nurse
K-1 AM Kinder: Ms. Jeffs PM Kinder: Ms. Burns
K-2 AM Kinder: Ms. Hinnenkamp PM Kinder: Ms. Maul
Parking Lot
Legend 22 = Rm. # 4 Grade
Revised 11-14-13

8.9.99

Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-DayAll Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

8 9.100

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

Initial Crisis Response Team Meeting
Agenda

- Discuss known details
- Discuss what information is NOT to be shared with staff/students (details of the suicide, for example)
- Determine roles/responsibilities, including Crisis Response Team Leader
  - CRT Leader – Takes command, balances response initiatives with safety concerns; motivates responders; communicates clear directions; sizes up situation and makes rapid decisions; modifies plans as necessary
  - Public Information Officer – Superintendent or designee
  - CRT Members – Offer support; support staff/students
- Determine affected individuals
- Determine whether an all-staff meeting is appropriate and leadership of the meeting
- Review use of **Crisis Response Team Log** when seeing students

Initial All-Staff Meeting
Agenda

- Introduce CRT members
- Share appropriate information about the death
- Allow staff opportunity to express their own reactions/grief
- Identify anyone needing additional support and refer them to appropriate resources
- Provide appropriate faculty with a copy of the **Notification of Suicide**
- Explain the plans for the day, including location of crisis counseling rooms
- Discuss the plan for assisting students who are having difficulty
  - Share **Suicide Postvention Information** (handout for staff)
- Remind staff that all media communications are handled through the District Office (Superintendent)

89.101

Notification of Suicide

(To be read or paraphrased in specified classes by appropriate staff member – teacher, if comfortable, administrator, school psychologist, counselor, etc.)

It is with great sadness that I have to tell you that ***one of our students*** *(change wording as needed here)* _____ has taken his/her life. We want you to know that we are here to help you in any way we can. Suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate and out of respect for the family and the deceased, we ask that you not spread rumors you may hear.

One thing is certain. There are supports in our community that can help. Suicide should never be an option.

Each of us will react to _____'s death in our own way. Some of us may experience great sadness while others of us may not be affected. Some of you may find you have difficulty concentrating on your schoolwork while others may find that diving into your schoolwork is a good distraction.

We have counselors available to help our school community to deal with this sad loss and to help us understand more about suicide. If you would like to talk to a counselor, or if you have concerns about a friend, just let your teacher or a staff member know.

Family Notification

Dear Parents,
I am writing with great sadness to inform you that a previous teacher of ours has died. Our thoughts and sympathies go out to those affected by such a great loss. Please know that your child may have been directly impacted by this loss and was given the news of the death by their teacher during their first period class this morning.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental health disorder, which can prevent a person from thinking clearly about his or her problems and how to solve them. It is important to remember that the vast majority of individuals who experience mental health disorders or life stressors do not become suicidal. Suicide is always a permanent solution to a temporary problem.

Counselors were made available today at TBMS to meet with students individually and will be made available over the next couple of days and weeks. Please contact the office if you feel your child is in need of additional assistance.

Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful to other students at TBMS. We will do our best to give you accurate information as it is made available to us.

If you need help or guidance on how to talk to your child about suicide or the recent loss, please contact the office for additional assistance.

If you have concerns about your child's safety, please call 911 or take them to the emergency room immediately. Certain behaviors can indicate a safety concern for you child, specifically, if the behaviors are new or have recently escalated around the time of a painful event, loss, or change.

Concerning behaviors may include:

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of drugs or alcohol
- Behaving recklessly
- Showing rage or talking about seeking revenge
- Spontaneous withdrawal
- Displaying extreme mood swings
- Saying good-bye or giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

8.9.102

CRT End-of-Day Debrief

Agenda

- Include CRT members, site principal, Superintendent
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Plan End-of-Day All Staff Meeting – review agenda
- Discuss plans for next day
  - Consider mental health supports needed
  - Develop communication protocol
  - Review **Crisis Response Team Log**
  - Determine student contact follow-up needed
- Prepare **Suicide Postvention Information** to share with staff

End-of-Day All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss plans for next day
- Remind staff of importance of self-care
- Remind staff re dealing with media
- Determine if **Follow-Up Staff Meeting** is Needed; Schedule Meeting
- Share **Suicide Postvention Information**

Follow-Up All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
- Review event's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

8.9.103

Crisis Response Team Log

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

8.9.104

SUICIDE POSTVENTION INFORMATION

~ For Staff ~

Procedures aimed at identifying those affected by a suicide in order to decrease negative reactions and increase adaptive copying.

Goals of Postvention
Assist survivors with the grief process
Identification and referral of students at-risk for requiring additional services
Reducing contagion
Providing appropriate information

Survivors of Suicide
Individuals directly affected by a completed suicide. Affected individuals include: family members, classmates, friends, teachers, girl/boyfriend. Survivors typically experience an array of emotional reactions:

- Shock, guilt, despair, denial, anger, disbelief, pain, shame, hopelessness, rejection, confusion, and self-blame.
- Survivors are at an increased risk of suicide contagion. Suicide Contagion is a term used to describe an increase of suicidal behaviors shortly after a completed suicide typically due to imitation. To decrease contagion, sensationalism, glorification, and romanticization should be avoided.

Providing Information
Information should be provided to facilitate understanding and clarification. When talking to students, staff should provide information simultaneously to classes. Again, factual information should be provided to eliminate sensationalization. Providing warning signs and resources within the community to parents can help with the bereavement process.

Do's & Don'ts
Memorials and funerals
Do...
Encourage affected students to attend the funeral service
Develop suicide prevention procedures, including better ways to cope with emotion.

Don't...
Send all students to funeral
Cancel or change the school schedule
Permit physical memorials on school grounds
Fly flag at half-staff, have assemblies or yearbook dedications for victim, or moments of silence.

Attending the funeral should be at the discretion of the individual students and their parents. When dealing with memorials and funerals, the goal of the school site should be to avoid sensationalization, glorification, and romanticization of the suicide death. Too much attention towards the suicide act and/or victim may lead to contagion. The school site may want to focus memorials towards providing information and support to other students experiencing grief to help prevent future suicides.

Community Resources
EAP – Employee Assistance Program – 800-932-0034 eap@acispecialtybenefits.com
Lighthouse Counseling and Family Resource Center – 645-3300
Placer County Children and Adult Systems of Care (530) 886-54501, 1-888-886-5401
Family Service Agency Suicide Prevention and Crisis Hotline (916) 368-3111
National Suicide Prevention Hotline 1-800-784-2433, 1-800-273-8255, 1-800-799-4889

8.9.105

SECTION FIVE: NEWS MEDIA AND RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

8.9.106

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

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Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

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MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

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THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can -that you are not just "letting things happen."

• Bad News

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Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

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- Telephone lines for outgoing calls
- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school
- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

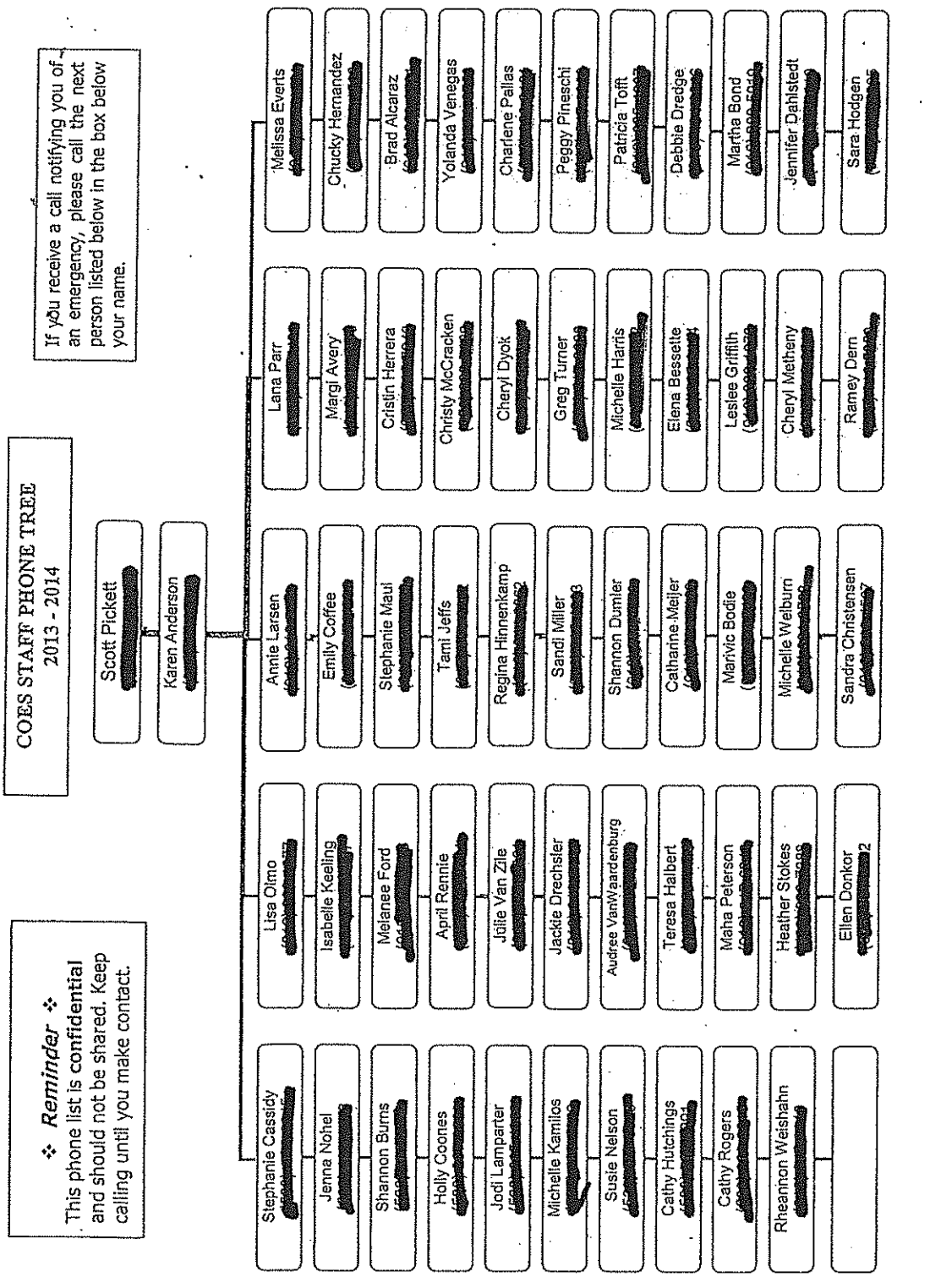
Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

