N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON

Tuesday February 21, 2023,

5:30 PM CLOSED SESSION, 6:30PM OPEN SESSION

IN PERSON at 3150 EDUCATION DR

BELLEVUE UNION SCHOOL DISTRICT

3150 EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: February 16, 2023

Michael Kellison
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT

POSTED: February 16, 2023

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
3150 Education Drive
Santa Rosa, CA 95407

Tuesday, February 21, 2023

AGENDA

1. Open Session 5:30 pm

    1.1. Call To Order

    1.2. Public Comment on Closed Session Agenda

    The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the meeting. Because this is the time for the public to comment, it is our time to hear from you. Although the Board will not respond, we want you to know that we are listening to you carefully.

2. Adjourn To Closed Session

    2.1. Closed Session Agenda

        2.1.1. Public Employment § 54957
        2.1.2. Conference With Labor Negotiator §54957.6
        2.1.3. Public Employee Discipline/Dismissal/Release (Gov. Code §54957)
            2.1.3.1. Resolution for Non-Re-election of Probationary Employees
            2.1.3.2. Resolution for Release of Temporary Employees

3. Reconvene to Open Session 6:30pm

    3.1 Flag Salute

    3.2 Report on Closed Session

    3.3 Consider Agenda Adjustment

    3.4 Report on Closed Session

4. Public Comment

    At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the public comment.

Because this is the time for the public to comment, it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.

5. Discussion/Action Item

    5.1. Board Members interview applicants for the Provisional Board Appointment Trustee to Governing Board (to fill the vacant seat):
        5.1.1. Applicants
            5.1.1.1. Nikigiovanie Rogers
            5.1.1.2. Irene Rosario
    5.2. The Board will discuss and review the qualifications of the applicants interviewed for the Provisional Board Appointment (Gov. Code 54954.5)
    5.3. Appointment of Provisional Board Appointment Trustee
    5.4. Oath of Office

6. Information

    6.1. English Learners Master Plan, Aracely Romo-Flores, Director of Curriculum & English Learners
    6.2. Recruitment and Staffing Update for the 2023-2024 School Year, Stacy Spector, Director of Human Resources

7. Action

    7.1. Consider Approval of The Declaration of Need for Fully Qualified Educators for the 2023-2024 School Year
    7.2. Consider Approval of the Verification to Ensure the Qualifications of Transitional Kindergarten Teachers
    7.3. Consider Approval of BUSD “Sunshine” Successor Letter Declaring Negotiation Openers for 2023-2026 with the Bellevue Education Association (BEA)
    7.4. Consider Approval of the Bellevue Union School District English Learners Master Plan
    7.5. Consider Approval of BUSD 2022-23 Comprehensive Safety Plan
    7.6. Consider Approval of Resolution No 15: Recognizing March as Arts in Education Month
    7.7. Consider Approval of Resolution No 16: Child Care and Development Services Agreement and Designation of Authorized Signers for FY 2023-24
    7.8. Consider Approval of National School Breakfast Week Proclamation
    7.9. Consider Approval of 2023-2025 CSBA Delegate Assembly Member
    7.10. Consider Approval of the Consulting Service Agreement with Andrew DeVeny for Music Lessons During and After School for Spring 2023
    7.11. Consider Approval of Kawana Springs MPR Project Change Order #1 - Project Allowance Account
    7.12. Ratification of Bills and Warrants

8. Consent Calendar

    8.1. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations: 2nd Reading (1st reading: January 17, 2023)
    8.2. 2022-23 Certificated Seniority List
    8.3. 2022-23 Classified Seniority List
    8.4. Contracts:

8.4.1. Girls on the Run North Bay
8.4.2. Finalsite (website) Order
8.4.3. Ellevation Renewal
8.4.4. Developmental Reading Assessment (DRA) Agreement

8.5. Board Meeting Minutes
8.5.1. Special Board Meeting Minutes January 31, 2023
8.5.2. Regular Board Meeting Minutes January 17, 2023
8.5.3. Special Board Meeting Minutes January 17, 2023

8.6. Acknowledge Donations/Grants
8.6.1. Kawana Student Support Fund of Community Foundation Sonoma County, support organized sports programs, to purchase uniforms for Kawana coed basketball teams and to help students develop skills such as teamwork, leadership, fitness, $750 - Kawana Springs
8.6.2. Donorschoose: MagnaDoodle Writing Center, $278 - Bellevue, King

8.7. Board Personnel Transaction Form

9. Reports

9.1. California School Employees Association, Chapter 501
9.2. Bellevue Education Association
9.3. Principal Reports
9.4. Board Reports/Board Items
9.5. Superintendent Report
9.5.1. Enrollment Updates

10. Planning

March 7, 2023	Special Board Meeting: Facilities Tour	1:45pm	**Bellevue ES** 3223 Primrose Avenue
March 7, 2023	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive

11. Return to Closed Session as Needed

Notice:
The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2.
All efforts will be made for reasonable accommodations.

Agenda available in Spanish upon request. Orden del día disponible en español si se solicita.

District Employees, parents and community members shall treat each other with civility, courtesy and respect.
Civility Policy (BP 1313)

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Informational

Agenda Item Title: Recruitment and Staffing Update

Prepared By: Stacy Spector, Director of Human Resources

Background:
This presentation will update the board on activities related to Recruitment and Staffing for the 2023-2024 school year.

Recommended Action:
No action needed.

Supporting Documents:
Staff and Recruitment Presentation (Under Separate Cover)

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: Consider Approval of Declaration of Need for Fully Qualified Educators for the 2023-2024 School Year

Prepared By: Stacy Spector, Director of Human Resources

Background:

In the event that the district is unable to hire fully certificated persons due to an insufficient number available for hire, a declaration of need must be filed with the CTC in order to request emergency or limited assignments permits. The Declaration of Need for fully qualified educators will be filed with the Commission on Teacher Credentialing (CTC) and Sonoma County Office of Education (SCOE) for the 2023-2024 school year as there may be a need for emergency or limited assignment permits due to a lack of qualified teacher applicants.

Bellevue Union School District's Declaration of Need identifies the following certificated positions (in no specific order):

1. Dual Immersion (Spanish)/BCLAD
2. Education Specialist/Special Education (Special Day Class Mild/Moderate, Moderate/Severe)
3. Universal Pre Kindergarten
    a. Universal Pre-Kindergarten
    b. Universal Transitional Kindergarten

Recommended Action:
Recommend for Approval

Supporting Documents:
Form CL-500 Declaration of Need 2023-2024

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Bellevue Union School District District CDS Code: 70615

Name of County: Sonoma County County CDS Code: 49

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 02/21/2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Michael Kellison		Superintendent
Name	*Signature*	*Title*
707-542-6127	707-542-5197	06-30-23
Fax Number	*Telephone Number*	*Date*

3150 Education Drive, Santa Rosa, CA 95407
Mailing Address

mkellison@busd.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	4
Bilingual Authorization (applicant already holds teaching credential)	3
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	0
Teacher Librarian Services	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	
Special Education	4
TOTAL	6

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☑ Yes ☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ☑ Yes ☐ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

Sonoma State University

Touro University

University of Southern California

If no, explain why you do not participate in an internship program.

_____

_____

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: Consider Approval of Verification to Ensure the Qualifications of Transitional Kindergarten Teachers

Prepared By: Stacy Spector, Director of Human Resources

Background:

Newly passed legislation (California Assembly Bill 22) transforms Transitional Kindergarten (TK) into a universal preschool program to be available to all four-year-olds in the state by 2025 (California Legislative Information, 2021b). Credentialing requirements for the TK program are effective August 1, 2023.

A new PK-3 teaching credential is in the development stages but is not yet available. However, TK teachers must possess a valid teaching credential in addition to a TK-specific certification.

TK teachers who are first assigned to a TK classroom after July 1, 2015, must have, by August 1, 2023, one of the following:

- (A) *At least 24 units in early childhood education, childhood development, or both.
- (B) *As determined by the Local Educational Agency (LEA) employing the teacher, professional experience in a classroom setting with preschool age children is comparable to the 24 units of education described in subparagraph (A).
- (C) A child development teacher permit issued by the Commission on Teacher Credentialing (CTC).
- (D) "LEA discretion to determine comparability of experience to units."

The California Commission on Teacher Credentials (CTC) only monitors whether teachers have the appropriate credential to teach Kindergarten. The additional requirements for teaching TK students specified in EC Section 48000(g)(4) are not under the CTC's monitoring authority, and will be monitored as part of the annual local audit process. Since these requirements are a condition of apportionment, any audit finding could result in a fiscal penalty.

Anticipating that this will be a large focus of auditing, Human Resources will collect and monitor:

- Which of our teachers can be "grandfathered"; having experience prior to 2015
- Which teachers have met, or will have met by 2023-2024 school year, one of the identified requirements

Supporting Documents:
Transitional Kindergarten Verification
Transitional Kindergarten Qualification Template

Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407-7723
Phone: 707-542-5197 Fax: 707-542-6127
www.busd.org

This document provides information about how Bellevue Union School District ensures appropriately credentialed teachers in Transitional Kindergarten.

Background:

Universal PreKindergarten (UPK) refers to the continuum of high-quality programs, including transitional kindergarten, state preschool, Head Start, general childcare, and community-based early learning and care providers, that can be layered and wrapped to create rich early learning opportunities for all children during the year before kindergarten, regardless of income.

Transitional Kindergarten (TK) is the first of a two-year kindergarten program. Since TK students are younger in age, these programs are designed using age-appropriate curriculum for younger children. Children who complete TK move on to kindergarten the following year. This means a child who attends TK will have two years of kindergarten experience before entering 1st grade.

Newly passed legislation (California Assembly Bill 22) transforms TK into an universal preschool program to be available to all four-year-olds in the state by 2025 (California Legislative Information, 2021b). Credentialing requirements for the TK program are effective August 2023.

A new PK-3 teaching credential is in the development stages but is not yet available. TK teachers must possess a valid teaching credential in addition to a TK-specific certification.

TK teachers who are first assigned to a TK classroom after July 1, 2015, must have, by Aug. 1, 2023, one of the following:

- (A) *At least 24 units in early childhood education, childhood development, or both.
- (B) *As determined by the Local Educational Agency (LEA) employing the teacher, professional experience in a classroom setting with preschool age children is comparable to the 24 units of education described in subparagraph (A).
- (C) A child development teacher permit issued by the Commission on Teacher Credentialing (CTC).
- (D) “LEA discretion to determine comparability of experience to units.”

Bellevue Certification of Transitional Kindergarten Teachers:

If a Bellevue teacher has not met the credential requirements through Option A or Option C, the following credit is provided through Option B:

- Bellevue provides 24 units of early childhood credit or childhood development for each year of full-time classroom instruction in a setting that includes preschool age children.
- Bellevue provides tuition support to teachers who enroll in early childhood and child development courses and/or an appropriate credential program authorizing TK certification.
- Provide teachers assigned to teach TK or a combination of TK and kindergarten, on or before July 1, 2015 to be “grandfathered in”.

Board of Trustees: Lisa Reyes, John Jarvis, Adele Walker, Jamie Padilla
Superintendent: Michael Kellison

Bellevue Union School District
Verification of Requirements to Teach Transitional Kindergarten

Background:
SB 876 added additional requirements for TK teachers. Pursuant to California Education Code (EC) 48000(g), a school district or charter school shall ensure that credentialed teachers have satisfied, by **August 1, 2023**, one of the following:

a. At least 24 units in early childhood education, or childhood development, or both. Courses must be from a regionally accredited institution, degree applicable, and C or better.
b. As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool-age children is comparable to the 24 units of education described above in item a.
c. A child development Teacher, Master Teacher, Site Supervisor, or Program Director Permit issued by the California Commission on Teacher Credentialing (CTC).
d. Assigned to teach TK, or a combination class of kindergarten and TK, on or before July 1, 2015

Name	Jose Hidalgo
School Site	Kawana Springs Elementary
Qualification(s) ***Only one required**	24 Units in Early Childhood Education or Child Development Child Development Teacher/Site Supervisor/Program Director Permit Professional Experience in a classroom with preschool age children equivalent to 24 units Taught TK on or before July 1, 2015 Other (additional comments required)
Additional Comments	Currently enrolled in Early Childhood Education or Child Development program. Has STSP

Educator's Signature		Date:
Employing Agency Signature		Date:

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Review and Action

Agenda Item Title: Approval of BUSD "Sunshine" Successor Letter Declaring Negotiation Openers for 2023-2026 with the Bellevue Education Association (BEA)

Prepared By: Stacy Spector, Director of Human Resources

Background:

Each year Bellevue Union School District (BUSD) submits a "sunshine", or successor, letter notifying Bellevue Educators' Association (BEA) of the District's intent for contract negotiations for the year.

In 2023-2024, BUSD proposes re-opening the following articles for the 2023-2026 Collective Bargaining Agreement:

- Article 2: Definitions
- Article 4: Organizational Security
- Article 5: Personal and Academic Freedom
- Article 10: Special Education
- Article 12: Evaluation
- Article 14: Compensation
- Article 15: Early Retirement Incentive
- Article 17: Miscellaneous
- Appendices A-L: eliminate forms that are not purview of bargaining and are business operations

Recommended Action:
It is recommended that the Board of Trustees approve the BUSD "Sunshine" Letter Declaring Negotiation Openers for 2023-2026.

Supporting Documents:
BUSD "Sunshine" Letter 2023-2026

Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407-7723
Phone: 707-542-5197
Fax: 707-542-6127
www.busd.org

Memo

Date: February 15, 2023

To: Bellevue Education Association

From: Michael Kellison
Superintendent

Re: Sunshine Negotiation Openers for 2023-2026

This letter serves as formal notice that Bellevue Union School District (BUSD) proposes to reopen the following contract articles for negotiations with the Bellevue Education Association (BEA) for 2023-2026 at the February 21, 2023 Board of Education meeting.

- Article 2: Definitions
- Article 4: Organizational Security
- Article 5: Personal and Academic Freedom
- Article 10: Special Education
- Article 12: Evaluation
- Article 14: Compensation
- Article 15: Early Retirement Incentive
- Article 17: Miscellaneous
- Appendices A-L: eliminate forms that are not purview of bargaining and are business operations

BUSD looks forward to positive and productive negotiations.

Cc: BUSD Board of Education
Human Resources

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category:	Action
Agenda Item Title:	Consider Approval of the Bellevue Union School District English Learner Master Plan
Prepared By:	Aracely Romo-Flores, Director of Curriculum & English Learners

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Background:

Through a collaborative and iterative process, the District has completed its annual review of the English Learner Master Plan. The plan has been updated to address current state and federal policies and regulations. The English Learner Master Plan was presented to the District English Learner Advisory Committee (DELAC) for feedback and approval at the January 31, 2023 meeting.

The English Learner Master Plan ensures that the District is providing its schools and educational partners with clear policies and procedures related to the development, implementation, and evaluation of English Learner programs and services. The BUSD English Learner Master Plan details specific procedural guidelines for identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee (DELAC) and the English Learner Advisory Committees (ELACs); the annual evaluation of English Learner programs; and the alignment of policies and procedures with state and federal mandates.

Recommended Action:
Approval of the BUSD English Learner Master Plan

Supporting Documents:
BUSD English Learner Master Plan
BUSD English Learner Master Plan SPAN

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN
FOR
ENGLISH LEARNERS

Updated January 2023

CURRICULUM AND INSTRUCTION

EL Services Department

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California's Vision and Mission of Success for English Learners

Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages (California EL Roadmap Policy, 2017).

Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California (California EL Roadmap Policy, 2017).

The Principles

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools
Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems
English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

https://www.cde.ca.gov/sp/el/rm/ https://www.cde.ca.gov/sp/el/rm/principles.asp

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 1

IDENTIFICATION, PLACEMENT, PARENT NOTIFICATION and RECLASSIFICATION

Definitions

English Learner (EL)	
Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.	
Recently Enrolled EL	English Learner who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student. For example ALL kindergarten ELs are recently enrolled ELs, but not all are newcomers
Progressing EL	An English Learner who has been enrolled in US Schools at least 3 years but not more than 6 years, and is demonstrating adequate progress in language and academic development.
Long-Term EL (LTEL)	A student who has been classified as an EL for more than 6 years.
EL at Risk of Becoming an LTEL	An EL who has been enrolled in grades 3-12, inclusive; and has been enrolled in a U.S. school for 4 or 5 years, has scored at the intermediate level or below on the prior year's English language development test (ELPAC); has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA; and is not demonstrating adequate progress.
Newcomers:	Newcomers were not born in the U.S. and they have been in U.S. schools for 1 full school year or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years. Generally, TK, K and 1st grade students who are also newcomers will not receive specialized newcomer services, but rather targeted instruction within their regular classroom.
Ever- EL	A student who is currently an EL or who was formerly designated as an EL but who has now been reclassified fluent English proficient (RFEP)

Students with Interrupted Formal Education (SIFE):	Immigrant students who come from a home in which a language other than English is spoken and 1) entered a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their first language.
Refugee/Asylee	Students who have been forced to leave their country in order to escape war, persecution, or natural disaster. Refugees generally have special visas to enter the country. Asylees apply for visas once in the U.S.
Unaccompanied Immigrant Youth:	Unaccompanied immigrant youth are children who cross the U.S. border without parents or guardians and are apprehended by immigration officials. Once unaccompanied immigrant youth are released to a sponsor, their sponsor is required to enroll them in U.S. schools.

ENGLISH ONLY (EO):	INITIALLY FLUENT ENGLISH PROFICIENT (IFEP):
A student whose only home language is English	A student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):	
A former EL student who has met the criteria to be "reclassified" as fluent English proficient.	
Recently Proficient RFEP	An RFEP student who was redesignated less than or equal to 4 years ago. RFEPs need monitoring to ensure they don't stagnate or regress.
Long-term Proficient RFEP	An RFEP student who was redesignated more than 4 years ago.

Home Language Survey

Task List	
Principal	• Ensures that the Home Language Survey (HLS) is completed upon *initial* enrollment as required by state and federal law
School Office Manager	• Prepares translated copies of HLS for *initial* enrollment • Assists with explanation regarding purpose and uses of HLS • Verifies that all questions have been answered for each student • Enters accurate HLS data into Student Information System • Enters "TBD" for students as appropriate • Arranges for interpreters • Copy of the original HLS is placed in student's CUM folder • Requests EL records from previous districts
Family Engagement Facilitator	• Assists with registration (e.g., HLS station at kinder registration) • Assists with explanation regarding purpose and uses of HLS • Collaborates with office manager and EL Services to locate previous EL records and original HLS** from previous districts • Provides translation and interpreting services for families
Education Services Department	• Provides assistance to school sites and answers questions regarding HLS • Check TOMS/CALPADS for test scores and EL records, as needed

BUSD Procedures

The HLS consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?

2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

All four HLS questions must be answered and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student's cumulative record (CUM). The first, or **initial**, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS** are documented permanently in the Student Information System, CALPADS, and the student's Cumulative File.

In order to determine a student's home language status, follow the guidelines below:

ALL English on HLS questions #1-3	**→mark "*EO"***	The student is considered English Only (EO). Office manager will update the student's language classification in the Student Information System The initial HLS shall be added to the student's CUM folder and the student is placed in the district's general program.
At least one response other than English on HLS questions #1-3	**→ mark "*TBD"***	The student is designated as having a primary language other than English and the assessment process begins. The HLS is placed in the student's CUM folder. The Family Engagement Facilitator will notify the parents/guardians, in writing, before administering the Initial ELPAC. The assessment process must take place **within 30 calendar days** of enrollment. The Family Engagement Facilitator will inform the Office Manager and Teacher of the student's language classification (TBD→ IFEP or EL). The Office Manager will also add language test dates and results in the Student Information System. Students will be placed in the appropriate educational program based on the results of initial language testing.
A language other than English on question #4 only	**→ mark *"EO"***	The student is considered English Only (EO) and placed in the district's general program. The language spoken most often *by the adults at home* does not determine the native language proficiency of the student.

**Once home language determination is made, it does not need to be redetermined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is assessed with the state's current English language proficiency assessment and identified as an English learner, changing the HLS will not change the student's identification. A student's English learner status will change only when reclassification criteria are met. Parents cannot "opt out" of the ELPAC because English language proficiency assessment is both a federal and state requirement.

Initial English Proficiency Test

Principal	• Ensures that initial assessments are completed with the site coordinator within 30 calendar days of student enrollment • Ensures that Students with 504s receive accommodations and designated supports, in accordance with the student's Section 504 Plan.
Teacher on Special Assignment (TOSA)	• Attends trainings for ELPAC administration and signs affidavit • Ensures that all parents of students who are taking the Initial ELPAC have received Parent Notification Letters before administration • Organizes and ensures security of test materials • Oversees test administration if the Family Engagement Facilitator is absent • Provides timely updates and test results to all stakeholders
Family Engagement Facilitator	• Attends trainings for ELPAC administration and signs affidavit • Ensures that all parents of students who are taking the Initial ELPAC have received Parent Notification Letters before administration • Organizes and ensures security of test materials • Oversees test administration • Assist with parent/guardian correspondence needs • Provides timely updates and test results to all stakeholders • Supports the administration of the Initial English Proficiency Assessment
Education Services Department	• Provides training, materials, technical assistance, support, and data collection • Responsible for security and assessment procedures across district • Ensures that initial assessments are completed with the site coordinator within 30 calendar days of student enrollment
Student Services Department	• Ensures that Students with Disabilities receive accommodations and designated supports, in accordance with the student's IEP

BUSD Procedures

1. If Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), the student will be assessed using the state's current Initial English Language Proficiency Assessment (ELPAC).
2. Parents of students that will be taking the Initial ELPAC will be notified in writing prior to administration.
3. Authorized and trained staff will administer the Initial English Language Proficiency Assessment **within 30 calendar days** of the student's enrollment.
4. Local Scoring Tool (LST) data will be used for placement purposes until official results are available to determine the following designations: IFEP or EL.

English Proficiency Test **(Initial ELPAC)**	**Level 3**	**INITIALLY FLUENT ENGLISH PROFICIENT (IFEP) CLASSIFICATION** Notify parents of results and placement options within 20 days
	Level 1-2	**ENGLISH LANGUAGE LEARNER (ELL) CLASSIFICATION** Notify parents of results and placement within 20 days
https://www.cde.ca.gov/ta/tg/ep/documents/elpacinitialscalescore.pdf		

Summative English Language Proficiency Assessment of California	
Principal	● Ensures annual assessments are administered during the summative assessment window ● Ensures that students receive accommodations and designated supports, in accordance with the Section 504 Plan.
Teacher on Special Assignment (TOSA)	● Attends trainings for ELPAC administration and signs affidavit ● Organizes and ensures security of test materials ● Oversees test administration
Family EngagementFacilitator	● Assist with parent/guardian correspondence needs ● Attends trainings for ELPAC administration and signs affidavit ● Organizes and ensures security of test materials ● Supports test administration
Education Services Department	● Provides training, materials, technical assistance, support, and data collection ● Responsible for security and assessment procedures across district ● Provides timely updates and test results to all stakeholders, including Annual Parent Notification Letters.
Student Services Department	● Ensures that Students with Disabilities receive accommodations and designated supports, in accordance with the student's IEP.

BUSD Procedures

1. All students who have been identified as an English learner in California this year or previously must take the summative English language proficiency assessment (ELPAC) every year until they are reclassified as fluent English proficient (RFEP).
2. Authorized and trained staff will administer the annual English language proficiency assessment within the summative assessment window (Feb. 1-May 31).
3. Data will be used for instructional placement, planning, goal setting, and reclassification purposes.

English Proficiency Test (ELPAC)	Level 1, 2, 3	Evaluate if students have "made progress on ELPAC based on CA Dashboard Criteria
	Level 4	Determine if the students are ready for reclassification processes.

Documentation for English Learners	
Principal	● Responsible for documentation and communication at the site ● Documentation includes HLS, Initial Parent Notification, Annual Parent Notification, and Language Assessment Scores, Reclassification Forms
Office Manager	● Updates *Initial Identification* section of the HLS in Student Information System (SIS)
Family Engagement Facilitator	● Places required documentation in orange EL folders
Education Services Department	● Provides assistance and support to sites ● Reviews and updates all documentation requirements annually

Although most English learner documentation and test results are now housed digitally in Student Information System, here is a list of documentation that is still needed for each student's cumulative record (CUM):

1. Updated EL folder for student's CUM
    a) English Learner Recording Form must be affixed to the front of folder
    b) Update any missing information as needed
2. File the following documents in student's orange EL folder:
    a) Copy of **initial** Home Language Survey (HLS) or previous district records
        i. Update the Initial Identification section on the bottom of the HLS in Student Information System (SIS)
        ii. Make sure digital Student Information System information matches paper & CALPADS records
    c) ELPAC Report Label Sheet
        i. Add new labels annually or make notes (if missing)
    d) Copy of annual ELPAC student proficiency level report
    e) Reclassification (R-FEP) paperwork & follow-up forms
    f) Copy of Initial and Annual Parent Notification Letters

Initial Notification Letter	
Principal	• Responsible for parent notification and communication at the site
Education Services Department	• Prepares parent notification letters for distribution • Mails parent notification letters to families • Provides copy of the notification letters to the sites • Provides assistance and support to sites • Reviews and updates all templates annually with consultation with the District English Language Advisory Committee (DELAC)

BUSD Procedures

Parent Notification Letters: The EL Services Department will help coordinate the mailing of all parent notification letters for English learner assessments. Parents/guardians shall receive written notification **within 30 days** of district receipt of official results.

1. Initial Parent Letters → For all ELs who took ELPAC for placement during the current school year
    a. Insert copy of preliminary language proficiency level report (Local Scoring Tool)
    b. Insert corresponding initial cover letter
        i. Initial Fluent English Proficient (IFEP)
        iii. Initial Structured English Immersion (SEI)
        iv. Initial Dual Language/Alternative (ALT)
    c. EL Services Department to print parent notification letters or mailing

Initial Fluent English Proficient (IFEP)	Students at this level have <u>well developed</u> oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner (EL)	Students at this level have <u>somewhat to moderately developed</u> oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are <u>beginning to develop</u> oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Annual Notification Letter	
Principal	• Responsible for parent notification and communication at the site
Education Services Department	• Provides assistance and support to sites • Prepres parent notification letters for distribution • Provides copy of the notification letters to the sites • Mails parent notification letters to families • Reviews and updates all templates annually with consultation with the District English Language Advisory Committee (DELAC)

BUSD Procedures

Parent Notification Letters: The Education Services Department will help coordinate the mailing of all parent notification letters for English learner assessments. Parents/guardians shall receive written notification **within 30 days** of district receipt of official results.

1. Annual Parent Letters → For all ELs who took ELPAC during the previous school year

    a. Insert copy of “Parent Letter” with most recent test scores
    b. Insert corresponding BUSD annual cover letter
        i. Annual Structured English Immersion (SEI)
        ii. Annual English Language Mainstream (ELM)
        iii. Annual Dual Language/Alternative (ALT)
    c. EL Services Department prints letters and mails letters to families
    d. A copy of the letter is provided to the sites to file in the students’ orange language folder of the CUM

Reclassification	
Principal	• Responsible for the reclassification process at the school site • Identifies possible reclassification (RFEP) candidates • Consults with parents/guardians for input and approval • Monitors progress and follow-up goals for RFEP students • Coordinates celebration or recognition of reclassified students
Family Engagement Facilitator	• Oversees the completion of the reclassification paperwork • Notifies Office Manager of reclassification
Office Manager	• Updates all EL records (paper and electronic)
Teacher	• Helps identify and monitor RFEP students • Helps completes RFEP paperwork and RFEP follow-up forms • Removes student from Designated English Language Development (D-ELD) group • Helps RFEP student establish learning goals
Education Services Department	• Provides training and support to sites • Coordinates reclassification procedures at the district level

BUSD Procedures

The goal of language acquisition programs is for multilingual students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Bellevue Union reclassification criteria are listed below.

Students with disabilities and IEPs may be reclassified through the IEP process. This process considers assessment data, parent and teacher input, and ELPAC and alternate ELPAC scores to determine reclassification status.