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SECTION SIX: Personnel Information



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SECTION SEVEN: Safe School Plan

Ensuring a Safe and Orderly Environment

Component One – People and Programs
Action Plan

Goal #1: All students, including subgroup populations, will demonstrate proficiency on state standards.

Objectives:

- As measured by STAR Reading and Math, at least 65% of students will meet the grade level standard for those assessments.
- Creekside Oaks Elementary School English Language Learners will advance one proficiency level a year on the CELDT until reclassified as Fluent English Proficient (FEP).
- Identified special education students will meet IEP goals that are aligned with grade level standards.

Student Support and Intervention Opportunities:

- Student Success Team (SST) is available for students that are having academic and behavioral difficulties.
- A Title I reading specialist and two assistants (Intervention Services Providers) work with first through fifth grade students who are reading below grade level and have met the criteria for intervention.
- EL students (English Learners) are supported through whole class core curriculum instruction, through ELD group instruction (Beg and Early Int Levels 30 min a day), and Title 1 as they qualify. All classroom teachers have a specialized certificate or credential in one of the following: CLAD, BCLAD, SDAIE.
- Special Education students receive intervention according to their Individual Education Plan (IEP) goals. Creekside Oaks currently operates two programs – Resource Specialist Program (RSP) and Special Day Class (SDC).
- Students meeting and exceeding grade level standards at Creekside Oaks or who are GATE identified (grades 2 – 5) will be challenged by higher level thinking activities and the Accelerated Reading Program.
- The SCHOOLS group schedules trained adult volunteers to support student learning in the classrooms by working with students in small groups and individually.
- Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all students.

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- Staff will analyze student data to plan instruction. Collaboration occurs during Early Release Days when grade level teams have Professional Learning Community (PLC) meetings.
- Classroom Instruction and activities will be differentiated to meet the needs of at-risk, GATE, and English Language Learners in the classroom.
- OARS – Online Assessment Reporting System provides assessment information for teacher analysis and diagnosis of student needs.
- An occupational therapist has been contracted to work with Special Education students who have sensory integration difficulties.
- Perfect Attendance, Accelerated Reader, Honor Roll (4^{th}/5^{th}) and Student of the Month certificates are given to students to encourage success and motivate student.

Goal #2: Creekside Oaks' students will feel emotionally and physically safe at school.

Objectives:

- Staff will consistently and fully implement a school wide positive behavior intervention support (PBIS) program that focuses on encouraging positive behavior, rewards, and redirecting inappropriate behavior.
- Staff will be trained and fully implement the Love and Logic program.
- Students will indicate they feel safe at school and on the playground as measured by teacher observation and student reports and survey results.
- Psychologist, Resource Specialist and Administration will monitor and document "high risk" students and decide if further evaluation is needed.
- There will be a continual 10% decrease in the amount of Suspensions, Major and Minor office discipline referrals, and behavior incidents as measured by our data management systems (SWIS and AERIES)

Student Support and Intervention Opportunities:

- A referral system is in place. They are coordinated with county and other agencies to provide child services as needed: Parenting Classes (Love and Logic), Counseling Groups, and SARB (School Attendance Review Board).
- The Discipline Committee meets monthly to analyze behavior data, identify areas of need, and brainstorm solutions to create a process of continual improvement in student positive behavior.
- The Discipline Committee will also assure that programs and processes are in place so that the PBIS process and programs are implemented with fidelity.
- The Discipline Committee will receive additional training and guidance from PCOE to assure proper implementation of the PBIS process.
- Positive Action is a K-5 classroom program that teaches students drug resistance skills, peer pressure, self esteem and how to make right choices.

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- The Assistance League of Greater Placer County provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need.
- Educational programs are implemented where possible to focus on specific health issues, such as nutrition, alcohol / drug prevention where grade level appropriate.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Creekside Oaks participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.
- Students experiencing academic and/or behavioral difficulties may be referred to the Student Success Team to explore intervention options.
- A school psychologist is available for counseling with students as needed.
- Local law enforcement and community agencies will make presentations on child safety issues when possible.
- A district nurse is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families.
- The school site will provide to families in need, a list of local agencies to which people can refer for additional support and guidance.
- Focus is placed on positive character traits such as Safe, Respectful, Responsible, and Unified.

Parent Support for component one:

- Parents are included as part of the Student Success Team to help create action plans that include modifications to help students become successful.
- Parents are active participants in School Site Council, Parent Teacher Organization, and various committees and classroom activities to help them feel connected to our school community and to develop a better understanding of the curriculum and procedures.
- Western Placer Unified School District's Social Promotion Plan requires that parents of at-risk students are to be notified of participation in intervention programs.
- Parents are always encouraged to be involved in their child's education. An example: parents of English Learners attend ELAC meetings, quarterly, to express their concerns and needs and to give input on school programs.
- Love and Logic training for parents will be provided by the school district at a nominal fee.

Staff Support for component one:

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- The staff will continue to be trained in all areas of effective use of curriculum and instructional strategies to help reach all learners of diversified backgrounds.
- Staff development focuses on district and school goals/objectives, state standards, changing curriculum, changing student population and specific needs of the student body.
- Staff members will continue to search for additional research and information on "Kids at Risk" intervention programs to meet their needs and help them continue to grow.
- Classrooms are created to enhance the experience of learning and promote positive interactions between students and staff. Building positive relationships is a school-wide theme. When assigned, students are encouraged to work together on academic tasks through cooperative learning.
- Curriculum will be standards-based and will provide opportunities for students to achieve high academic standards. Supplemental materials will focus on prevention, refusal skills, making good choices, self-esteem, developing of social and personal skills, controlling anger and accepting of consequences, respect, responsibilities, goal setting, communication skills and developing relationships (positive action).
- Instructional strategies will be used to accommodate the different learning styles of students in the classroom. Curriculum will be developed to meet the diverse learning styles of all students.
- Safety from injury, respect (for students and adults), lack of physical violence, intimidation and harassment continues to be a focus. Respect for each other and respect for all adults is always a priority. Standards of behavior and expectations are clearly stated, defined, and posted. Creekside Oaks Elementary School's behavior plan is in place and is aligned with the District's procedures and Board policies on providing a safe and orderly environment.
- Rules are printed in the Parent/Student Handbook, and are taught explicitly to students throughout the year.
- Adults should model respect by the positive manner in which they deal with students and staff.
- Policies and procedures are in place for staff reporting of criminal behavior to the appropriate law enforcement agency.
- There is frequent communication between teachers, administration and parents when a student cannot adjust to appropriate behavioral standards.
- Discipline practices will be developed with participation from certificated and classified staff, parents and students. Consequences for violating behavioral expectation will be fair, consistent, understood and communicated to students and parents.
- All staff will be trained in the Love and Logic program and will implement those strategies during each school day.

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Suspension / Expulsion Records		
2006-07	Suspensions -- 23	Expulsions – 0
2007-08	Suspensions -- 28	Expulsions – 0
2008-09	Suspensions -- 33	Expulsions – 0
2009-10	Suspensions -- 23	Expulsions – 0
2010-11	Suspensions -- 17	Expulsions – 0
2011-12	Suspensions -- 9	Expulsions – 0
2012-13	Suspensions -- 13	Expulsions – 0

Ensuring a Safe and Orderly Environment

Component Two: The Physical Environment (Place) Action Plan

Creekside Oaks Elementary School is located in the Western Placer Unified School District. Its physical location is in Lincoln, in a once rural area that is experiencing growth of residential and commercial developments.

Goal #1: All students will have safe entrances and exits during the daily school routine or during a crisis situation.

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Objectives:

- School administration will work with local agencies to assure the most effective and efficient plan is in place for parent pick-up and drop-off of students.
- The school administrators will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Parents will be well informed as to the proper conduct and rules and procedures of the parking lot.
- Procedures will be put in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies will be in place in emergency situations.
- Emergency kits will be checked monthly and updated as needed.