BUSD Reclassification Criteria

Required Criteria	**Bellevue Union Criteria**
English Language Proficiency Assessment	ELPAC Overall Performance Level 4

Teacher Evaluation	For students in grades K-6; 2 or better on ELA sections of standards-based report card
Parental Opinion and Consultation	Parental opinion and consultation regarding proposed reclassification occurs during a conference, in a language understandable to the parent. The criteria are explained to the parent with supporting documents.
Comparison of Performance in Basic Skills	**Grades K-6:** (Where no CAASPP scores exist): STAR Literacy Assessment at/above benchmark (40% PR or higher) **OR** **Grades 4-6:** CAASPP ELA Assessment must be within the upper 50% of the scaled score in the Standard Nearly Met range for the student grade level: **3rd Grade:** 2399 or Above (current 4th graders use this score) **4th Grade:** 2444 or Above (current 5th graders use this score) **5th Grade:** 2471 or Above (current 6th graders use this score) **6th Grade:** 2493 or Above

RFEP Process

The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once annual ELPAC results are received, the reclassification process can begin for K–6 grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

1. Site administrators/designee may begin the reclassification process and paperwork.
2. District-approved assessments are used to evaluate language development and academic achievement. All assessment scores must be current and meet district requirements.
3. Parent/Guardian(s) must be notified of a student's eligibility for reclassification. A conference shall be scheduled to review reclassification criteria and student progress. Translation services will be provided as necessary. Parent(s) must sign and date completed reclassification paperwork. If the parent is unable to attend a conference, a person speaking the parents' primary language shall consult with the parent by telephone.
4. A printed and signed copy of the reclassification meeting paperwork is given to the parent/guardian and a signed copy is placed in the student's orange EL folder.
5. Note: Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record: Language and academic performance assessments; Participants in the reclassification process; and any decisions regarding reclassification. (5 CCR Section 11305)

Monitoring RFEP Students

After reclassification, students will be monitored and personalized learning goals will be set annually for four years using the Elevation platform and the Reclassification Follow-up Form. If students need additional support, teachers will provide targeted tier 1 support.

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 2

INSTRUCTIONAL PROGRAMS

Language Acquisition Programs

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards.

Parents interested in requesting the establishment of a language acquisition can submit their request to Aracely Romo-Flores aromoflores@busd.org (subject line “Establishment of a Language Acquisition Program”) with the date of request, parent and child names, description of the request, school name, and grade level.

Parent Request for Language Acquisition Programs

Process to respond to Parent Requests for New Programs

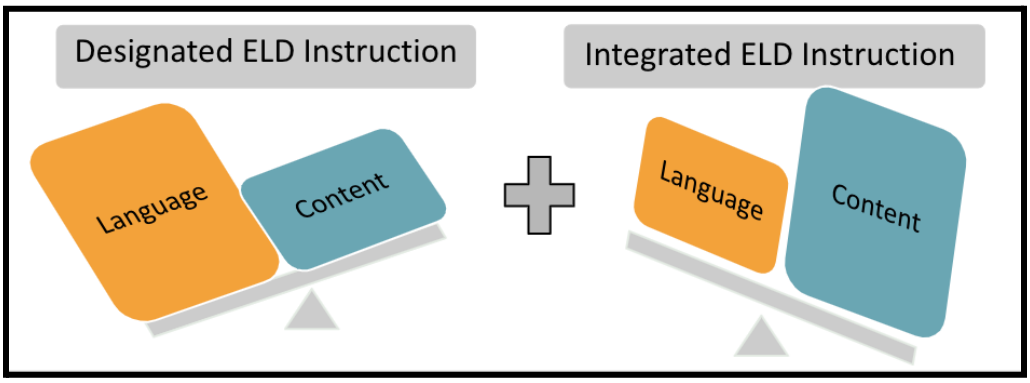
1. Receive and Track Parent Request
    a. The school will maintain written records of parents requisition which include date of request, parent and child names, description of the request, Grade level
2. Reach Threshold
    a. When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions
        i. Communicate with Parents and Educational Partners
        - Within 10 school days of reaching a threshold described above, the LEA notify the parents of pupils attending the school, the school’s teachers, administrators, and the LEA’s English learner parent advisory committee and parent advisory committee, in writing, of the parents’ requests for a language acquisition program.

        ii. Cost and Resource Analysis
        - The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to: Certificated teachers with the appropriate authorizations, Necessary instructional materials, Pertinent professional development for the proposed program, Opportunities for parent and community engagement to support the proposed program goals

        iii. Determination
        - Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school’s teachers, and administrators of its determination.
        - Determination to implement a program at the school: In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
        - Determination not to implement a program at the school: In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school.

INTEGRATED AND DESIGNATED ELD INSTRUCTION

According to the ELA/ELD Framework, "**ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.** Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." (Ch. 2, p. 97)



INTEGRATED ELD

The ELA/ELD Framework "uses the term integrated ELD to refer to ELD throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English." (Ch. 2, p. 81)

DESIGNATED ELD

"Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English… an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas." (CA ELA/ELD Framework, Ch. 2, p. 91)

OPTION 1: STRUCTURED ENGLISH IMMERSION (SEI)

We are required to offer, at a minimum, a Structured English Immersion (SEI) program option (*EC* Section 305[a][2]). Structured English Immersion (SEI) is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Students are offered both Designated and Integrated ELD which gives them access to grade level academic content standards by authorized teachers using district-adopted and supplementary materials. All English learners shall be placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria unless they are enrolled in an dual language program as described below.

OPTION 2: DUAL LANGUAGE (ALTERNATIVE PROGRAM)

Dual Language immersion is a language acquisition program that provides language learning and academic instruction for native speakers of English & Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Kawana Springs Elementary offers a Dual Language Program for families of Bellevue Union School District and nearby schools. Students may enter this program in transitional kindergarten or kindergarten and continue through 6th grade. The primary goal of the Dual Language Two-Way Immersion program is acquisition of full language proficiency and academic achievement in two languages: English and the target language of Spanish. Another goal is to foster positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both Spanish and English using the 90/10 Dual Language model. Dual language programs promote high levels of academic achievement in all curricular areas and help students achieve full proficiency in both languages, English and Spanish. Students are expected to meet grade level content standards in both languages.

English Language Development Courses

As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.

Designated ELD Program

Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Designated ELD must be provided by an authorized teacher. Students should be grouped at or near the same language proficiency level based on ELPAC or other proficiency assessments for *minimally 30 minutes per day*. Lessons must be designed for ELs to develop language proficiency in English as rapidly and effectively as possible. If students do not make sufficient progress, students shall receive additional designated ELD instruction.

The main instructional emphases in designated ELD are the following:

- Building students' abilities to engage in a variety of collaborative discussions about content topics and texts
- Developing students' understanding of—in reading and listening—and proficiency using—in speaking and in writing—the academic vocabulary and various grammatical structures encountered in second-grade texts and tasks
- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

	Course Name	Grouping by ELP Level	Course Placement	Expected objectives to progress to next course
TK-2	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC
	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC
3-5	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC

	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC to Reclassify
6	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC
	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC to Reclassify

Course Description

Emerging ELD

This course develops foundational level vocabulary and basic language patterns for newly-arrived students. Core units follow a simple path that builds language, vocabulary, grammar, reading and writing support. This course will be guided by the English Language Development Standards and CCSS Anchor Standards. This course builds on the skills taught and developed throughout Emerging ELD. Content approximates mainstream curriculum, while chunking, visual re-statements, and specialized lesson structure enriches ability and skill.

Bridging/Expanding ELD

This course develops a more academic level vocabulary and basic language patterns for newly-arrived students. Core units are designed to address linguistic supports while bridging and expanding student content knowledge within the language, vocabulary, grammar, reading and writing support. Language, vocabulary, and writing prepare students for mainstream courses. This course will be guided by the English Language Development Standards and CCSS Anchor Standards.

Integrated ELD

Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

The following are descriptions of integrated instructional strategies for all grades, TK–6, and ELP levels. Emerging (1), Expanding (2), Bridging (3)

Strategy	**Description**	**ELP Levels**
Picture Retell	Pictures depicting key important events in the story are used as visual cues to retell a familiar story.	1, 2

Activating Prior Knowledge	With a focus on meaning-making, students are prompted to think about what they already know in effort to help them learn something new.	All
T-Graph for Social Skills	Write social skill on T-Graph mind map. Students discuss the definition in teams. Teacher charts teams' responses on mind map at the top of the chart. Teacher introduces "See" column. "What will we see when team demonstrates social skill?" Teams discuss ideas and share out via Numbered Heads as teacher charts responses in positive phrases. Teacher introduces "Hear" column. "What would we say if practicing this social skill?" The steps above are repeated for this column. Teacher provides sketches to provide better comprehension	All
Observation Charts	Create six to eight Observation CHarts by placing four to six pictures on tag board around the room on walls or desks with unlined paper next to each chart. Pictures are authentic and connect with a common theme. Establish and articulate a comprehensible language objective and content objective. Students travel to charts and share orally with parenter (observations, predictions, or questions). Students sketch or write ideas discussed on unlined paper. Primary language is encouraged.	All
Pictorial Input Chart Comparative Input Chart	Lightly sketch pictorial and write all facts in pencil (if doing comparative then prep both charts). Bring students up close to chart. Establish and articulate comprehensive language objectives and content objectives. As you say and write in the chart, say, "Say it with me" and have students repeat academic language. Use different colored markers for each category. Define and paraphrase each category and use gestures, paraphrases and define vocabulary as you present. Use 10/2 to allow processing of content	All
10/2	10 minutes of teaching, students process with a partner for 2 minutes. Can process in the primary language even though instruction is in English. It is an opportunity to teach one another and for students to begin to process the new academic language. Use 10/2 before asking students to generate answers.	All
Narrative Input Chart	If your target assessment is narrative writing, this strategy will be essential along with Pictorial and other input strategies. Choose a story that supports content development based on grade level content. Use a pivotal story from the ELA curriculum. Bring students in close proximity to the chart.	All

	Establish and articulate a comprehensible content and language target. Use dramatic storytelling voice and gestures while reading the story (picture on the front, text on the back). Show pictures as you “tell it” while placing on a prepared background.	
Aligning Prompts and Response Frames	When posing a question for discussion and writing, the teacher offers a coordinated response frame to support the use of particular grammatical structures and vocabulary.	1,2
Assigned Roles in Discussion	Students assume specific roles to actively engage in, help lead, and contribute to collaborative discussions (Numbered Heads)	All
Cohesion in Text	Students are guided to notice how parts of text are connected using linking words and phrases, and how these words impact tone (e.g. Using words like: however, unfortunately, consequently, one, another, etc., to link sentence or paragraphs)	2,3
Collaborative Retelling	After reading a shared text, students work with teacher guidance, to retell a familiar story using props and visuals. Teacher encourages the use of transition words as the story retelling progresses. Teacher solicits student responses.	1,2
Collaborative Summarizing (Buddy Reading)	Students read with a partner and concisely summarize text together using critical content vocabulary, but limiting summary to essential words. Begin in pairs of two, but move to partnerships of 4 for more practice.	2,3
Content Links	Students find connections between familiar vocabulary related to content learning, explaining how their words are connected. (Our words are connected/linked/related because _____.)	2,3
Conversation Moves	In partner and group discussions, students use conversation moves to extend academic talk. “Conversation moves” help students add to or challenge what a partner says, question, clarify, paraphrase, support thinking with examples, synthesize conversation points, etc.	3
Explicitly Teaching	Teachers use a routine for direct instruction of specific words.	All

Academic Vocabulary		
Vocabulary Models (Frayer Model)	Students use a graphic organizer to support understanding of a key word or concept.	All
Inside-Outside Circle or Two Lines	Students engage in conversation with diverse partners where the class is split into two groups. One group stands and forms an outside circle while the other group forms an inner circle with students in the inner circle facing the students in the outside circle as conversation partners. Inner circle is rotated to switch partners.	2,3 (1 with lots of support/frames)
Interactive Read Alouds	Teacher reads text aloud, modeling fluency and expression, inviting students to engage in extended conversations in response to text dependent questions. Teacher uses strategically planned stopping points to highlight vocabulary and prompt student thinking and discussion about text. Students use vocabulary from the text when talking and writing about text collaboratively and independently.	All
Sentence Patterning	Provide practice of academic vocabulary, parts of speech and sentence structures. Create chart with 5 columns (one for each part of speech - adjective, noun, verb, adverb, prepositional phrase. Help students generate words for each column. Teacher adds sketches to some vocabulary to aid comprehension. Teacher models Farmer in the Dell pattern. See example.	2,3
Joint Construction	Teacher works collaboratively with students to scaffold writing before they write independently. Teacher uses students' understanding of narrative stages, specific vocabulary, and grammatical structures while questioning for precision.	All
Process Grid	Students sit in their teams looking at a blank grid on chart paper on the wall. Categories only are pre-written. In a Jeopardy style game, the teacher calls on each team to fill out the grid using previously taught input charts. Team members can assist the student in answering. The student reports both the category and the facts that go in that category. Color code information across rows. Continue with this until all rows are complete.	2,3
Norms for Effectively Contributing to Classroom	Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk.	All

Conversations		
Primary Language Support	During integrated ELD, teachers may sometimes offer strategic primary language support for EL students who are newcomers or at the earliest level of Emerging proficiency.	1
Revoicing	Teacher paraphrases student responses as they explain their thinking in effort to validate content learning and encourage the use of precise language.	All
Scaffolding an Outline	Construction of a prewriting outline of an informational report is scaffolded in three stages	2,3
Sentence Frames	In response to a prompt, the teacher offers a sentence frame orally and/or in writing to support expression of student thinking. Frames are adjusted based upon specific grammatical structure, key vocabulary, content learning, and language proficiency level descriptors, etc. Frames are a temporary scaffold that require modification.	All
Showing Not Telling	Students investigate how authors invite readers to make inferences by showing what the character does instead of simply telling how the character is feeling.	3
Story Map	In a shared or interactive writing format, chart out characters, setting, problem, and events (including orientation, complication, and resolution). Add theme, as appropriate.	All
Strategic Partnerships	Teachers deliberately partners specific students for conversations (e.g. Teacher may intentionally place ELs at the Emerging levels with partners who speak the same primary language, so that they may communicate in their primary language as needed).	All
Structured Use of Academic Language	Apply domain specific vocabulary and general Academic vocabulary in open sentence frames to perform functions, like describing or explaining, that target specific grammatical structures.	All
Student-generated Questions	Students use inquiry-posing their own questions and wonderings to guide shared research experiences.	2,3 (1 with a lot of support)

Role-play	Students demonstrate understanding of events or characters through role-play. (e.g. In a choreographed tableau, a group of models or motionless figures represents a scene from a story or from history, slowly transitioning from one scene to another. When tapped on the shoulder, the posing performer addresses the audience to say who they are or what they're doing in the tableau. Speaker returns to pose before the performers morph into the next pose.).	All
Total Physical Response	Students demonstrate understanding through using hand or body motions only.	1
Text Reconstruction	Students listen to a content-rich text, read aloud, take notes, collaborate with a partner and rebuild (as precisely as possible) the original text.	3
Think-Pair-Share	Students turn to their designated partners to discuss prompts posed by the teacher. Partnerships are organized in teams of two.	All
Chants, Raps, Poems	Create a chant/poem on a chart, which is embedded with academic language, grade level standards and content. Find real pictures which will help comprehension of challenging words. Chant/sing whole class, modeling tune, pattern and intentional gestures with the whole group.	All
Word Banks	Students identify and describe authors' language choices to increase their own repertoires for using words; new words are charted for reference and use.	All
Word lists	Brainstorm a list of words students would want to use to describe something. Use these words to create a word list. These word lists will be used to construct a descriptive paragraph about a given topic.	All

Links to resources from the California Department of Education (CDE):
CA ELA/ELD Framework (2015): http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
ELA/ELD Framework Snapshots and Vignettes Chart: http://www.cde.ca.gov/ci/rl/cf/elaeldvigsnapshots.asp
Snapshot Collection:
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf#search=snapshot&view=FitH&pagemode=none
Vignette Collection:
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf#search=vignettes&view=FitH&pagemode

Differentiated instruction

Differentiation occurs through:

- Content — the information and skills that students need to learn
- Process — how students make sense of the content being taught
- Product — how students demonstrate what they have learned
- Affect — the feelings and attitudes that affect students' learning

There are curriculum-related factors that need to be taken into consideration and are based on student need in three areas:

- Readiness — students' preparation for learning specific information or skills
- Interest — what appeals to students and thus motivates them to learn
- Learning Profile — how students approach the task of learning

Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Our district uses the following assessments to monitor progress as well as adjust instruction.

- Local Assessments for Reading and Math
- Benchmark ELD assessments
- Classroom based formative assessments
- End of unit/chapter assessments
- Observations

Teachers differentiate instruction for ELs by:

- Getting to know as much as possible about each student — ELs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.
- Having high expectations for all students — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.
- Working collaboratively with grade level and/or department teams to plan differentiation.
- Having a variety of research-based instructional strategies at hand.
- Using ongoing assessment to guide instruction.
- Providing multiple types of assessment — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- Differentiating homework/at home learning.
- Using flexible grouping — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.
- Making content comprehensible for all students (Echevarria, Vogt, & Short, 2008) — Providing ELs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified

text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

Per Education Code 311, parents may request a Parental Exception Waiver to change the student's placement from the structured/sheltered English immersion program. The parents will meet with the school principal to discuss the the pros and cons of this decision. The parents must request that this waiver be reconsidered annually, each school year.

Staffing

Bellevue Union School District recruits, hires, and retains teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: *EC* Section 44001, *EC* Section 44830(a), *EC* Section 44831, and particularly *EC* Section 44253.1, which reads:

". . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages . . ."

The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive professional development (see list of professional development topics).

Professional Development

Bellevue Union School District will provide professional development of sufficient intensity and duration for all staff to improve instruction for English learners and all students. Trainings will be ongoing at the district and site levels. Information regarding conferences and out-of-district trainings will also be available.

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 3

FAMILY AND COMMUNITY ENGAGEMENT

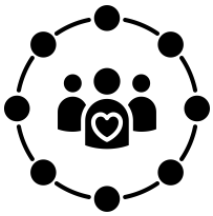
Parents and families are an integral part of the educational partnership that includes students, staff, and community members. Bellevue Union values and strives to build strong family, community, and school partnerships.

It is important that parents of English learners stay informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and

help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available in the Bellevue Union School District:

- Parent Committees
    - English Learner Advisory Committee (ELAC)
    - District English Learner Advisory Committee (DELAC)
    - School Site Council (SSC)
    - PTA/PTO/Booster Clubs
    - Other councils or committees (e.g., COVID-19 Reopening Committee)



- Parent Education
    - District & School Parent Meetings (in-person or virtual)
    - Family Literacy Programs & Literacy Events
    - Partnership with Santa Rosa Junior College's Adult Education Courses
    - Recordings, webinars, and conferences



- School, District, & Community Events
    - Back-to-School, Carnivals, Open House & Family Nights
    - Parent/Teacher Conferences & site or district meetings
    - Awards, Celebrations & Holiday Events
    - Sports, Games & Competitions
    - City Festivals & Community Activities



- Community, School, and/or Classroom Volunteer
    - Contact site principal or teacher for volunteer opportunities

ELAC /DELAC

Principal	● Facilitates site English Learner Advisory Committee (ELAC) ● Attends District English Learner Advisory Committee (DELAC) meetings as guests ● Communicates with parents and families on a regular basis (providing translated information and documentation as needed) ● Provides opportunities for parent education and involvement
Educational Services Department	● Oversees parent committee procedures for ELAC & DELAC ● Facilitates DELAC meetings ● Provides parent education support to site leadership ● Provides assistance & support regarding parent notification, translation, implementation of ELAC/DELAC, and parent education
Parents/Guardians	● Participate in parent education opportunities, school activities, & parent committees ● Complete Home Language Survey (HLS) ● Review student assessment results and progress reports ● Attend meetings and sign paperwork

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

- 1.0 A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:
    - (a) Parent members are elected by parents or guardians of ELs.
    - (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
    - (c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
    - (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
    - (e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
    - (California Education Code [EC] sections 52176[b], 62002.5; Title 5, California Code of Regulations [5 CCR] Section 11308)
- 1.1 A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above. (EC Section 52176[b]; 5 CCR Section 11308[d])

- 1.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 CCR Section 11308[b])

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

2.0 Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (*EC* sections 52176[a], 62002.5; 5 *CCR* Section 11308)

2.1 The DELAC shall advise the school district governing board on all of the following tasks:

(a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.

(b) Conducting of an LEA-wide needs assessment on a school-by-school basis.

(c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.

(d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.

(e) Review and comment on the LEA's reclassification procedures.

(f) Review and comment on the written notifications required to be sent to parents and guardians. (5 *CCR* Section 11308)

(g) Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 *CCR* Section 11301)

2.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 *CCR* Section 11308[d])

2.3 The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (*EC* Section 64000[c])

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 4

MONITORING, EVALUATION AND ACCOUNTABILITY

Program Evaluation

Principal	● Oversees program evaluation procedures at school sites ● Collects data & submits required paperwork to Education Services Department ● Includes relevant EL Data and Program Evaluation in SPSA
Site TOSA	● Assists with the program evaluation process at school site ● Oversees collection of data
Education Services Department	● Coordinates EL program evaluation procedures at district level ● Coordinates the development of the Title III plan and assures its implementation ● Provides assistance and support regarding assessment and evaluation data ● Monitors English Language Acquisition reporting and data

On-going Monitoring of English Learners:
Districts are expected to evaluate, refine, and continuously improve instructional programs and services ensuring all students, especially English learners, are able to develop academic content knowledge, discipline-specific practices, and academic language proficiency.

All English learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers and are used to monitor the academic achievement and growth of our students, specifically English learners and immigrant students:

- CALPADS
- TOMS
- Dataquest
- Student Information System (AERIES)
- Ellevation

Bellevue Union School District will continue to monitor student enrollment, attendance, academic progress, and parent/community surveys to adjust instruction and provide additional services to ELs in grades TK-6 as needed. Actions to identify and overcome instructional barriers must be taken to ensure student success and access to the full curriculum. The EL Services department analyzes district wide trends and prioritizes tasks needed to improve systems and supports for sites and students.

Review includes analysis of ELPAC, CAASPP, and the local reading measure (STAR Renaissance Literacy Assessment). Students meeting the reclassification criteria for ELPAC and basic skills will be considered for reclassification in the current school year.

English learners with disabilities may be reclassified using the alternate reclassification process. The site TOSA will initiate the data review process with the case manager and site administration. The school psychologist will be consulted as needed throughout the process.

Annual ELPAC & RFEP goals for ELs in Dual Language and SEI programs

EL Proficiency Levels	**Emerging**	*Low to Mid* **Expanding**	*Mid to Upper* **Expanding**	*Low to Mid* **Bridging**	*Mid to Upper* **Bridging**	**Lifelong Language Learning**
Initial ELPAC Scores	**Level 1**	**Level 2**		**Level 3**		***Overall ELPAC RFEP requirement: Level 4**
Summative ELPAC Scores	**Level 1**	**Level 2**	**Level 3**		**Level 4***	
ELs in Dual Language Program (ALT)	Kindergarten & 1st Grade 90/10	2nd Grade 80/20	3rd Grade 70/30	4th Grade 60/40	5th Grade* 50/50	6th Grade 50/50

ELD Evaluation

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. BUSD will use the templates provided by Federal Program Monitoring such as their ELD Evaluation template.

Title III Evaluation Report

BUSD will evaluate all services and programs funded by Title III to determine the effectiveness of those activities. BUSD will provide a "Title III Evaluation Report" that will include the following analysis. BUSD will use the templates provided by Federal Program Monitoring as their Title III Evaluation template.

- A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
- The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;
- The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;
- The number and percentage of ELs reclassified each school year;
- The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;
- The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and
- Analytical findings on the effectiveness of Title III-funded services and programs.

SPSA

Sites must also include the EL program in the development of the School Plan for Student Achievement (SPSA) using a comprehensive needs assessment that includes an analysis of academic performance and language development data to determine EL student and program needs.

Click here or visit https://www.busd.org/Page/57 to read each school site's SPSAs.

Budget Practices

The District and its departments and sites must fully comply with guidelines for compliant spending of Title III funds as well as supplemental and concentration funds from the California Local Control Funding Formula LCFF). With Title III, funds must be spent to supplement, not supplant.

Supplemental and concentration funds should be spent in ways that improve student achievement for the ELs, Foster Youth, and Low Income students at the sites. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on ELs at least in proportion to the increase in funds apportioned on the basis of the number of EL students. For example, if a site's supplemental funds are high because of ELs, then these additional funds should be spent in ways that benefit ELs.

TITLE III FUNDING, PROGRAMS, AND ACTIVITIES

Bellevue Union School District will annually update an LCAP Addendum and Title III plan to monitor the use of federal Title III funds. Title III funds must be used to provide ELs with supplemental services and materials that are not already covered by general funds.

General funds must be used to secure services, programs, and access to the standard instructional program for English learners. Districts must use Title III funds to supplement, not supplant federal, state, and local public funds.

Bellevue Union School District must use supplemental Title III funds to increase English language proficiency and academic achievement of ELs and immigrant children and youth by providing:

- effective educational programs that support language development beyond core instruction and services
- increase academic achievement of ELs and immigrant children and youth
- Provide effective EL-related professional learning above and beyond basic ELD training.
- Activities & strategies that enhance educational programs for ELs which include parent, family, & community engagement.

Title III-funded professional development must be designed to improve the instruction and assessment of English learners. In-person and/or virtual training should be provided to a variety of stakeholders who work with English learners, including teachers, coaches, administrators, community stakeholders, and other personnel.

Supplement, Not Supplant with Title III

7.0 General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.
(*EC* sections 300, 305[a])

7.1 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.
(20 U.S.C. Section 6825[g])

7.2 The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s). (2 CFR 200.403 – 200.405)

7.3 Each LEA must use no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the cost of administration of this program for a fiscal year.
(20 U.S.C. Section 6825[b])

4.1 The LEA or consortium receiving Title III funds must use these supplemental funds to implement effective approaches and methodologies for teaching ELs and immigrant children and youth. Each LEA must use Title III funds to:

(a) Increase the ELP of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:

i. ELP; and

ii. Student academic achievement; (20 U.S.C. Section 6825[c][1][A–B])

(b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

i. Designed to improve the instruction and assessment of ELs;

ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

iii. Effective in increasing children's ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

iv. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. Section 6825[c][2][A–D])

(c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:

i. Shall include parent, family, and community engagement activities; and

ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. Section 6825[c][3][A–B])

4.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:

(d) Upgrading effective EL instructional strategies; (20 U.S.C. Section 6825[d][1])

(e) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures; (20 U.S.C. Section 6825[d][2])

(f) Providing to ELs:

i. Tutorials and academic or career and technical education; and

ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. (20 U.S.C. Section 6825[d][3])

(g) Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services; (20 U.S.C. Section 6825[d][4])

(h) Improving the ELP and academic achievement of ELs; (20 U.S.C. Section 6825[d][5])

(i) Providing community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families to:

i. Improve the English language skills of ELs; and

ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children. (20 U.S.C. Section 6825[d][6][A–B])

(j) Improving the instruction of ELs, which may include ELs with a disability, by providing:

i. The acquisition or development of educational technology or instructional materials;

ii. Access to, and participation in, electronic networks for materials, training, and communication;

iii. Incorporation of resources into curricula and programs; and (20 U.S.C. Section 6825[d][7][A–C])

(k) Offering early college high school or dual or concurrent enrollment programs to help ELs achieve success in post-secondary education. (20 U.S.C. Section 6825[d][8])

(l) Carrying out other activities that are consistent with the purposes of this section. (20 U.S.C. Section 6825[d][9])

Immigrant Services and Support

Immigrant children and youth are individuals who are aged 3 through 21, were not born in an U.S. State, and have not attended one or more schools in any one or more states for more than three full years.

Title III Immigrant funds are earmarked to provide instructional opportunities for immigrant children and youth, which may include:

1. Family literacy, parent and family outreach, and training activities for parents and families;
2. Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
4. Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
5. Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
6. Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services;
8. Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart; and
9. LEAs are authorized to assess approved indirect cost rates to the portion of the subgrant that is not reserved for direct administration costs.

Sites will review their list of immigrant students on an ongoing basis so they know which families they need to prioritize for services and support. Bellevue Union School District is also partnering with other community organizations to offer additional support and services for our immigrant families.

4.3 Immigrant children and youth means individuals who:

(a) Are aged 3 through 21;

(b) Were not born in any U.S. State; and

(c) Have not been attending one or more schools in any one or more U.S. State for more than three full academic years. (20 U.S.C. Section 7011[5])

These students are identified through the registration process and marked in our student information system as immigrant students.

4.4 Each LEA receiving Title III Immigrant funds must provide enhanced instructional opportunities for immigrant children and youth, which may include:

(d) Family literacy, parent and family outreach, and training activities for parents and families;

(e) Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth;

(f) Provision of tutorials, mentoring, and academic or career counseling;

(g) Identification, development, and acquisition of curricular materials, educational software, and technologies;

(h) Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;

(i) Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; and

(j) Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

(20 U.S.C. Section 6825[e][1][A–G])

DISTRITO ESCOLAR UNIÓN DE BELLEVUE

PLAN MAESTRO
PARA
APRENDICES DE INGLÉS

Actualizado enero 2023

CURRÍCULO E INSTRUCCIÓN

Departamento de Servicios Para Aprendices de Inglés

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La visión y misión de éxito de California para los estudiantes de inglés

Visión

Los estudiantes de inglés acceden y participan de manera plena y significativa en una educación del siglo XXI desde la primera infancia hasta el grado doce que da como resultado que alcancen altos niveles de competencia en inglés, dominio de los estándares del nivel de grado y oportunidades para desarrollar competencia en varios idiomas (California EL Roadmap política, 2017).