Student Support

- Creekside Oaks works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.
- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the Student/Parent Handbook, first day packets, school newsletter, and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures.
- Procedures are in place for student emergency situations.
- Emergency exit plans are posted in every classroom.
- Teachers discuss and review the emergency plans with students.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes into and out of school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.
- A calendar will be set up by the principal and secretary to provide monthly checks of emergency kits to assure they are ready anytime an emergency might occur.
- Evacuation drills are done to assure that students will be evacuated in a safe and orderly environment.

Goal #2: The Creekside Oaks campus is a secure and safe environment.

Objectives:

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- Assure an accounting of all students and visitors while students are on campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office personnel monitor this objective.
- Make sure there is adequate lighting in place to ensure safety on the campus at night.
- Assure that Lock-down, evacuation, and all emergency procedures are in place.
- Monitor main entry and exit points to the school.
- Make sure all staff members are easily identified.
- Create a plan so there is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- Assure that a security system is in place and the custodians, principal and district maintenance crew monitors its use.

Student Support:

- The campus is closed and access signs are displayed prominently at entry points. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff is trained to direct unidentified persons to the main office. Staff and office personnel monitor and assess this procedure.
- Signs are posted to keep dogs (unless prior arrangements are made) off the campus. There are procedures in place to contact local animal control officers so that the animal can be removed as soon as possible.
- The school playground is gated and limits vehicle access to school grounds.
- There is adequate staff supervision when students are on playground. Each staff member wears an orange vest so they are visible to students for emergencies. Staff is on duty as students leave campus. Teachers monitor the hallways.
- A Crisis Response Box is in place. Current phone numbers are kept in the emergency kit to be used in case of student, staff evacuation.
- Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas and the principal and night custodian periodically check to insure lighting is in working order.
- Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the School Safety Committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activity.

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- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.
- Fire drills are practiced Monthly. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus are also practiced annually.
- Emergency procedures and plans are assessed by the principal and staff.

Parent Support for component two

- There is ongoing communication to parents on traffic flow for safe drop off and pickup issues.
- Parents have the opportunity to work in a collaborative manner to give input on school safety issues and the Safe School Plan.

Staff and Site Support for component two

- Classrooms have an appropriate amount of space for the student-teacher ratio and are designed in a positive manner. The classroom environment is conducive to learning and instruction and is a safe and orderly environment.
- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities, or person. Safety and security is a primary focus. If graffiti and evening/weekend littering and vandalism become more frequent, additional law enforcement patrols will be requested.
- During the school day the campus is as secure as possible with all gates and entrances locked. Visitors must enter the campus through the school office.
- A security system with panel access codes has been installed for the entire school.
- Standard incident-reporting procedures are in place. Monthly emergency drills are logged.
- Equipment is inventoried, engraved or labeled for identification and stored securely and safely.
- The community using the facilities will follow district procedures and when using the facilities during off-school hours will have maintenance personnel in attendance.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed at staff meetings and the staff gives input. The Crisis Plan is in place. It includes natural

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emergencies and a crisis intervention plan to handle all types of emergencies. This plan is reviewed annually.

- There is a school site emergency communication system in place. There is a two-way radio in place for communication with the District Office. The health clerk, noon supervisors and the office staff also use hand-held radios.
- There is a new school automation emergency communication system in place to call all parents in case of a major incident.
- The principal will be visible on campus, in classrooms and will be available to all members of the school community.
- The staff models positive attitudes towards students and parents, emphasizing respect, consideration, responsiveness, accountability and sensitivity.

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2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

First Street School

Reviewed by Site Council

December 2, 2013

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

(NOTE: The Crisis Response Plan is ONE of TEN sections of the Comprehensive School Site Safety Plan)

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- ☐ Sites/District Office Add Their Data/Goals

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SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS–Joshua O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

8.9.124

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

8.9.125

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine: [redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

8.9.126

Using Your ICOM or KENWOOD Radio

April 3, 2013

These radios have been programmed to communicate with the base stations at all sites.

Do not set your radio to Channel 1.
This Channel is designated for EMERGENCIES ONLY.

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio, (top of radio, dial knob on the right.). Turn the volume up, (same knob)

Make sure your channel is set to the site assigned channel. (Either dial knob on top or scroll arrows on the face of the radio.)

Depress the "push-to-talk" button and hold it down until you finish talking. Release the talk button and wait for a response.

To talk to another site, use the channel assignment below

Ch. 1	Emergency only
Ch. 2	Transportation
Ch. 3	Maintenance
Ch 4	Food Services
Ch 5	Twelve Bridges M.
Ch 6	Sheridan
Ch 7	Creekside Oaks
Ch 8	CC Coppin
Ch 9	First Street School
Ch 10	Glen Edwards
Ch 11	Phoenix High
Ch 12	Lincoln High
Ch 13	Foskett Ranch
Ch 14	Twelve Bridges E
Ch 15	Lincoln Crossing
Ch 16	CARE (after-school)

8.9.127

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (cell) 645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

HEAD START PRESCHOOL
- CCC 645-1051
- Infant/Toddler Center 434-3705 (Next to Phoenix High School)
- FAX 434-3706

WPUSD PRESCHOOL
- 1ST & 1 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

CAFETERIA
- GEMS – Food Director 645-6373
- LHS – Dawn 645-6365
- CCC - Kitchen 645-6392
- Cafeteria Clerk 645-6375
- GEMS Cafeteria Clerk 645-4054
- FSS Cafeteria Clerk 434-7283
- TBE Cafeteria Clerk 434-5212
- TBM Cafeteria Clerk 434-5269

TECHNOLOGY 434-3737
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.128

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

Basic Duties: Oversees coordination of all activities; makes decisions re evacuation off-campus

- ☐ **CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- ☐ Works with principal to decide whether to evacuate off campus.
- ☐ Works with principal to convene the **Crisis Response Team.**
- ☐ Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- ☐ Authorizes Board members to be contacted.
- ☐ Notifies City Manager of situation.
- ☐ Goes to school site.
- ☐ Contacts own family to assess their safety and to inform them of situation.
- ☐ Works with site team to support resolution activities.
- ☐ Works with District Liaison to communicate with District Office staff to update information and to provide support.
- ☐ Updates Board members.
- ☐ Approves communication to parents emphasizing the positive.
- ☐ Assists the site with evaluation of the event and the response.
- ☐ Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- ☐ Conducts debrief after the event.

8.9.129

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

Basic Duties: Coordinates all activities at the District Office location.

- ☐ Confirms situation with Superintendent.
- ☐ Sets up and organizes District Command Center (Business Office)
- ☐ Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- ☐ Screens calls to Superintendent's Office. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Provides updates to Board members. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Updates voicemail message on district phones. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Notifies and updates all sites of the situation.
- ☐ Advises other districts of situation, if required.
- ☐ Notifies the Placer County Office of Education, if warranted.
- ☐ Coordinates repairs, if needed.
- ☐ Contacts insurance carrier

8.9.130

SITE LEADER - PRINCIPAL
Responsibility Checklist

Basic Duties: Oversees entire situation on site; works with Superintendent to make decisions.

- ☐ Principal deals directly with District Office/Community coordination.
- ☐ Principal makes necessary decisions in consultation with District Office.
- ☐ Principal notifies local law enforcement/fire department when deemed appropriate.
- ☐ Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)
- ☐ Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- ☐ Principal trouble shoots based on developing circumstances.
- ☐ Principal works with District Office re media operations/ communications.
- ☐ Principal works with emergency personnel.
- ☐ Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.
- ☐ Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

8.9.131

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

- ☐ Directs activities of **Site Command Center**
- ☐ Alerts Teachers as required
- ☐ Ensures Staff are at required positions with equipment/information necessary to complete tasks
- ☐ Assigns additional duties to available staff and direct site operation
- ☐ Communicates with nursing staff and Crisis Response Team, as needed
- ☐ Communicates with Transportation, Food Services, as necessary
- ☐ Organizes and coordinates all necessary activities at site.
- ☐ Requests added personnel from Personnel Officer.
- ☐ Works with Site Principal to advise parents of early dismissal of students, if necessary.
- ☐ Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

8.9.132

DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

8.9.133

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- ☐ Secure your classroom - lock doors, close windows and shades/blinds.
- ☐ Attempt to keep the student calm
- ☐ Provide first aid where necessary
- ☐ (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- ☐ Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- ☐ Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- ☐ Quickly, yet orderly, escort students to safe area as designated in Site Plan
- ☐ Take record book, student information cards, color warning cards
- ☐ Take attendance when safe site is reached
- ☐ STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- ☐ Report directly to identified areas to secure the campus
- ☐ Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

8.9.134

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

Basic Duties: Your position is to coordinate all activities at the community level.