Misión

Las escuelas de California afirman, dan la bienvenida y responden a una amplia gama de fortalezas, necesidades e identidades de los aprendices de inglés (EL). Las escuelas de California preparan a los graduados con las habilidades y competencias lingüísticas, académicas y sociales que requieren para la participación universitaria, profesional y cívica en un mundo global, diverso y multilingüe, asegurando así un futuro próspero para California (California EL Roadmap Policy, 2017) .

Los principios

Los principios de la Hoja de ruta para estudiantes de inglés: Fortalecimiento de políticas, programas y prácticas educativas integrales para estudiantes de inglés (CA EL Roadmap) están destinados a guiar todos los niveles del sistema hacia un conjunto coherente y alineado de prácticas, servicios, relaciones y enfoques para enseñanza y aprendizaje que se suman a una educación poderosa y eficaz del siglo XXI para todos los estudiantes de inglés.

Principio uno: Escuelas orientadas a los activos y sensibles a las necesidades

Los preescolares y las escuelas responden a las diferentes fortalezas, necesidades e identidades de los estudiantes de inglés (EL, por sus siglas en inglés) y apoyan la salud y el desarrollo socioemocional de los estudiantes de inglés. Los programas valoran y se basan en los activos culturales y lingüísticos que los estudiantes aportan a su educación en entornos escolares seguros y afirmativos. Los educadores valoran y construyen asociaciones sólidas entre la familia, la comunidad y la escuela.

Principio Dos: Calidad Intelectual de la Instrucción y Acceso Significativo

Los estudiantes de inglés participan en experiencias de aprendizaje intelectualmente ricas y apropiadas para el desarrollo que fomentan altos niveles de dominio del inglés. Estas experiencias integran el desarrollo del lenguaje, la alfabetización y el aprendizaje de contenido, así como también brindan acceso para la comprensión y la participación a través de la instrucción y el andamiaje en el idioma nativo. Los estudiantes de inglés tienen acceso significativo a un plan de estudios completo y relevante basado en estándares y la oportunidad de desarrollar competencia en inglés y otros idiomas.

Principio Tres: Condiciones del Sistema que Apoyan la Eficacia

Cada nivel del sistema escolar (estado, condado, distrito, escuela, preescolar) tiene líderes y educadores que conocen y responden a las fortalezas y necesidades de los estudiantes de inglés y sus comunidades y que utilizan evaluaciones válidas y otros sistemas de datos que informan la instrucción y la mejora continua. Cada nivel del sistema brinda recursos y apoyo escalonado para garantizar programas sólidos y desarrollar la capacidad de los maestros y el personal para aprovechar las fortalezas y satisfacer las necesidades de los estudiantes de inglés.

Principio cuatro: Alineación y articulación dentro y entre sistemas

Los estudiantes de inglés experimentan un conjunto de prácticas y caminos coherentes, articulados y alineados en todos los niveles de grado y segmentos educativos, comenzando con una base sólida en la

primera infancia y la identificación adecuada de fortalezas y necesidades, y continuando hasta la reclasificación, graduación, educación superior y Oportunidades profesionales. Estos caminos fomentan las habilidades, los idiomas, la alfabetización y el conocimiento que los estudiantes necesitan para la preparación universitaria y profesional y la participación en un mundo global, diverso y multilingüe del siglo XXI.

https://www.cde.ca.gov/sp/el/rm/ https://www.cde.ca.gov/sp/el/rm/principles.asp

DISTRITO ESCOLAR UNIÓN DE BELLEVUE

PLAN MAESTRO PARA ESTUDIANTES DE INGLÉS

CAPÍTULO 1

IDENTIFICACIÓN, COLOCACIÓN, NOTIFICACIÓN A LOS PADRES y RECLASIFICACIÓN

Definiciones

Aprendiz de Inglés (EL)	
Estudiante cuyo primer idioma no es el inglés y que está en proceso de adquirir fluidez en el inglés social y académico.	
EL inscrito recientemente	Estudiante de inglés que ha estado matriculado en escuelas de EE. UU. durante 3 años o menos y puede o no ser un estudiante recién llegado. Por ejemplo, TODOS los EL de kínder son EL inscritos recientemente, pero no todos son recién llegados.
EL progresivo	Un aprendiz de inglés que ha estado matriculado en escuelas de los EE. UU. durante al menos 3 años, pero no más de 6 años, y está demostrando un progreso adecuado en el lenguaje y el desarrollo académico.
EL de Largo Plazo (LTEL)	Un estudiante que ha sido clasificado como EL por más de 6 años.
EL en riesgo de convertirse en LTEL	Un EL que ha estado matriculado en los grados 3-12, inclusive; y ha estado inscrito en una escuela de los EE. UU. durante 4 o 5 años, ha obtenido un puntaje de nivel intermedio o inferior en la prueba de desarrollo del idioma inglés (ELPAC) del año anterior; ha obtenido un puntaje en el cuarto o quinto año en el nivel "Estándar no cumplido" en la administración del CAASPP-ELA del año anterior; y no está demostrando un progreso adecuado.
Recién llegados:	Los recién llegados no nacieron en los EE. UU. y han estado en escuelas de los EE. UU. durante 1 año escolar completo o menos. Los recién llegados deberían recibir el apoyo más intensivo en los años 1 y 2, pero deberían ser monitoreados hasta por cuatro años. En general, los estudiantes de TK, K y 1er grado que también son nuevos no recibirán servicios especializados para recién llegados, sino instrucción específica dentro de su salón de clases regular.
Ever- EL	Un estudiante que actualmente es un EL o que anteriormente fue designado como EL pero que ahora tiene ha sido reclasificado como competente en inglés fluido (RFEP)

Estudiantes con Educación Formal Interrumpida (SIFE):	Estudiantes inmigrantes que provienen de un hogar en el que se habla un idioma diferente al inglés y 1) ingresaron a una escuela de los Estados Unidos después del segundo grado; 2) haber tenido al menos dos años menos de escolaridad que sus pares; 3) funcionar al menos dos años por debajo del nivel de grado esperado en lectura y matemáticas; y 4) pueden ser pre-alfabetizados en su primer idioma.
Refugiado/Asilado	Estudiantes que se han visto obligados a abandonar su país para escapar de la guerra, la persecución o un desastre natural. Los refugiados generalmente tienen visas especiales para ingresar al país. Los asilados solicitan visas una vez en los EE. UU.
Jóvenes inmigrantes no acompañados:	Los jóvenes inmigrantes no acompañados son niños que cruzan la frontera de los Estados Unidos sin padres o tutores y son detenidos por funcionarios de inmigración.

	Una vez que los jóvenes inmigrantes no acompañados son entregados a un patrocinador, se requiere que su patrocinador los inscriba en escuelas de EE. UU.

SOLO INGLÉS (EO):	**COMPETENTE EN INGLÉS CON FLUIDEZ INICIAL (IFEP):**
Un estudiante cuyo único idioma materno es el inglés	Un estudiante que, al inscribirse en las escuelas de los EE. UU., domina el inglés junto con otro idioma identificado en su Encuesta del idioma del hogar

COMPETENTE CON FLUIDEZ EN INGLÉS RECLASIFICADO (RFEP):	
Un exalumno EL que ha cumplido con los criterios para ser "reclasificado" como competente en inglés con fluidez.	
RFEP Recientemente Competente	Un alumno de la RFEP que fue reclasificado hace menos o igual a 4 años. Las RFEP necesitan seguimiento para garantizar que no se estanquen ni retrocedan.
RFEP Competente Larga Duración	Un alumno de la RFEP que fue reclasificado hace más de 4 años.

Encuesta sobre el idioma del hogar

Lista de tareas	
Director de escuela	● Se asegura de que la Encuesta del idioma del hogar (HLS) se complete el inicial inscripción según lo exigen las leyes estatales y federales
Gerente de la oficina de la escuela	● Prepara copias traducidas de HLS para inicial inscripción ● Ayuda con la explicación sobre el propósito y los usos de HLS ● Verifica que todas las preguntas hayan sido respondidas para cada estudiante ● Ingresa datos precisos de HLS en el Sistema de información del estudiante ● Ingresa "TBD" para los estudiantes según corresponda ● Arreglos para intérpretes ● La copia del HLS original se coloca en la carpeta CUM del estudiante ● Solicita registros EL de distritos anteriores
Facilitador de participación familiar	● Ayuda con el registro (p. ej., estación HLS en el registro de kínder) ● Ayuda con la explicación sobre el propósito y los usos de HLS ● Colabora con el gerente de la oficina y Servicios EL para localizar registros EL anteriores y HLS** originales de distritos anteriores ● Ofrece servicios de traducción e interpretación para familias.

Departamento de Servicios Educativos	● Brinda asistencia a las escuelas y responde preguntas sobre HLS ● Verifique TOMS/CALPADS para obtener puntajes de exámenes y registros EL, según sea necesario

Procedimientos BUSD

El HLS consta de las siguientes cuatro preguntas:

1. ¿Qué idioma aprendió su hijo cuando empezó a hablar?
2. ¿Qué idioma habla su hijo con más frecuencia en casa?
3. ¿Qué idioma usan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?
4. ¿Qué idioma hablan con mayor frecuencia los adultos en el hogar? (padres, tutores, abuelos o cualquier otro adulto)

Todas cuatro preguntas HLS deben ser respondidas y el formulario HLS debe estar firmado por el padre/tutor. El documento se convierte en parte permanente del registro acumulativo del estudiante (CUM). El primero, o **inicial**, HLS (p. ej., TK o K) para un estudiante reemplaza cualquier otro formulario HLS completado en fechas posteriores. Por lo tanto, las respuestas proporcionadas en el inicial HLS** se documentan permanentemente en el Sistema de Información del Estudiante, CALPADS y el Expediente Acumulado del estudiante.

Para determinar el estado del idioma del hogar de un estudiante, siga las pautas a continuación:

TODO Inglés en HLS preguntas #1-3	**→marcar *"ALLÁ"***	El estudiante se considera sólo inglés (EO). El administrador de la oficina actualizará la clasificación de idioma del estudiante en el Sistema de información del estudiante. El HLS inicial se agregará a la carpeta CUM del estudiante y el estudiante se ubicará en el programa general del distrito.
Al menos una respuesta que no sea en inglés en las preguntas N.° 1 a 3 de HLS	**→ marca *"TBD"***	Se designa al estudiante como un idioma principal que no es inglés y comienza el proceso de evaluación. El HLS se coloca en la carpeta CUM del estudiante. El Facilitador de participación familiar notificará a los padres/tutores, por escrito, antes de administrar el ELPAC inicial. El proceso de evaluación debe llevarse a cabo dentro **de los 30 días calendario de** inscripción.El Facilitador de Participación Familiar informará al Gerente de la Oficina y al Maestro de la clasificación de idioma del estudiante (TBD→ IFEP o EL).El administrador de la oficina también agregará las fechas y los resultados de las pruebas de idioma en el Sistema de información del estudiante. Los estudiantes serán colocados en el programa educativo apropiado según los resultados de las pruebas iniciales de idioma.
Un idioma que no sea inglés solo en la pregunta #4	**→ marcar*"ALLÁ"***	El estudiante se considera sólo inglés (EO) y se coloca en el programa general del distrito. El idioma que se habla con más frecuencia por *los adultos en casa no* determina el dominio del idioma nativo del estudiante.

**Una vez que se determina el idioma del hogar, no es necesario volver a determinarlo a menos que los resultados sean cuestionados por el padre o tutor. Si la HLS se completa por error, el padre/tutor puede hacer una solicitud para cambiarla. Sin embargo, una vez que se evalúe al estudiante con la evaluación

de dominio del idioma inglés actual del estado y se lo identifique como aprendiz de inglés, cambiar la HLS no cambiará la identificación del estudiante. El estado de aprendiz de inglés de un estudiante cambiará solo cuando se cumplan los criterios de reclasificación. Los padres no pueden "optar por no participar" en ELPAC porque la evaluación del dominio del idioma inglés es un requisito federal y estatal.

Prueba inicial de dominio del inglés	
Director de escuela	• Se asegura de que las evaluaciones iniciales se completan con el coordinador del sitio.dentro de los 30 días calendario de matriculación de estudiantes • Se asegura de que los Estudiantes con 504 reciban adaptaciones y apoyos designados, de acuerdo con el Plan de la Sección 504 del estudiante.
Maestro en Asignación Especial (TOSA)	• Asiste a capacitaciones para la administración de ELPAC y firma declaración jurada • Asegura que todos los padres de los estudiantes que están tomando el ELPAC inicial hayan recibido cartas de notificación para padres antes de la administración. • Organiza y garantiza la seguridad de los materiales de prueba. • Supervisa la administración de la prueba si el Facilitador de Participación Familiar está ausente • Proporciona actualizaciones oportunas y resultados de pruebas a todas las partes interesadas
Facilitador de participación familiar	• Asiste a capacitaciones para la administración de ELPAC y firma declaración jurada • Asegura que todos los padres de los estudiantes que están tomando el ELPAC inicial hayan recibido cartas de notificación para padres antes de la administración. • Organiza y garantiza la seguridad de los materiales de prueba. • Supervisa la administración de la prueba • Ayudar con las necesidades de correspondencia de los padres/tutores • Proporciona actualizaciones oportunas y resultados de pruebas a todas las partes interesadas • Apoya la administración de la Evaluación Inicial de Dominio del Inglés
Departamento de Servicios Educativos	• Brinda capacitación, materiales, asistencia técnica, apoyo y recopilación de datos. • Responsable de la seguridad y los procedimientos de evaluación en todo el distrito. • Asegura que las evaluaciones iniciales se completen con el coordinador del sitio dentro de los 30 días calendario posteriores a la inscripción del estudiante
Departamento de Servicios Estudiantiles	• Asegura que los estudiantes con discapacidades reciban adaptaciones y apoyos designados, de acuerdo con el IEP del estudiante

Procedimientos BUSD

1. Si la Encuesta del idioma del hogar (HLS) indica un idioma principal que no es inglés (Preguntas 1-3), el estudiante será evaluado utilizando la Evaluación inicial de dominio del idioma inglés (ELPAC) actual del estado.

2. Los padres de los estudiantes que tomarán el ELPAC inicial serán notificados por escrito antes de la administración.
3. El personal autorizado y capacitado administrará la evaluación inicial del dominio del idioma inglés dentro **de los 30 días calendario de** la matrícula del estudiante.
4. Herramienta de puntuación local (LST) los datos se utilizarán con fines de colocación hasta que los resultados oficiales estén disponibles para determinar las siguientes designaciones: IFEP o EL.

Prueba de Proficiencia en Ingles **(ELPAC inicial)**	**Nivel 3**	**COMPETENTE EN INGLÉS CON FLUIDEZ INICIAL (IFEP) CLASIFICACIÓN** Notificar a los padres sobre los resultados y las opciones de ubicación dentro de los 20 días
	Nivel 1-2	**CLASIFICACIÓN DE APRENDICES DEL IDIOMA INGLÉS (ELL)** Notificar a los padres de los resultados y la colocación dentro de los 20 días
https://www.cde.ca.gov/ta/tg/ep/documents/elpacinitialscalescore.pdf		

Evaluación sumativa del dominio del idioma inglés de California	
Director de escuela	● Asegura que las evaluaciones anuales se administren durante la ventana de evaluación sumativa ● Asegura que los estudiantes reciban adaptaciones y apoyos designados, de acuerdo con el Plan de la Sección 504.
Maestro en Asignación Especial (TOSA)	● Asiste a capacitaciones para la administración de ELPAC y firma declaración jurada ● Organiza y garantiza la seguridad de los materiales de prueba. ● Supervisa la administración de la prueba
Familia CompromisoFacilitador	● Ayudar con las necesidades de correspondencia de los padres/tutores ● Asiste a capacitaciones para la administración de ELPAC y firma declaración jurada ● Organiza y garantiza la seguridad de los materiales de prueba. ● Admite la administración de pruebas
Departamento de Servicios Educativos	● Brinda capacitación, materiales, asistencia técnica, apoyo y recopilación de datos. ● Responsable de la seguridad y los procedimientos de evaluación en todo el distrito. ● Proporciona actualizaciones oportunas y resultados de pruebas a todas las partes interesadas, incluidas las cartas de notificación anual para padres.

Departamento de Servicios Estudiantiles	• Se asegura de que los estudiantes con discapacidades reciban adaptaciones y apoyos designados, de acuerdo con el IEP del estudiante.

Procedimientos BUSD

1. Todos los estudiantes que han sido identificados como aprendices de inglés en California este año o anteriormente deben tomar la evaluación sumativa de dominio del idioma inglés (ELPAC) todos los años hasta que sean reclasificados como competentes en inglés fluido (RFEP).
2. El personal autorizado y capacitado administra la evaluación anual de dominio del idioma inglés dentro de la ventana de evaluación sumativa (del 1 de febrero al 31 de mayo).
3. Los datos se utilizarán para fines de asignación educativa, planificación, establecimiento de metas y reclasificación.

Prueba de dominio del inglés (ELPAC)	Nivel 1, 2, 3	Evaluar si los estudiantes han "progresado en ELPAC según los criterios del tablero de CA
	Nivel 4	Determinar si los estudiantes están listos para los procesos de reclasificación.

Documentación para estudiantes de inglés

Director de escuela	• Responsable de la documentación y comunicación en obra. • La documentación incluye HLS, notificación inicial a los padres, notificación anual a los padres y puntajes de evaluación del idioma, formularios de reclasificación
Gerente de oficina	• Actualizaciones Identificación *Inicial Sección* del HLS en Student Information System (SIS)
Compromiso familiar facilitador	• Coloca la documentación requerida en carpetas EL naranjas
Departamento de Servicios Educativos	• Brinda asistencia y soporte a los sitios. • Revisa y actualiza todos los requisitos de documentación anualmente

Aunque la mayoría de la documentación de los estudiantes de inglés y los resultados de las pruebas ahora se encuentran digitalmente en el Sistema de información del estudiante, aquí hay una lista de la documentación que aún se necesita para el registro acumulativo (CUM) de cada estudiante:

1. Carpeta EL actualizada para el CUM del estudiante

a) El formulario de registro de aprendices de inglés debe adherirse al frente de la carpeta

b) Actualizar cualquier información faltante según sea necesario

2. Presente los siguientes documentos en el naranja EL folder:

una copia de inicial Encuesta sobre el idioma del hogar (HLS) o registros anteriores del distrito

i. Actualice la sección Identificación inicial en la parte inferior del HLS en el Sistema de información del estudiante (SIS)

ii. Asegúrese de que la información digital del Sistema de Información Estudiantil coincida con los registros en papel y CALPADS

c) Hoja de etiquetas del informe ELPAC

i. Agregue nuevas etiquetas anualmente o tome notas (si faltan)

d) Copia del informe anual de nivel de competencia del estudiante ELPAC

e) Trámites de Reclasificación (R-FEP) y formularios de seguimiento

f) Copia de las cartas de notificación inicial y anual a los padres

Carta de notificación inicial	
Director de escuela	• Responsable de la notificación a los padres y la comunicación en el sitio.
Departamento de Servicios Educativos	• Prepara cartas de notificación a los padres para su distribución. • Envía cartas de notificación a los padres a las familias • Proporciona copia de las cartas de notificación a los sitios. • Brinda asistencia y soporte a los sitios. • Revisa y actualiza todas las plantillas anualmente con consulta con el Comité Asesor del Idioma Inglés del Distrito (DELAC)

Procedimientos BUSD

Cartas de notificación a los padres: El Departamento de Servicios EL ayudará a coordinar el envío por correo de todas las cartas de notificación a los padres para las evaluaciones de los estudiantes de inglés. Los padres/tutores recibirán una notificación por escrito en 30 **días de** la recepción del distrito de los resultados oficiales.

1. Cartas iniciales a los padres → Para todos los EL que tomaron ELPAC para colocación durante el año escolar actual

una. Inserte una copia del informe preliminar del nivel de dominio del idioma (Herramienta de puntuación local)

b. Insertar la carta de presentación inicial correspondiente

i. Competente en inglés fluido inicial (IFEP)

iii. Inmersión inicial en inglés estructurado (SEI)

IV. Lenguaje Dual/Alternativo Inicial (ALT)

C. Departamento de Servicios EL para imprimir cartas de notificación a los padres o enviar por correo

Competente en inglés fluido inicial (IFEP)	Los estudiantes de este nivel tienen bien desarrollado habilidades orales y escritas en inglés. Pueden usar el inglés para aprender y comunicarse de manera significativa. Ocasionalmente pueden necesitar ayuda para usar el inglés.
Estudiante de Inglés Intermedio (EL)	Los estudiantes de este nivel tienen algo a moderadamente desarrollado Habilidades orales y escritas en inglés. A veces pueden usar el inglés para aprender y comunicarse de manera significativa. Es posible que necesiten ayuda para comunicarse sobre temas familiares en inglés y más ayuda sobre temas menos familiares.
Estudiante de inglés novato (EL)	Los estudiantes de este nivel son comenzando a desarrollar oral y escrito Conocimientos de inglés. Es posible que puedan usar palabras y frases conocidas. para comunicar el significado a un nivel básico. Es posible que necesiten ayuda sustancial para usar el inglés.

Carta de notificación anual

Director de escuela	● Responsable de la notificación a los padres y la comunicación en el sitio.
Departamento de Servicios Educativos	● Brinda asistencia y soporte a los sitios. ● Prepara las cartas de notificación a los padres para su distribución ● Proporciona copia de las cartas de notificación a los sitios. ● Envía cartas de notificación a los padres a las familias ● Revisa y actualiza todas las plantillas anualmente con consulta con el Comité Asesor del Idioma Inglés del Distrito (DELAC)

Procedimientos BUSD

Cartas de notificación a los padres: El Departamento de Servicios Educativos ayudará a coordinar el envío por correo de todas las cartas de notificación a los padres para las evaluaciones de los estudiantes de inglés. Los padres/tutores recibirán una notificación por escrito en 30 **días de** la recepción del distrito de los resultados oficiales.

1. Cartas anuales para padres → Para todos los EL que tomaron ELPAC durante el año escolar anterior

una. Inserte una copia de la "Carta de los padres" con los puntajes de las pruebas más recientes

b. Inserte la carta de presentación anual de BUSD correspondiente

i. Inmersión anual en inglés estructurado (SEI)

ii. Corriente principal anual del idioma inglés (ELM)

iii. Lenguaje Dual/Alternativo Anual (ALT)

C. El Departamento de Servicios EL imprime cartas y envía cartas a las familias

d. Se proporciona una copia de la carta a los sitios para archivar en la carpeta de idioma naranja de los estudiantes del CUM

Reclasificación	
Director de escuela	● Responsable del proceso de reclasificación en el sitio escolar. ● Identifica posibles candidatos a reclasificación (RFEP) ● Consulta con los padres/tutores para obtener información y aprobación. ● Monitorea el progreso y da seguimiento a las metas de los estudiantes de la RFEP ● Coordina celebración o reconocimiento de alumnos reclasificados
Facilitador de participación familiar	● Supervisa la finalización de los trámites de reclasificación ● Notifica al Gerente de la Oficina de la reclasificación
Gerente de oficina	● Actualiza todos los registros EL (en papel y electrónicos)
Profesor	● Ayuda a identificar y hacer un seguimiento de los alumnos de la RFEP ● Ayuda a completar los trámites de la RFEP y los formularios de seguimiento de la RFEP ● Remueve al estudiante del grupo de Aprendizaje Progresivo del Idioma Inglés Designado (D-ELD) ● Ayuda al alumno de la RFEP a establecer objetivos de aprendizaje
Departamento de Servicios Educativos	● Brinda capacitación y soporte a los sitios. ● Coordina los procedimientos de reclasificación a nivel de distrito

Procedimientos BUSD

El objetivo de los programas de adquisición de idiomas es que los estudiantes multilingües dominen el inglés lo más rápido posible y cumplan con las medidas estatales de rendimiento académico. Los criterios de reclasificación de Bellevue Union se enumeran a continuación.

Los estudiantes con discapacidades e IEP pueden ser reclasificados a través del proceso de IEP. Este proceso considera datos de evaluación, aportes de padres y maestros, y puntajes de ELPAC y ELPAC alternativos para determinar el estado de reclasificación.

Criterios de reclasificación de BUSD

Criterios requeridos	**Criterios de la Unión de Bellevue**
Dominio del idioma Inglés Evaluación	Nivel de rendimiento general ELPAC 4
Evaluación Docente	Para estudiantes en los grados K-6; 2 o mejor en las secciones de ELA de la boleta de calificaciones basada en estándares
Opinión y consulta de los padres	La opinión y consulta de los padres sobre la reclasificación propuesta se produce durante una conferencia, en un idioma comprensible para los padres. Los criterios se explican a los padres con documentos de respaldo.
Comparación de Desempeño en Habilidades Básicas	**Grades K-6:** (Donde no existen puntajes CAASPP): Evaluación de alfabetización STAR en/por encima del punto de referencia (40% PR o más) **O** **Grados 4-6:** La evaluación CAASPP ELA debe estar dentro del 50% superior de la puntuación escalada en el rango estándar casi alcanzado para el nivel de grado del estudiante: **3er grado:** 2399 o superior (los estudiantes actuales de cuarto grado usan esta puntuación) **Cuarto grado:** 2444 o superior (los estudiantes actuales de 5.° grado usan esta puntuación) **5to grado:** 2471 o superior (los estudiantes actuales de sexto grado usan este puntaje) **6to grado:** 2493 o superior

Proceso RFEP

El propósito del proceso de reclasificación (RFEP) es documentar cuándo un estudiante de inglés tiene suficiente dominio del inglés para ser reclasificado como hablante fluido de inglés. Una vez que se reciben los resultados anuales de ELPAC, el proceso de reclasificación puede comenzar para K-6 estudiantes de grado. Los maestros, el personal de apoyo, los administradores escolares y los padres participan en el proceso de reclasificación.

1. Los administradores del sitio/persona designada pueden comenzar el proceso de reclasificación y el papeleo.
2. Las evaluaciones aprobadas por el distrito se utilizan para evaluar el desarrollo del lenguaje y el rendimiento académico. Todos los puntajes de las evaluaciones deben estar actualizados y cumplir con los requisitos del distrito.
3. Los padres/tutores deben ser notificados de la elegibilidad del estudiante para la reclasificación. Se programará una conferencia para revisar los criterios de reclasificación y el progreso del estudiante. Se proporcionarán servicios de traducción según sea necesario. Los padres deben

firmar y fechar el papeleo de reclasificación completado. Si el padre no puede asistir a una conferencia, una persona que hable el idioma principal de los padres consultará con el padre por teléfono.

4. Una copia impresa y firmada de la documentación de la reunión de reclasificación se entrega al padre/tutor y una copia firmada se coloca en la carpeta naranja EL del estudiante.
5. Nota: Independientemente de la forma física de dicho registro y para garantizar la transferencia de la documentación, cada LEA debe mantener lo siguiente en el registro permanente del estudiante: Evaluaciones de rendimiento académico y de lenguaje; Participantes en el proceso de reclasificación; y cualquier decisión con respecto a la reclasificación. (5 CCR Sección 11305)

Seguimiento Alumnos RFEP

Después de la reclasificación, los estudiantes serán monitoreados y se establecerán metas de aprendizaje personalizadas anualmente durante cuatro años utilizando la plataforma Elevation y el Formulario de Seguimiento de Reclasificación. Si los estudiantes necesitan apoyo adicional, los maestros brindarán apoyo específico de nivel 1.

DISTRITO ESCOLAR UNIÓN DE BELLEVUE

PLAN MAESTRO PARA ESTUDIANTES DE INGLÉS

CAPITULO 2

PROGRAMAS DE INSTRUCCIÓN

Programas de adquisición de idiomas

Los padres o tutores legales de los estudiantes matriculados en la escuela pueden elegir el programa de adquisición de idiomas que mejor se adapte a su hijo. “Programa de adquisición de idiomas” se refiere a programas educativos diseñados para estudiantes de inglés para garantizar la adquisición del inglés de la manera más rápida y efectiva posible. Dichos programas deben incluir instrucción sobre los estándares de contenido académico adoptados por el estado, incluidos los estándares ELD.

Los padres interesados en solicitar el establecimiento de una adquisición de idiomas pueden enviar su solicitud a Aracely Romo-Flores aromoflores@busd.org (línea de asunto "Establecimiento de un Programa de Adquisición de Idiomas") con la fecha de la solicitud, los nombres de los padres y los niños, la descripción de la solicitud, el nombre de la escuela y el nivel de grado.