- ☐ Act as media spokesperson.
- ☐ Coordinate with District Office Liaison and Administration
- ☐ Work with site team members to advise parents.
- ☐ Be in communication with site level person at hospital.
- ☐ Be in contact with City Council and Local Officials, as needed
- ☐ Relay information about hospital victims to **District Office Command Center.**
- ☐ At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- ☐ Contact radio, television, newspapers, as deemed appropriate.
- ☐ If requested by site, coordinate a community resource response.
- ☐ Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

8.9.135

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
Amy Pettersen

Basic Duties: Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

Crisis Response Team Members: (School Psychologists and School Counselors)
Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

- ☐ At request of site Crisis Response Support Team Leader, contact community mental health resources.
- ☐ Direct activities of any District Interns.
- ☐ If requested by site, contact neighboring districts and secure their assistance.
- ☐ Contact Placer/Sacramento County law enforcement chaplaincy, as necessary
- ☐ Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary
- ☐ Provide support to students and staff, if requested; assess critical situations.
- ☐ Assist site in staffing safe rooms for students and staff.
- ☐ Provide written information to parents concerning possible reactions to the event.
- ☐ Be available for consultation to site as they conduct follow-up activities in the weeks to come.

8.9.136

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

- ☐ Work with dispatcher to contact bus drivers, if necessary.
- ☐ Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- ☐ Advise drivers of staging areas and routes.
- ☐ Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- ☐ Provide evacuation to secondary site, if necessary.
- ☐ Provide early transportation home to regular bus drivers as necessary.
- ☐ Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

8.9.137

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

Basic Duties: Provide all necessary support as deemed appropriate

- ☐ Accompany Superintendent to incident site.
- ☐ Provide blueprints and any other technical data of the site.
- ☐ Designate staff to bring extra communication equipment to the sites.
- ☐ Assist emergency services personnel with information about the site.
- ☐ Provide any required resources to emergency personnel.
- ☐ Provide support in establishing site command center.
- ☐ Coordinate repairs.

8.9.138

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

Basic Duties: Identify district personnel who can be of assistance during the crisis.

- ☐ Notify employee families affected by the crisis.
- ☐ Assist site with information on personnel, including substitutes, who are present on campus.
- ☐ Contact substitutes to work upcoming days.
- ☐ Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.
- ☐ Provide and maintain an updated resource guide of specialized personnel.

8.9.139

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

Basic Duties: Provide the most effective form of communication to the incident site under the circumstances.

- ☐ Work with Telephone Company, as necessary.
- ☐ Update voice mail message, as appropriate.
- ☐ Keep sites updated on telephone status.
- ☐ Coordinate use of District's 2-way radio system and all phone contacts.

8.9.140

TECHNOLOGY
Responsibility Checklist

Bob Lyons

Basic Duties: Provide access to electronic communications services.

- ☐ Provide information on mass messaging – email, voicemail, text.
- ☐ Work with Site Leader to coordinate messaging.
- ☐ Work with sites to provide access to Student Management System (AERIES)
- ☐ Assist with technology needs.

8.9.141

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

☐ At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.

☐ Provide direction to Clerks re handling of Student Medication.

☐ Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.

☐ Direct first aid station under the supervision of the Site Coordinator.

☐ Coordinate activities with hospital, if needed.

☐ Meet with parents of injured students.

☐ Assist school site team with parent or community meeting.

8.9.142

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

- ☐ Provide appropriate information to Spanish radio and Television stations as deemed appropriate.
- ☐ Coordinate release of information with Community Liaison Officer – Scott Leaman
- ☐ Establish a procedure to provide communication and information to parents.
- ☐ Mobilize translators (teachers/students/parents) as needed.

8.9.143

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	Priority One and - Priority Two
Glen Edwards Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	Priority One – Priority Two
Foskett Ranch Elementary School	– Priority One Priority Two	– Priority One – Priority Two
Twelve Bridges Middle School	Priority One – Priority Two	– Priority One Priority Two
Lincoln Crossing Elementary	Priority One Priority Two	– Priority One – Priority Two
District Office	Priority One – Priority Two	– Assist at Sites

8.9.144

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

ALTERNATE SITES ARE GLEN EDWARDS MIDDLE SCHOOL AND CREEKSIDE OAKS, IN THAT ORDER

8.9.145

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
    - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
    - (Goal of 1 box per 100 – 200 students)
    - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
    - SES & PHS
    - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
    - CCC, FSS, FRES
    - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
    - EACH of 4 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – F; G – L; M – R; S – Z
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
    - COES, LCES, TBES, GEMS, TBMS, LHS
    - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
    - Each of 8 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
        - Pens/Pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles

8.9.146

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

8.9.147

SECTION THREE: EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	[redacted]
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

8.9.148

SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office using available systems (cell phone, campus phone #200, radio).
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure students, staff, and volunteers in classrooms
- Lock down room- Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- Lock down room-Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

8.9.149

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Expect support from district psychological support personnel
- Moderate student discussions using script provided by support personnel
- Notify office if additional support is needed in your classroom or neighboring classroom

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Designate an individual to secure the scene
- Notify office using available systems or through adult runner
- Activate the Emergency Monitoring System/call 911
- Remain with victim until relieved by administrative personnel, police or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel
- If needed moderate student discussion using script provided by support personnel

Death of employee

- Same as above

8.9.150

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel

Altercation between Adults

- Remove students from immediate area. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).

Violent Student

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

8.9.151

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Student Seizure (Medical)

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle, or move the suspicious object.

8.9.152

EMERGENCY ALERT PROCEDURES

Office ----

1 In order to access communication with **all rooms and outside** on campus using the office phone system,

A pick up the receiver
B press "page"
C press #
D press "110" [slowly]
E after hearing feedback on the receiver, begin message

Classrooms ----

A Dial 200 to access the emergency phone

8.9.153

FIRE

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

   Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

   Call 911 if safe to do so with specific details of the fire (add number).

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

8.9.154

EARTHQUAKE

In the event of an earthquake,

1. Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.

2. Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards

3. Personnel in the building will...

   a drop -- assume a curled position on the floor or field, knees on the ground...
   b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
   c hold -- in this position for approximately five minutes or until shaking stops

4. Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
   1. Secure the emergency bag and emergency list
   2. Escort mobile students from the room
   3. Close and lock door
   4. Maintain control of students during the evacuation
   5. take roll of students once class has arrived at the predetermined location
   6. Await further direction

5. No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.

6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

8.9.155

RETURN TO BUILDING

In the event that students must return to their classrooms because of an emergency situation:

1. Verbal announcement will be broadcast over the campus intercom system.

2. Immediately followed by direction from responsible adults on the yard to walk to class.

3. Teachers will meet students at the exterior door and direct them to assume safety position.

4. The exterior door will be locked. The blinds will be closed. (Interior doors must be left closed but unlocked to facilitate movement out of classrooms through common rooms as necessary.)

5. With the teacher standing near the exterior door but out of the line of exterior sight, roll will be taken and all students will be accounted for.

6. Immediately commence "Lock Down" procedures. (See next page.)

7. Classes will remain silent until further direction is broadcast over the school intercom system or until contact is made with the teacher through the school phone system.

8.9.156

LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The exterior and interior doors to the building will be locked.

   a. Staff will escort students to the nearest building and secure the door.

3. Blinds will be closed and window in the door covered if safe to do so.

4. Students will move as far away from the window as possible.

5. Teachers will account for all students present on that day, if the status is red, the staff will provide the office with a list of missing or extra students.

6. Teachers will slide a colored card under their door (if possible) to notify personnel status of occupants inside:
   Green = all students present *(Poss. tape to window)*
   Red = there are missing students
   No card = it is not safe to put up the card

7. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.

8.9.157

SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The HVAC system will be shut off.

3. The exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

4. Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green, if red, teacher will provide a list of names of absent or extra students.

5. Teachers will place a colored card in their window to notify personnel status of occupants inside:
   Green = all students present
   Red = there are missing students
   No card = it is not safe to put up the card

6. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

7. Teachers and Students will conduct instruction as usual, but will not leave building.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time