Solicitud de los padres para el programa de adquisición de idiomas

Proceso para responder a las solicitudes de los padres para nuevos programas

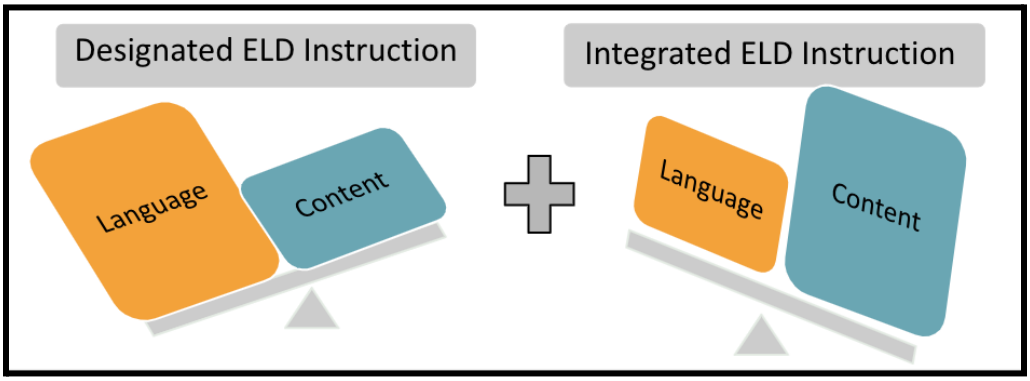
1. Recibir y rastrear la solicitud de los padres
    a. La escuela mantendrá registros escritos de la solicitud de los padres que incluyen la fecha de la solicitud, los nombres de los padres y los niños, la descripción de la solicitud, el nivel de grado
2. Umbral de alcance
    a. Cuando los padres de 30 alumnos o más matriculados en una escuela, o cuando los padres de 20 alumnos o más del mismo grado matriculados en una escuela, solicitan el mismo tipo de programa de adquisición de idiomas o de idiomas o sustancialmente similar, la escuela responde de la siguiente manera: notificar a la LEA inmediatamente y tomar las siguientes tres acciones
        i. Comuníquese con los padres y socios educativos
        - Dentro de los 10 días escolares de alcanzar el umbral descrito anteriormente, la LEA notifica por escrito a los padres de los alumnos que asisten a la escuela, a los maestros y administradores de la escuela y al comité asesor de padres de estudiantes de inglés y al comité asesor de padres de la LEA, sobre las solicitudes de los padres para un programa de adquisición de idiomas.

        ii. Análisis de costos y recursos
        - La LEA luego identifica los costos y los recursos necesarios para implementar cualquier nuevo programa de adquisición de idiomas o de idiomas, incluidos, entre otros: Maestros certificados con las autorizaciones apropiadas, Materiales de instrucción necesarios, Desarrollo profesional pertinente para el programa propuesto, Oportunidades para la participación de los padres y la comunidad para apoyar los objetivos propuestos del programa

        iii. Determinación
        - Habiendo completado el análisis de costos y recursos, la LEA determina, dentro de los 60 días calendario de haber alcanzado el umbral descrito anteriormente, si es posible implementar el programa de idioma o de adquisición del idioma solicitado. En ese momento, la LEA notifica, por escrito, a los padres de los alumnos que asisten a la escuela, a los maestros de la escuela y a los administradores de su determinación.
        - Determinación de implementar un programa en la escuela: En caso de que la LEA determine que puede implementar el programa solicitado, la LEA crea y publica un cronograma razonable de acciones necesarias para implementar el programa. Como parte de la implementación, la LEA consulta con el personal de la escuela, incluidos los administradores y los maestros, las autorizaciones requeridas para brindar o supervisar programas y servicios para estudiantes de inglés, con respecto al diseño y contenido de los programas de adquisición del idioma.
        - Determinación de no implementar un programa en la escuela: En caso de que la LEA determine que no es posible implementar el programa solicitado por los padres, la LEA proporciona una explicación por escrito de las razones por las que no se puede proporcionar el programa. Además, la LEA puede ofrecer una opción alternativa que se puede implementar en la escuela.

INSTRUCCIÓN ELD INTEGRADA Y DESIGNADA

De acuerdo con el Marco ELA/ELD, "**Los EL en todos los niveles de dominio del inglés y en todas las edades requieren ELD integrado y atención especializada a sus necesidades particulares de aprendizaje del idioma, o ELD designado.**Tal aplicación de múltiples niveles de los Estándares CA ELD requiere una colaboración profunda entre educadores, apoyo para los maestros y, lo que es más importante, un enfoque sostenido en las fortalezas y necesidades de los EL individuales y una creencia persistente de que todos los EL pueden alcanzar los niveles más altos de rendimiento académico y académico. excelencia lingüística". (Cap. 2, pág. 97)



ELD INTEGRADO

El Marco ELA/ELD "usa el término ELD integrado para referirse a ELD a lo largo del día y en todas las disciplinas. Todos los maestros con EL en sus aulas deben usar los Estándares ELD de CA además de sus CCSS de CA focales para ELA/Alfabetización y otros estándares de contenido para apoyar el progreso lingüístico y académico de sus EL. La sección de objetivos de cada conjunto de estándares CA ELD de nivel de grado y rango de grado específica que en las escuelas de California, los EL deben participar en actividades en las que escuchen, lean, analicen, interpreten, discutan y creen una variedad de material literario e informativo. tipos de texto A través de estas experiencias, desarrollan una comprensión de cómo el idioma es un recurso complejo y dinámico para generar significado, y desarrollan la conciencia del idioma, incluida la apreciación de su idioma principal como un recurso valioso por derecho propio y para aprender inglés". (Cap. 2, pág. 81)

ELD DESIGNADO

"ELD designado es tiempo protegido durante el día escolar regular cuando los maestros usan los Estándares CA ELD como los estándares focales en formas que se integran en y a partir de la instrucción del contenido para desarrollar habilidades, conocimientos y habilidades críticas del idioma inglés necesarias para el aprendizaje del contenido en inglés... una oportunidad durante el
día escolar regular para ayudar a los EL a desarrollar prácticas discursivas, estructuras gramaticales y vocabulario
necesarios para la participación exitosa en tareas académicas en todas las áreas de contenido". (Marco CA ELA/ELD, Capítulo 2, pág. 91)

OPCIÓN 1: INMERSIÓN EN INGLÉS ESTRUCTURADO (SEI)

Estamos obligados a ofrecer, como mínimo, una inmersión en inglés estructurado (SEI) opción de programa (*CE* Sección 305[a][2]). La inmersión en inglés estructurado (SEI) es un programa de adquisición del idioma para estudiantes de inglés en el que casi toda la instrucción en el aula se brinda en inglés, pero con un plan de estudios y una presentación diseñados para alumnos que están aprendiendo inglés. A los estudiantes se les ofrece ELD designado e integrado, lo que les da acceso a los estándares de contenido académico de

nivel de grado por parte de maestros autorizados que utilizan materiales complementarios y adoptados por el distrito. Todos los estudiantes de inglés serán colocados en un programa de Inmersión Estructurada en Inglés (SEI) y recibirán servicios y apoyo hasta que alcancen los criterios de reclasificación, a menos que estén inscritos en un programa bilingüe como se describe a continuación.

OPCIÓN 2: IDIOMA DUAL (PROGRAMA ALTERNATIVO)

La inmersión en dos idiomas es un programa de adquisición de idiomas que brinda aprendizaje de idiomas e instrucción académica para hablantes nativos de inglés y español, con los objetivos de alto rendimiento académico, dominio del primer y segundo idioma y comprensión intercultural. La Escuela Primaria Kawana Springs ofrece un Programa de Lenguaje Dual para las familias del Distrito Escolar Unido de Bellevue y las escuelas cercanas. Los estudiantes pueden ingresar a este programa en el kínder de transición o kínder y continuar hasta el 6° grado. El objetivo principal del programa de inmersión bidireccional en dos idiomas es la adquisición del dominio completo del idioma y el logro académico en dos idiomas: inglés y el idioma de destino, el español. Otro objetivo es fomentar competencias interculturales positivas para EL y estudiantes con dominio del inglés. La instrucción se imparte tanto en español como en inglés utilizando el modelo de lenguaje dual 90/10. Los programas de lenguaje dual promueven altos niveles de rendimiento académico en todas las áreas curriculares y ayudan a los estudiantes a lograr un dominio completo en ambos idiomas, inglés y español. Se espera que los estudiantes cumplan con los estándares de contenido de nivel de grado en ambos idiomas.

Cursos de desarrollo del idioma inglés

Como parte del programa de instrucción estándar proporcionado a través de los fondos generales, todos los EL identificados deben recibir un programa de instrucción ELD, que incluirá ELD designado e integrado.

Programa ELD Designado

ELD designado significa instrucción brindada durante un tiempo reservado en el día escolar regular para instrucción enfocada en los estándares ELD adoptados por el estado para ayudar a los estudiantes de inglés a desarrollar habilidades críticas del idioma inglés necesarias para el aprendizaje del contenido académico en inglés. ELD designado debe ser proporcionado por un maestro autorizado. Los estudiantes deben agruparse en o cerca del mismo nivel de dominio del idioma según ELPAC u otras evaluaciones de dominio para mínimo *30 minutos por día*. Las lecciones deben diseñarse para que los EL desarrollen el dominio del idioma inglés de la manera más rápida y efectiva posible. Si los estudiantes no progresan lo suficiente, los estudiantes recibirán instrucción ELD designada adicional.

Los principales énfasis de instrucción en ELD designado son los siguientes:

- Desarrollar las habilidades de los estudiantes para participar en una variedad de debates colaborativos sobre temas de contenido y textos.
- Desarrollar la comprensión de los estudiantes—en lectura y comprensión auditiva—y la competencia usando—hablando y escribiendo—el vocabulario académico y varias estructuras gramaticales que se encuentran en los textos y tareas de segundo grado
- Aumentar la conciencia lingüística de los estudiantes, en particular sobre cómo funciona el inglés para generar significado, a fin de apoyar su lectura minuciosa y escritura hábil de diferentes tipos de texto.

	Nombre del curso	Agrupación por Nivel ELP	Ubicación del curso	Objetivos esperados para avanzar al próximo curso
TK-2	ELD emergente	EL Level 1/2	ELD designado	Recomendación del maestro

				Puntaje de 3 en general en ELPAC
	ELD de expansión/puente	EL Level 3	ELD designado	Recomendación del maestro Puntaje de 4 en general en ELPAC
3-5	ELD emergente	EL Level 1/2	ELD designado	Recomendación del maestro Puntaje de 3 en general en ELPAC
	ELD de expansión/puente	EL Level 3	ELD designado	Recomendación del maestro Puntaje de 4 en general en ELPAC para reclasificar
6	ELD emergente	EL Level 1/2	ELD designado	Recomendación del maestro Puntaje de 3 en general en ELPAC
	ELD de expansión/puente	EL Level 3	ELD designado	Recomendación del maestro Puntaje de 4 en general en ELPAC para reclasificar

Descripción del curso

ELD emergente

Este curso desarrolla vocabulario de nivel básico y patrones básicos de lenguaje para estudiantes recién llegados. Las unidades básicas siguen un camino simple que desarrolla el lenguaje, el vocabulario, la gramática, la lectura y la escritura. Este curso será guiado por los Estándares de Desarrollo del Idioma Inglés y los Estándares Principales de CCSS. Este curso se basa en las habilidades enseñadas y desarrolladas a lo largo de ELD Emergente. El contenido se aproxima al plan de estudios general, mientras que la fragmentación, las reafirmaciones visuales y la estructura de lecciones especializadas enriquecen la capacidad y la habilidad.

Puente/expansión de ELD

Este curso desarrolla un vocabulario de nivel más académico y patrones básicos de lenguaje para estudiantes recién llegados. Las unidades básicas están diseñadas para abordar la lingüística apoya mientras une y expande el conocimiento del contenido del estudiante dentro del lenguaje, vocabulario, gramática, apoyo de lectura y escritura. El lenguaje, el vocabulario y la escritura preparan a los estudiantes para los cursos generales. Este curso será guiado por los Estándares de Desarrollo del Idioma Inglés y los Estándares Principales de CCSS.

ELD integrado

ELD integrado significa instrucción en la que los estándares de ELD adoptados por el estado se utilizan junto con los estándares de contenido académico adoptados por el estado. ELD integrado incluye instrucción académica especialmente diseñada en inglés.

Las siguientes son descripciones de estrategias de instrucción integradas para todos los grados, TK–6 y niveles ELP.