8.9.158

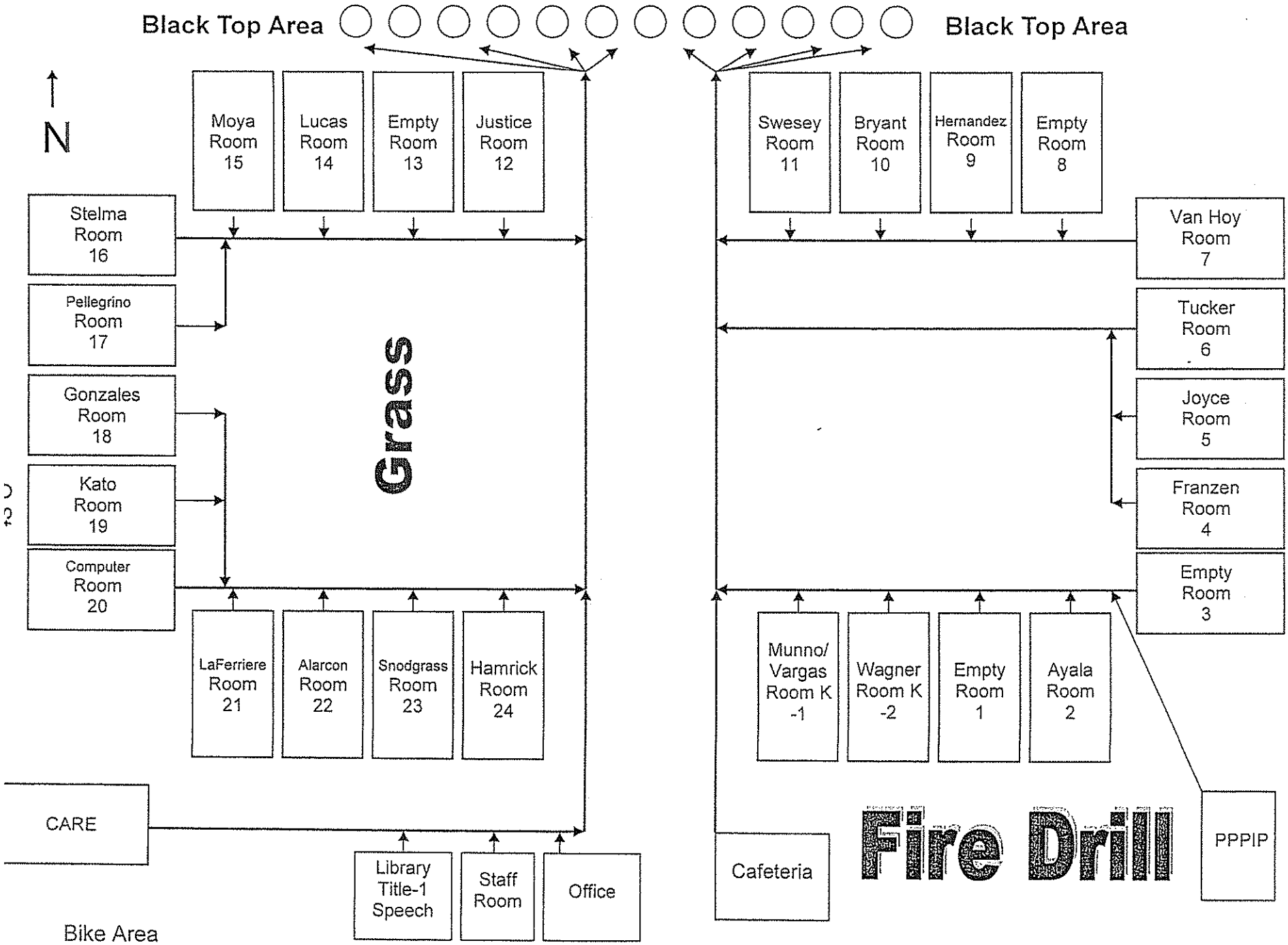
STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
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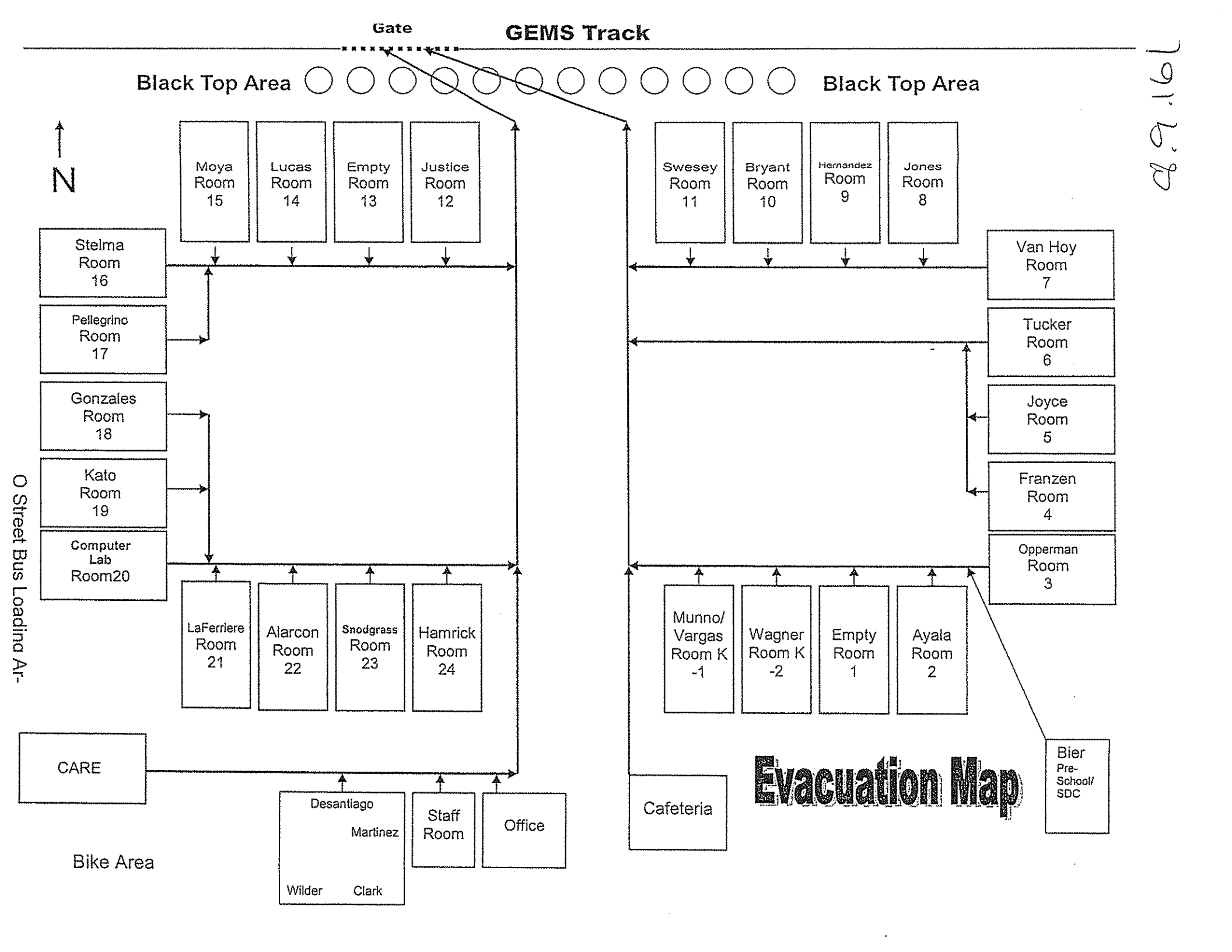
SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

8.9.159

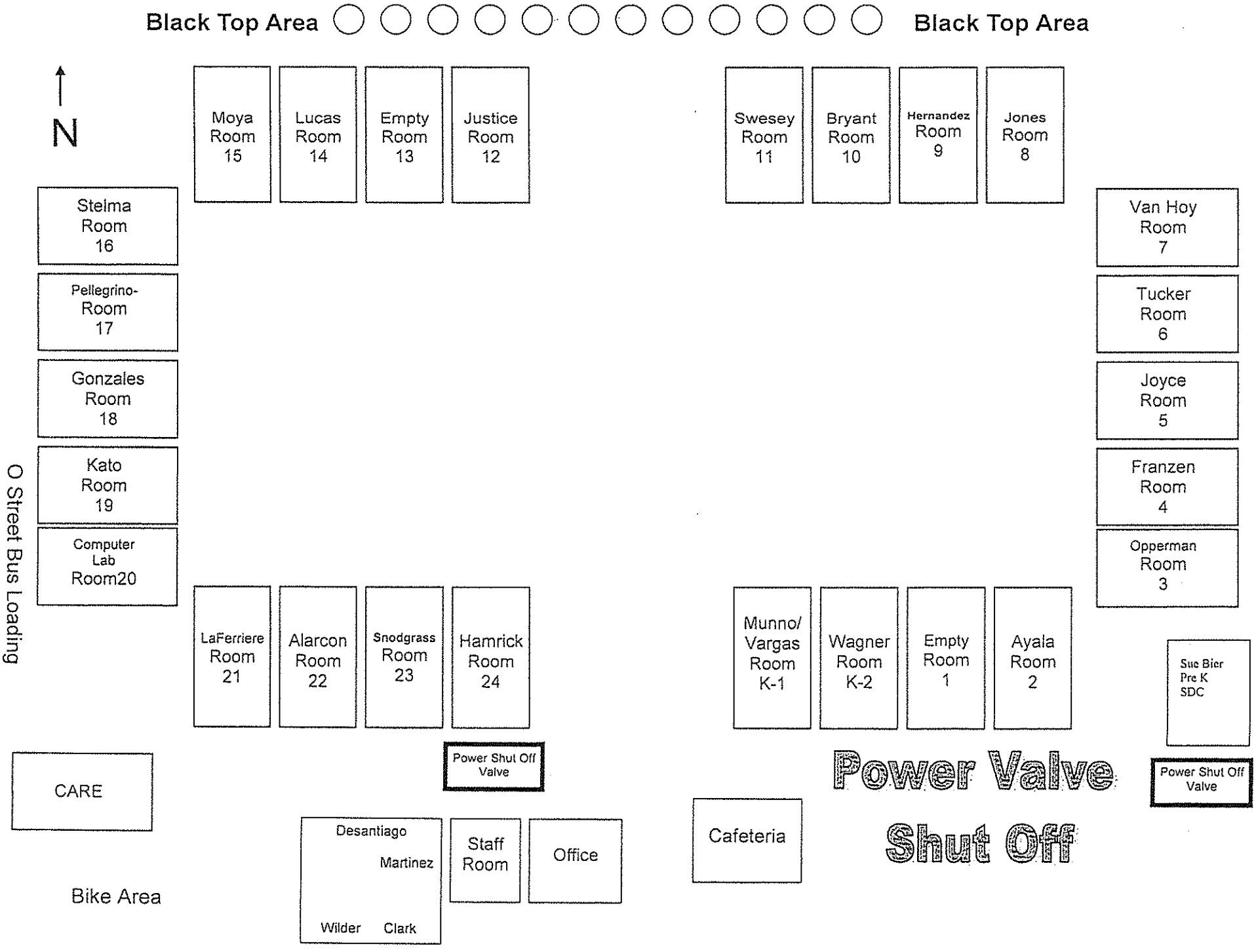
GEMS Track



8.9.-16.0


Gate
GEMS Track
Black Top Area
Black Top Area
N
Moya Room 15
Lucas Room 14
Empty Room 13
Justice Room 12
Swesey Room 11
Bryant Room 10
Hernandez Room 9
Jones Room 8
Stelma Room 16
Pellegrino Room 17
Gonzales Room 18
Kato Room 19
Computer Lab Room20
Van Hoy Room 7
Tucker Room 6
Joyce Room 5
Franzen Room 4
Opperman Room 3
LaFerriere Room 21
Alarcon Room 22
Snodgrass Room 23
Hamrick Room 24
Munno/ Vargas Room K -1
Wagner Room K -2
Empty Room 1
Ayala Room 2
CARE
Desantiago
Martinez
Wilder
Clark
Staff Room
Office
Cafeteria
Bier Pre-School/ SDC
Bike Area
O Street Bus Loading Ar-
Evacuation Map

FIRST STREET SCHOOL



2.15.18

Crisis Response — Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

Inform the District Superintendent of the death.
- o Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
- o Superintendent calls appropriate principal(s)

Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
- o Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
  - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
  - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide — staff, students, none, which?) (Possible scenarios — suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
  - Principal checks AERIES for family members/siblings

Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
- o Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
- o Determine who the friends/family members are on campus
- o Determine how to notify/support these students/staff members
- o Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
- o Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
- o Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
- o Share with staff District procedures re dealing with media — refer media to District Office
- o Set **End-of-Day All Staff Meeting** time and location

Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

Principal notifies affected families.
- o Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification.**

• CRT Leader Holds **CRT End-of-Day Debrief**
- o Review day's challenges and successes
- o Discuss plans for next day
- o Plan **End-of-Day All Staff Meeting**
- o Plan **Follow-Up Staff Meetings** (if needed)

Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

8.9.163

Initial Crisis Response Team Meeting

Agenda

- Discuss known details
- Discuss what information is NOT to be shared with staff/students (details of the suicide, for example)
- Determine roles/responsibilities, including Crisis Response Team Leader
  - o CRT Leader — Takes command, balances response initiatives with safety concerns; motivates responders; communicates clear directions; sizes up situation and makes rapid decisions; modifies plans as necessary
  - o Public Information Officer — Superintendent or designee
  - o CRT Members — Offer support; support staff/students
  - *o*
- Determine affected individuals
- Determine whether an all-staff meeting is appropriate and leadership of the meeting
- Review use of **Crisis Response Team Log** when seeing students

Initial All-Staff Meeting

Agenda

- Introduce CRT members
- Share appropriate information about the death
- Allow staff opportunity to express their own reactions/grief
- Identify anyone needing additional support and refer them to appropriate resources
- Provide appropriate faculty with a copy of the **Notification of Suicide**
- Explain the plans for the day, including location of crisis counseling rooms
- Discuss the plan for assisting students who are having difficulty
  - o Share **Suicide Postvention Information** (handout for staff)
- Remind staff that all media communications are handled through the District Office (Superintendent)

8.9.164

Notification of Suicide

(To be read or paraphrased in specified classes by appropriate staff member — teacher, if comfortable, administrator, school psychologist, counselor, etc.)

It is with great sadness that I have to tell you that ***one of our students*** *(change wording as needed here)* has taken his/her life. We want you to know that we are here to help you in any way we can. Suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate and out of respect for the family and the deceased, we ask that you not spread rumors you may hear.

One thing is certain. There are supports in our community that can help. Suicide should never be an option.

Each of us will react to 's death in our own way. Some of us may experience great sadness while others of us may not be affected. Some of you may find you have difficulty concentrating on your schoolwork while others may find that diving into your schoolwork is a good distraction.

We have counselors available to help our school community to deal with this sad loss and to help us understand more about suicide. If you would like to talk to a counselor, or if you have concerns about a friend, just let your teacher or a staff member know.

Family Notification

Dear Parents,

I am writing with great sadness to inform you that a previous teacher of ours has died. Our thoughts and sympathies go out to those affected by such a great loss. Please know that your child may have been directly impacted by this loss and was given the news of the death by their teacher during their first period class this morning.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental health disorder, which can prevent a person from thinking clearly about his or her problems and how to solve them. It is important to remember that the vast majority of individuals who experience mental health disorders or life stressors do not become suicidal. Suicide is always a permanent solution to a temporary problem.

Counselors were made available today at TBMS to meet with students individually and will be made available over the next couple of days and weeks. Please contact the office if you feel your child is in need of additional assistance.

Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful to other students at TBMS. We will do our best to give you accurate information as it is made available to us.

If you need help or guidance on how to talk to your child about suicide or the recent loss, please contact the office for additional assistance.

If you have concerns about your child's safety, please call 911 or take them to the emergency room immediately. Certain behaviors can indicate a safety concern for you child, specifically, if the behaviors are new or have recently escalated around the time of a painful event, loss, or change.

Concerning behaviors may include:

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of drugs or alcohol
- Behaving recklessly
- Showing rage or talking about seeking revenge
- Spontaneous withdrawal
- Displaying extreme mood swings
- Saying good-bye or giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

89,165

CRT End-of-Day Debrief
Agenda

- Include CRT members, site principal, Superintendent
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Plan End-of-Day All Staff Meeting — review agenda
- Discuss plans for next day
  - o Consider mental health supports needed
  - o Develop communication protocol
  - o Review **Crisis Response Team Log**
  - o Determine student contact follow-up needed
- Prepare **Suicide Postvention Information** to share with staff

End-of-Day All Staff Meeting
Agenda

- Offer verbal appreciation of all the staff
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss plans for next day
- Remind staff of importance of self-care
- Remind staff re dealing with media
- Determine if **Follow-Up Staff Meeting** is Needed; Schedule Meeting
- Share **Suicide Postvention Information**

Follow-Up All Staff Meeting
Agenda

- Offer verbal appreciation of all the staff
- Review event's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

8.9.166

Crisis Response Team Log

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

8.9.167

SUICIDE POSTVENTION INFORMATION

— For Staff

Procedures aimed at identifying those affected by a suicide in order to decrease negative reactions and increase adaptive copying.

Goals of Postvention

Assist survivors with the grief process
Identification and referral of students at-risk for requiring additional services
Reducing contagion
Providing appropriate information

Survivors of Suicide

Individuals directly affected by a completed suicide. Affected individuals include: family members, classmates, friends, teachers, girl/boyfriend. Survivors typically experience an array of emotional reactions:

- Shock, guilt, despair, denial, anger, disbelief, pain, shame, hopelessness, rejection, confusion, and self-blame.
- Survivors are at an increased risk of suicide contagion. Suicide Contagion is a term used to describe an increase of suicidal behaviors shortly after a completed suicide typically due to imitation. To decrease contagion, sensationalism, glorification, and romanticization should be avoided.

Providing Information

Information should be provided to facilitate understanding and clarification. When talking to students, staff should provide information simultaneously to classes. Again, factual information should be provided to eliminate sensationalization. Providing warning signs and resources within the community to parents can help with the bereavement process.

Do's & Don'ts

Memorials and funerals

Do...

Encourage affected students to attend the funeral service
Develop suicide prevention procedures, including better ways to cope with emotion.

Don't...

Send all students to funeral
Cancel or change the school schedule
Permit physical memorials on school grounds
Fly flag at half-staff, have assemblies or yearbook dedications for victim, or moments of silence.
Attending the funeral should be at the discretion of the individual students and their parents. When dealing with memorials and funerals, the goal of the school site should be to avoid sensationalization, glorification, and romanticization of the suicide death. Too much attention towards the suicide act and/or victim may lead to contagion. The school site may want to focus memorials towards providing information and support to other students experiencing grief to help prevent future suicides.

Community Resources

EAP — Employee Assistance Program — 800-932-0034 eap@acispecialtybenefits.com
Lighthouse Counseling and Family Resource Center — 645-3300
Placer County Children and Adult Systems of Care (530) 886-54501, 1-888-886-5401
Family Service Agency Suicide Prevention and Crisis Hotline (916) 368-3111
National Suicide Prevention Hotline 1-800-784-2433, 1-800-273-8255, 1-800-799-4889
National Association of School Psychologists www.nasponline.orq (See PrePare materials)

8.9.168

SECTION FIVE: NEWS MEDIA AND RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

8.9.169

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some -for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations -are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

8.9.170

A *plan* outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis *training* is an essential component of advance planning. It helps you focus on core messages about the institution -in this case, the school -and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

8.9.171

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

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Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can –that you are not just "letting things happen."

• Bad News

Get out the bad news yourself –do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what

happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis -the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- Telephone lines for outgoing calls
- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school

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- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

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SECTION SIX: Personnel Information

FIRST STREET SCHOOL
2013-2014 PHONE TREE

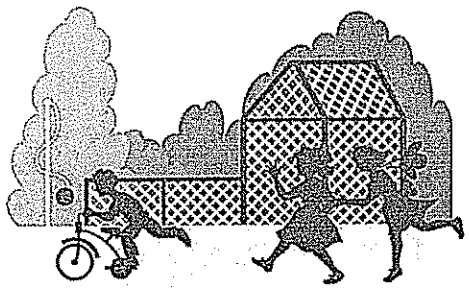


Revised: 12/02/2013

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SECTION SEVEN: Safe School Plan

First Street School
Safe School Plan
2013 / 2014



First Street School
1400 First Street
Lincoln, California 95648

(916) 645-6330
(916) 645-6284 fax

Mr. Ruben Ayala, Principal
Safe School Plan for 2012-13
Approved by the School Based Leadership Team (SBLT) on December 2, 2013

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Safe School Plan Committee Members

- **Mr. Ruben Ayala – First Street School Principal**
- Ms. Mary Boyle – District Administration
- Ms. Molly Swesey – Second Grade Teacher
- Mr. Mark Bryant – Second Grade Teacher
- Ms. Sue Wagner– Kindergarten Teacher
- Ms. Angie Selter – Classified Representative
- Ms. Virginia Cosh – Parent Representative
- Ms. Misty Compaan – Parent Representative
- Ms. Terri Leedy – Parent Representative
- Ms. Vickie Vineyard – Community Representative
- Officer Steven Krueger – Lincoln Police Department

Our current committee includes representation from the different stakeholder groups within our school community. All the members have received or will receive training pertinent to the development of a comprehensive Safe School Plan. The committee will meet regularly during the 2013-14 school year to revise and implement the Safe School Plan.

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First Street School's Mission Statement

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and lifelong learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

School Description and Profile

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 495, with two to three classes at each grade level. The ethnic composition of the student body is 69% Hispanic, 24% Caucasian, and 7% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school offers Structured English Immersion (SEI) for the school's English learners; it also houses the district's Elementary Academy for identified Gifted and Talented Education (GATE) and high achieving elementary-age students. Support services include a Special Education Resource Program, Speech and Language, and Title I.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. First Street School is becoming a focal point and community center for students and their parents.

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Component 1 – People & Programs

Prevention: Creating a Caring School Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

ACTION PLAN:

- *Character Education – First Street School uses the district-adopted Positive Action curriculum as part of the character education offered to our students. Whenever possible, we also offer assemblies for the entire school.*
- *After-School Programs – First Street School currently offers two types of after-school programs in an effort to reduce juvenile crime and improve school performance. As part of a district-wide Twenty-First Century Grant, children at our school have the option of attending the C.A.R.E. Program after school. This program provides the students with one hour of recreation, one hour of tutorial and one hour of enrichment activities. First Street School also offers reading and math intervention programs for our at-risk or struggling students. In addition, students in third through fifth grade have an opportunity to attend our Homework Club after school. This program provides children with a quiet environment and the help of a teacher three days per week (Tuesday – Thursday).*
- *Discipline Policies – As a result of input from staff, students and parents we have been focusing on decreasing bullying incidents on our campus. Through assemblies and classroom activities our students have been exposed to conflict resolution and appropriate school behavior. The implementation of our "Big Buddies" program has also had an impact on behavior on the playground. Our older students are supportive of our younger students and help them in many ways. A site discipline plan is disseminated to parents and students at the beginning of the school year via a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. Certificated and classified staff is informed of policies and respond fairly and consistently to violations. School rules are posted in each classroom and in playground areas.*
- *Staff Supervision – Increased student numbers necessitated additional staff on supervision duty during recesses and before school. We increased the number of teachers on the playground area and we incorporated our instructional aides into our duty schedule. We will continue to revise and adjust our duty schedule as deemed necessary.*
- *Student Safety - An area of concern for our parents has been the ease of access to our school. The front of our school is not fenced and thus access is available from many different points along the front. It was also expressed that it is difficult to distinguish between parents and strangers to the school. The long range goal in this area is to appropriately fence the front of the school and thus be able to monitor entry onto the campus.* For the 2011-12 school year, fencing was added on the west side of our campus eliminating one of three main entry points. *We will continue to implement other safety measures which have been successful such as asking that all parents coming to drop off their students (and who plan to stay for more than a couple of minutes) register through the office and get a visitor's sticker. We will also continue to ask that all parents waiting, congregate in a specific area of campus.* We

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will be vigilant in enforcing this policy throughout the year. The school's video monitoring system was updated in the 2012/13 school year. Five high resolution digital cameras were installed in different areas of our campus. We hope to add cameras in the future to enhance the overall security of our school.

Intervention Strategies to Maintain a Caring Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

- *First Street School is currently served by one of the district's school psychologists. Along with assessment for Special Education referrals, the psychologist provides one-on-one counseling, small group counseling, and classroom support.*
- *The Lighthouse Family Resource Center works very closely with all the schools in the district and provides the students and their families with a myriad of services free of cost. Services provided by the Lighthouse include counseling, parent education courses, WIC, Public Health, Immunization and Flu Clinics and Sierra Family services.*
- *Chronic attendance problems rob children of not only academic success but also of a bonding experience with their school and put them at risk for failure. First Street School recognizes the importance of good attendance habits and has implemented a system of rewards for students with positive attendance.* First Street School, along with the rest of the schools in the district, will be closely monitoring student attendance for the 2013-14 school year.

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Component 2 – The Physical Environment

GOAL: To provide our students with a clean, comfortable environment that is free from distractions and is conducive to learning.

ACTION PLAN:

- *School Location – First Street School is located at 1400 First Street, in the community of Lincoln. The school is one of seven elementary schools in the Western Placer Unified School District. The school is located on a busy street and near a traffic-heavy intersection.*
- *Student Safety – In an effort to ensure student safety at two potentially dangerous intersections, crossing guards were employed and trained (by the local police department) to assist our students as they walked or rode their bikes to and from school. As our budget allows, we will continue to employ the crossing guards.*
- *School Grounds – Our most recent parent surveys identified the parking lot as an area of concern. Speeding, double parking and congestion were creating a situation that jeopardized the safety of our students. To alleviate the problems, several measures were taken: speed bumps were installed, the lot was clearly marked prohibiting stopping in unauthorized areas, and personnel assists in keeping the traffic flowing.*
- *Campus Cleanliness Projects – We don't experience a high incidence of graffiti or vandalism but when it does occur it is taken care of immediately. Students and staff also participate in "clean up" activities that are designed to keep our campus litter free.*
- *Our community partner, Bridgeway Church, has been instrumental in planning and carrying out Campus Improvement Days. For the last couple of years volunteers from Bridgeway have joined school staff and parents in undertaking major landscaping and clean-up projects that have improved the aspect of our campus.*
- *Classrooms – All classrooms are well maintained and attractive. They are free of physical hazards and are equipped with fire extinguishers.*
- *Our school recently underwent a "Williams" review by the Placer County Office of Education to determine if our facilities were in "good repair" as defined by Education Code Section 17002(d)(2). The school facilities were found to be exemplary.*
- *Internal Security – A campus-wide communication system with individual telephones in all areas and school-wide "all-call" capabilities enables clear and effective announcements at any time. State-of-the-art security and fire prevention systems enhance the overall security of the campus. In addition to these features, our school is also equipped with the Primus key system. This unique feature allows the staff to lock classroom doors from the inside of the room only; this facilitates lock-down situations.*
- *Safety Drills – Fire drills are done routinely. In addition, fire and evacuation procedures are posted in every classroom and other buildings on campus.*
- *Video Surveillance – The school updated its video surveillance system during the 2012/2013 school year. The new system enables us to monitor activity on campus (detect strangers, etc.) during the school day and will help to deter vandalism and inappropriate activity during non-school hours.*

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Evaluation

The First Street Safe School Plan will be evaluated and updated each year. The Safe School Plan Committee will continue to meet and advise on revisions to the plan. The committee will also continue to attend any appropriate training that is available.

FIRST STREET SCHOOL SAFETY PLAN
Disaster Procedures/Crisis Response

CLASSROOM EVACUATION

Immediate threat (i.e. fire, etc.)

1. The fire alarm will be activated.
2. Upon activation, teachers will escort their class to the designated evacuation area (North end of playground).
3. Teachers are responsible to clear their classrooms and for making sure their doors are locked. Special programs teachers will escort their students to designated evacuation area and return their students to the homeroom teacher.
4. Roll will be taken to ensure all students are present.
5. At end of emergency or drill, the "all clear" will be executed.

Threat requiring evacuation to another site

1. The alarm will be activated with announcement over the PA system "All students are to return to and remain in their homeroom!"
2. When transportation is available, principal or designee will call for orderly evacuation of the school through the gates at the Northeast end of the campus.
    - Staff will bring emergency clip board and evacuation kits.
    - Students will be moved onto the bus loading zone on "O" Street.
    - Busses will be boarded at the loading zone, unless otherwise stated.
    - Additional emergency equipment (cell phone, radio…) should be secured as time permits.
3. First Street School will be locked and alarm set.
4. Students and staff will be transported to primary evacuation site (COES).
5. At the evacuation site, emergency activities will be coordinated jointly by the administration.
6. First Street School's secondary emergency evacuation site, if necessary, is Lincoln High School.
7. At the evacuation site, First Street School students will remain together until released to parents. A sign out process will be used and records kept.

Threat of violence at school

1. Intercom/PA system will be used to notify staff and students to remain in the classroom and to ensure that all doors are securely locked.
2. Students and staff will remain in "lockdown status" until the "all clear" is given.

***Students with disabilities will be assisted to staging and evacuation areas. All egress and ingress routes can accommodate students with disabilities.**

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2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Foskett Ranch Elementary

Reviewed by Site Council

11/19/13

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

(NOTE: The Crisis Response Plan is ONE of TEN sections of the Comprehensive School Site Safety Plan)

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SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS–Joshua O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's.

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ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

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December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine. [redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

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Using Your ICOM or KENWOOD Radio

April 3, 2013

These radios have been programmed to communicate with the base stations at all sites.

Do not set your radio to Channel 1.
This Channel is designated for EMERGENCIES ONLY.

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio, (top of radio, dial knob on the right.). Turn the volume up, (same knob)

Make sure your channel is set to the site assigned channel. (Either dial knob on top or scroll arrows on the face of the radio.)

Depress the "push-to-talk" button and hold it down until you finish talking. Release the talk button and wait for a response.

To talk to another site, use the channel assignment below

Ch. 1	**Emergency only**
Ch. 2	**Transportation**
Ch. 3	**Maintenance**
Ch 4	**Food Services**
Ch 5	**Twelve Bridges M.**
Ch 6	**Sheridan**
Ch 7	**Creekside Oaks**
Ch 8	**CC Coppin**
Ch 9	**First Street School**
Ch 10	**Glen Edwards**
Ch 11	**Phoenix High**
Ch 12	**Lincoln High**
Ch 13	**Foskett Ranch**
Ch 14	**Twelve Bridges E**
Ch 15	**Lincoln Crossing**
Ch 16	**CARE (after-school)**

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OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (cell) 645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

HEAD START PRESCHOOL
- CCC 645-1051
- Infant/Toddler Center 434-3705 (Next to Phoenix High School)
- FAX 434-3706

WPUSD PRESCHOOL
- 1ST & I 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

CAFETERIA
- GEMS – Food Director 645-6373
- LHS – Dawn 645-6365
- CCC - Kitchen 645-6392
- Cafeteria Clerk 645-6375
- GEMS Cafeteria Clerk 645-4054
- FSS Cafeteria Clerk 434-7283
- TBE Cafeteria Clerk 434-5212
- TBM Cafeteria Clerk 434-5269

TECHNOLOGY 434-3737
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.190

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

Basic Duties: Oversees coordination of all activities; makes decisions re evacuation off-campus

- ☐ **CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- ☐ Works with principal to decide whether to evacuate off campus.
- ☐ Works with principal to convene the **Crisis Response Team.**
- ☐ Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- ☐ Authorizes Board members to be contacted.
- ☐ Notifies City Manager of situation.
- ☐ Goes to school site.
- ☐ Contacts own family to assess their safety and to inform them of situation.
- ☐ Works with site team to support resolution activities.
- ☐ Works with District Liaison to communicate with District Office staff to update information and to provide support.
- ☐ Updates Board members.
- ☐ Approves communication to parents emphasizing the positive.
- ☐ Assists the site with evaluation of the event and the response.
- ☐ Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- ☐ Conducts debrief after the event.

89.191

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

Basic Duties: Coordinates all activities at the District Office location.

- ☐ Confirms situation with Superintendent.
- ☐ Sets up and organizes District Command Center (Business Office)
- ☐ Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- ☐ Screens calls to Superintendent's Office. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Provides updates to Board members. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Updates voicemail message on district phones. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Notifies and updates all sites of the situation.
- ☐ Advises other districts of situation, if required.
- ☐ Notifies the Placer County Office of Education, if warranted.
- ☐ Coordinates repairs, if needed.
- ☐ Contacts insurance carrier

8.9.192

SITE LEADER - PRINCIPAL
Responsibility Checklist

Basic Duties: Oversees entire situation on site; works with Superintendent to make decisions.

- ☐ Principal deals directly with District Office/Community coordination.
- ☐ Principal makes necessary decisions in consultation with District Office.
- ☐ Principal notifies local law enforcement/fire department when deemed appropriate.
- ☐ Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)
- ☐ Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- ☐ Principal trouble shoots based on developing circumstances.
- ☐ Principal works with District Office re media operations/ communications.
- ☐ Principal works with emergency personnel.
- ☐ Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.
- ☐ Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

8.9.193

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

- ☐ Directs activities of **Site Command Center**
- ☐ Alerts Teachers as required
- ☐ Ensures Staff are at required positions with equipment/information necessary to complete tasks
- ☐ Assigns additional duties to available staff and direct site operation
- ☐ Communicates with nursing staff and Crisis Response Team, as needed
- ☐ Communicates with Transportation, Food Services, as necessary
- ☐ Organizes and coordinates all necessary activities at site.
- ☐ Requests added personnel from Personnel Officer.
- ☐ Works with Site Principal to advise parents of early dismissal of students, if necessary.
- ☐ Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

8.9.194

DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

8.9.19 S

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- ☐ Secure your classroom - lock doors, close windows and shades/blinds.
- ☐ Attempt to keep the student calm
- ☐ Provide first aid where necessary
- ☐ (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- ☐ Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- ☐ Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- ☐ Quickly, yet orderly, escort students to safe area as designated in Site Plan
- ☐ Take record book, student information cards, color warning cards
- ☐ Take attendance when safe site is reached
- ☐ STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- ☐ Report directly to identified areas to secure the campus
- ☐ Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

8.9.196

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

Basic Duties: Your position is to coordinate all activities at the community level.

- ☐ Act as media spokesperson.
- ☐ Coordinate with District Office Liaison and Administration
- ☐ Work with site team members to advise parents.
- ☐ Be in communication with site level person at hospital.
- ☐ Be in contact with City Council and Local Officials, as needed
- ☐ Relay information about hospital victims to **District Office Command Center.**
- ☐ At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- ☐ Contact radio, television, newspapers, as deemed appropriate.
- ☐ If requested by site, coordinate a community resource response.
- ☐ Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

8.9.197

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
Amy Pettersen

Basic Duties: Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

Crisis Response Team Members: (School Psychologists and School Counselors)
Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

- ☐ At request of site Crisis Response Support Team Leader, contact community mental health resources.
- ☐ Direct activities of any District Interns.
- ☐ If requested by site, contact neighboring districts and secure their assistance.
- ☐ Contact Placer/Sacramento County law enforcement chaplaincy, as necessary
- ☐ Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary
- ☐ Provide support to students and staff, if requested; assess critical situations.
- ☐ Assist site in staffing safe rooms for students and staff.
- ☐ Provide written information to parents concerning possible reactions to the event.
- ☐ Be available for consultation to site as they conduct follow-up activities in the weeks to come.

8.9.198

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

- ☐ Work with dispatcher to contact bus drivers, if necessary.
- ☐ Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- ☐ Advise drivers of staging areas and routes.
- ☐ Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- ☐ Provide evacuation to secondary site, if necessary.
- ☐ Provide early transportation home to regular bus drivers as necessary.
- ☐ Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

8.9.199

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

Basic Duties: Provide all necessary support as deemed appropriate

- ☐ Accompany Superintendent to incident site.
- ☐ Provide blueprints and any other technical data of the site.
- ☐ Designate staff to bring extra communication equipment to the sites.
- ☐ Assist emergency services personnel with information about the site.
- ☐ Provide any required resources to emergency personnel.
- ☐ Provide support in establishing site command center.
- ☐ Coordinate repairs.

8.9.200

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

Basic Duties: Identify district personnel who can be of assistance during the crisis.

- ☐ Notify employee families affected by the crisis.
- ☐ Assist site with information on personnel, including substitutes, who are present on campus.
- ☐ Contact substitutes to work upcoming days.
- ☐ Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.
- ☐ Provide and maintain an updated resource guide of specialized personnel.

8.9.201

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

Basic Duties: Provide the most effective form of communication to the incident site under the circumstances.

- ☐ Work with Telephone Company, as necessary.
- ☐ Update voice mail message, as appropriate.
- ☐ Keep sites updated on telephone status.
- ☐ Coordinate use of District's 2-way radio system and all phone contacts.

8.9.202

TECHNOLOGY
Responsibility Checklist

Bob Lyons

Basic Duties: Provide access to electronic communications services.

- ☐ Provide information on mass messaging – email, voicemail, text.
- ☐ Work with Site Leader to coordinate messaging.
- ☐ Work with sites to provide access to Student Management System (AERIES)
- ☐ Assist with technology needs.

8.9.203

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

- ☐ At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.
- ☐ Provide direction to Clerks re handling of Student Medication.
- ☐ Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.
- ☐ Direct first aid station under the supervision of the Site Coordinator.
- ☐ Coordinate activities with hospital, if needed.
- ☐ Meet with parents of injured students.
- ☐ Assist school site team with parent or community meeting.

8.9.204