Emergente (1), Expansión (2), Puente (3)

Estrategia	Descripción	Niveles ELP
Recuento de imágenes	Las imágenes que representan eventos clave importantes en la historia se utilizan como señales visuales para volver a contar una historia familiar.	1, 2
Activación de conocimientos previos	Con un enfoque en la creación de significado, se anima a los estudiantes a pensar en lo que ya saben en un esfuerzo por ayudarlos a aprender algo nuevo.	Todas
Gráfico T para habilidades sociales	Escribir redes sociales habilidad en gráfico T mapa mental. Los estudiantes discuten la definición en equipos. El maestro registra las respuestas de los equipos en mente mapa en la parte superior del gráfico. Profesor Presenta Columna “Ver”. “¿Qué vamos a ver cuando el equipo demuestra sociales habilidad?” Los equipos discuten ideas y las comparten a través de encabezados numerados mientras el maestro registra las respuestas en frases positivas. Profesor Presenta Columna "Escuchar". “¿Qué diríamos si practica esta habilidad social? Los pasos anteriores se repiten para esta columna. El maestro proporciona bocetos para proporcionar una mejor comprensión.	Todas
Gráficos de observación	Cree de seis a ocho gráficos de observación colocando de cuatro a seis imágenes en la etiqueta junta alrededor de la habitación en las paredes o escritorios con papel sin renglones al lado de cada gráfico. Las imágenes son auténticas y se conectan con un tema común. Establecer y articular un objetivo de lenguaje comprensible y un objetivo de contenido. Los estudiantes viajan a gráficos y comparten oralmente con los padres (observaciones, predicciones o preguntas). Los estudiantes dibujan o escriben ideas discutidas en papel sin rayas. Se recomienda el idioma principal.	Todas
Tabla de entrada pictórica Tabla de entrada comparativa	Realice un bosquejo pictórico ligero y escriba todos los hechos con lápiz (si está haciendo una comparación, prepare ambos gráficos). Acercar a los estudiantes trazar. Establecer y articular detenido cinco objetivos lingüísticos y objetivos de contenido. Mientras dice y escribe en la tabla, diga: "Dilo conmigo" y haga que los estudiantes repitan el lenguaje académico. Use marcadores de diferentes colores para cada categoría. Defina y parafrasee cada categoría y use gestos,	Todas

	parafrasee y defina el vocabulario a medida que presenta. Use 10/2 para permitir el procesamiento de contenido	
10/2	10 minutos de enseñanza, los estudiantes procesan con un compañero durante 2 minutos. Puede procesar en el idioma principal aunque la instrucción sea en inglés. Es una oportunidad para enseñarse unos a otros y para que los estudiantes comiencen a procesar el nuevo lenguaje académico. Use 10/2 antes de pedirles a los estudiantes que generen respuestas.	Todas
Cuadro de entrada narrativa	Si su objetivo de evaluación es la escritura narrativa, esta estrategia será esencial junto con Pictorial y otras estrategias de entrada. Elija una historia que apoye el desarrollo de contenido basado en el contenido del nivel de grado. Use una historia fundamental del plan de estudios de ELA. Acerque a los estudiantes al gráfico. Establecer y articular un objetivo comprensible de contenido y lenguaje. Use una voz y gestos narrativos dramáticos mientras lee la historia (imagen en el frente, texto en el reverso). Muestre las imágenes a medida que las "cuenta" mientras las coloca sobre un fondo preparado.	Todas
alineando Indicaciones y Respuesta marcos	Al plantear una pregunta para discusión y escritura, el maestro ofrece un marco de respuesta coordinado para apoyar el uso de estructuras gramaticales y vocabulario particulares.	1,2
Roles asignados en Discusión	Los estudiantes asumen roles específicos para participar activamente, ayudar a liderar y contribuir a discusiones colaborativas (Cabezas numeradas)	Todas
Cohesión en Texto	Se guía a los estudiantes para que observen cómo se conectan partes del texto usando palabras y frases de enlace, y cómo estas palabras impactan el tono (por ejemplo, usando palabras como: sin embargo, desafortunadamente, en consecuencia, uno, otro, etc., para enlazar oraciones o párrafos)	2,3
colaborativo volver a contar	Después de leer un texto compartido, los estudiantes trabajan con la guía del maestro para volver a contar una historia familiar usando accesorios y elementos visuales. El maestro alienta el uso de palabras de transición a medida que avanza la narración de la historia. El maestro solicita las respuestas de los estudiantes.	1,2
colaborativo	Los estudiantes leen con un compañero y resumen de manera concisa el texto juntos usando vocabulario de	2,3

Resumiendo (Lectura con amigos)	contenido crítico, pero limitando el resumen a las palabras esenciales. Comience en parejas de dos, pero pase a parejas de 4 para practicar más.	
Enlaces de contenido	Los estudiantes encuentran conexiones entre el vocabulario familiar relacionado con el aprendizaje de contenido, explicando cómo se conectan sus palabras. (Nuestras palabras están conectadas/vinculadas/relacionadas porque _____.)	2,3
Movimientos de conversación	En las discusiones grupales y de pareja, los estudiantes usan movimientos de conversación para extender la conversación académica. Los "movimientos de conversación" ayudan a los estudiantes a agregar o desafiar lo que dice un compañero, cuestionar, aclarar, parafrasear, apoyar el pensamiento con ejemplos, sintetizar puntos de conversación, etc.	3
Enseñanza explícita Vocabulario Académico	Los maestros usan una rutina para la instrucción directa de palabras específicas.	Todas
Modelos de vocabulario (Modelo de generación)	Los estudiantes usan un organizador gráfico para apoyar la comprensión de una palabra o concepto clave.	Todas
Adentro-Afuera Círculo o dos líneas	Los estudiantes entablan una conversación con diversos compañeros donde la clase se divide en dos grupos. Un grupo se pone de pie y forma un círculo exterior mientras que el otro grupo forma un círculo interior con los estudiantes del círculo interior mirando a los estudiantes del círculo exterior como compañeros de conversación. El círculo interior se gira para cambiar de pareja.	2,3 (1 con muchos soportes/marcos)
Interactivo leer en voz alta	El maestro lee el texto en voz alta, ejemplificando la fluidez y la expresión, invitando a los estudiantes a participar en conversaciones extensas en respuesta a preguntas dependientes del texto. El maestro utiliza puntos de parada planificados estratégicamente para resaltar el vocabulario y estimular el pensamiento y la discusión de los estudiantes sobre el texto. Los estudiantes usan el vocabulario del texto cuando hablan y escriben sobre el texto de forma colaborativa e independiente.	Todas
Patrones de oraciones	Proporcionar práctica de vocabulario académico, partes del discurso y estructuras de oraciones. Cree un cuadro con 5 columnas (una para cada parte del discurso: adjetivo, sustantivo, verbo, adverbio, frase preposicional. Ayude a los estudiantes a generar palabras para cada columna. El maestro agrega bocetos a algunos vocabularios para ayudar	2,3

	a la comprensión. El maestro modela a Farmer en el patrón de Dell. Ver ejemplo.	
Articulación Construcción	El maestro trabaja en colaboración con los estudiantes para estructurar la escritura antes de que escriban de forma independiente. El maestro usa la comprensión de los estudiantes de las etapas narrativas, el vocabulario específico y las estructuras gramaticales mientras cuestiona la precisión.	Todas
Cuadrícula de proceso	Los estudiantes se sientan en sus equipos mirando una cuadrícula en blanco en un papel cuadriculado en la pared. Las categorías solo están escritas previamente. En un juego estilo Jeopardy, el maestro pide a cada equipo que llene la cuadrícula utilizando tablas de entrada previamente enseñadas. Los miembros del equipo pueden ayudar al estudiante a responder. El estudiante reporta tanto la categoría como los hechos que van en esa categoría. Información del código de colores en las filas. Continúe con esto hasta que todas las filas estén completas.	2,3
Normas para Efectivamente Contribuyendo a Classroom Conversaciones	Las reglas básicas o pautas para las conversaciones se utilizan como base para una conversación académica constructiva. El maestro proporciona retroalimentación correctiva juiciosa durante la charla del estudiante.	Todas
Primario Idioma Apoyo	Durante ELD integrado, los maestros a veces pueden ofrecer apoyo estratégico en el idioma principal para los estudiantes EL que son nuevos o se encuentran en el nivel más temprano de competencia emergente.	1
revoicing	El maestro parafrasea las respuestas de los estudiantes mientras explican su pensamiento en un esfuerzo por validar el aprendizaje del contenido y fomentar el uso de un lenguaje preciso.	Todas
Andamios y Describir	La construcción de un esquema previo a la escritura de un informe informativo se basa en tres etapas.	2,3
Frase marcos	En respuesta a una indicación, el maestro ofrece un marco de oración oralmente y/o por escrito para apoyar la expresión del pensamiento del alumno. Los marcos se ajustan según la estructura gramatical específica, el vocabulario clave, el aprendizaje de contenido y los descriptores del nivel de dominio del idioma, etc. Los marcos son un andamio temporal que requiere modificación.	Todas
mostrando no Narración	Los estudiantes investigan cómo los autores invitan a los lectores a hacer inferencias mostrando lo que hace el	3

	personaje en lugar de simplemente decir cómo se siente el personaje.	
Mapa de la historia	En un formato de escritura compartida o interactiva, trazar personajes, ambiente, problema y eventos (incluyendo orientación, complicación y resolución). Agregue el tema, según corresponda.	Todas
Estratégico Asociaciones	Los maestros asocian deliberadamente a estudiantes específicos para las conversaciones (p. ej., el maestro puede colocar intencionalmente a los EL en los niveles emergentes con compañeros que hablan el mismo idioma principal, para que puedan comunicarse en su idioma principal según sea necesario).	Todas
Uso estructurado de Académico Idioma	Aplicar vocabulario específico de dominio y general Vocabulario académico en marcos de oraciones abiertas para realizar funciones, como describir o explicar, que apuntar a estructuras gramaticales específicas.	Todas
Generado por estudiantes Preguntas	Los estudiantes utilizan la indagación: plantean sus propias preguntas y preguntas para orientar las experiencias de investigación compartidas.	2,3 (1 con mucho apoyo)
Juego de rol	Los estudiantes demuestran comprensión de eventos o personajes a través del juego de roles. (por ejemplo, en una coreografía tableau, un grupo de modelos o figuras inmóviles representa una escena de un cuento o de la historia, lentamente pasando de una escena a otra. cuando se toca en el hombro, el actor que posa se dirige al audiencia para decir quiénes son o qué están haciendo en el cuadro El orador vuelve a posar antes de que los artistas se transformen en la siguiente pose).	Todas
Respuesta física total	Los estudiantes demuestran comprensión mediante el uso de movimientos de la mano o del cuerpo únicamente.	1
Texto Reconstrucción	Los estudiantes escuchan un texto rico en contenido, leen en voz alta, toman notas, colaboran con un compañero y reconstruyen (con la mayor precisión posible) el texto original.	3
Pensar-Emparejar-Compartir	Los estudiantes recurren a sus compañeros designados para discutir las indicaciones planteadas por el maestro. Las asociaciones se organizan en equipos de dos.	Todas
Cantos, Raps, Poemas	Cree un canto/poema en un gráfico, que esté integrado con lenguaje académico, estándares de nivel de grado y contenido. Encuentre imágenes reales que ayudarán a la comprensión de palabras difíciles. Cantar/cantar entero clase,	Todas

	modelando melodía, patrón y gestos intencionales con todo el grupo.	
Bancos de palabras	Los estudiantes identifican y describen el lenguaje de los autores. Opciones para aumentar sus propios repertorios para el uso de palabras; las palabras nuevas se grafican para referencia y uso.	Todas
listas de palabras	Haga una lluvia de ideas sobre una lista de palabras que los estudiantes querrían usar para describir algo. Usa estas palabras para crear un lista de palabras. Estas listas de palabras se utilizarán para construir una párrafo descriptivo sobre un tema dado.	Todas

Enlaces a recursos del Departamento de Educación de California (CDE):
Marco CA ELA/ELD (2015): http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
Cuadro de instantáneas y viñetas del marco ELA/ELD:http://www.cde.ca.gov/ci/rl/cf/elaeldvigsnapshots.asp
Colección de instantáneas:
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf#search=snapshot&view=FitH&pagemode=none
Colección de viñetas:
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf#search=vignettes&view=FitH&pagemode

Programa de Instrucción Estándar

Instrucción diferenciada
La diferenciación se produce a través de:

- Contenido: la información y las habilidades que los estudiantes necesitan aprender
- Proceso: cómo los estudiantes dan sentido al contenido que se enseña
- Producto: cómo los estudiantes demuestran lo que han aprendido
- Afecto: los sentimientos y actitudes que afectan el aprendizaje de los estudiantes.

Hay factores relacionados con el plan de estudios que deben tenerse en cuenta y se basan en las necesidades de los estudiantes en tres áreas:

- Preparación: preparación de los estudiantes para aprender información o habilidades específicas.
- Interés: lo que atrae a los estudiantes y, por lo tanto, los motiva a aprender.
- Perfil de aprendizaje: cómo los estudiantes abordan la tarea de aprender

La diferenciación efectiva requiere una evaluación continua de las necesidades de los estudiantes y una atención consciente al diseño de actividades de instrucción y evaluación para satisfacer esas necesidades. Nuestro distrito utiliza las siguientes evaluaciones para monitorear el progreso y ajustar la instrucción.

- Evaluaciones locales de lectura y matemáticas
- Evaluaciones comparativas de ELD
- Evaluaciones formativas basadas en el aula

- Evaluaciones de fin de unidad/capítulo
- Observaciones

Los maestros diferencian la instrucción para ELs por:

- Conocer lo más posible sobre cada estudiante: los EL representan una amplia gama de habilidades académicas, intereses, idiomas, niveles de dominio del idioma inglés y culturas. Cuanto más pueda aprender un maestro sobre los antecedentes de cada alumno, mejor preparado estará para brindar la instrucción adecuada a ese alumno.
- Tener altas expectativas para todos los estudiantes: el contenido no debe ser "diluido" para los estudiantes que aún están desarrollando habilidades en el idioma inglés. Los maestros creativos piensan en formas de ayudar a los estudiantes a comprender el material clave y "mostrar lo que saben" de manera que coincida con sus niveles de dominio del idioma.
- Trabajar en colaboración con los equipos de nivel de grado y/o departamento para planificar la diferenciación.
- Tener a mano una variedad de estrategias de instrucción basadas en la investigación.
- Usar la evaluación continua para guiar la instrucción.
- Proporcionar múltiples tipos de evaluación: hacer coincidir la evaluación con los perfiles de aprendizaje y el dominio del idioma de los estudiantes garantiza que cada estudiante tenga la oportunidad de demostrar lo que sabe.
- Diferenciar tarea/aprendizaje en casa.
- Uso de agrupaciones flexibles: la instrucción en grupos pequeños es una forma muy eficaz de asegurarse de que todos los estudiantes puedan acceder a contenido importante, y mantener los grupos flexibles permite a los maestros emparejar a los estudiantes con diferentes compañeros para diferentes tipos de actividades.
- Hacer que el contenido sea comprensible para todos los estudiantes (Echevarria, Vogt y Short, 2008) — Brindar a los EL formas alternativas de acceder al contenido clave (p. ej., gráficos, libros escritos en su lengua materna, texto simplificado escrito por el maestro, discusión, etc.) les permite aprender el mismo material que otros estudiantes a medida que continúan desarrollando sus habilidades en el idioma inglés.

Según el Código de Educación 311, los padres pueden solicitar una Exención de Excepción de los Padres para cambiar la ubicación del estudiante del programa de inmersión en inglés estructurado/protegido. Los padres se reunirán con el director de la escuela para discutir los pros y los contras de esta decisión. Los padres deben solicitar que esta renuncia sea reconsiderada anualmente, cada año escolar.

dotación de personal

El Distrito Escolar Unido de Bellevue recluta, contrata y retiene a maestros que tienen las credenciales o certificados apropiados emitidos por la Comisión de Acreditación de Maestros de California (CTC). El Código de Educación de California (EC) requiere que las personas tengan la autorización adecuada antes de proporcionar servicios de instrucción, incluidos los servicios EL específicos. Los estatutos pertinentes incluyen:*CE* Sección 44001,*CE*Sección 44830(a),*CE* Sección 44831, y particularmente Sección 44253.1, que dice:

“. . . Para que estos alumnos tengan acceso a una educación de calidad, sus necesidades especiales deben ser satisfechas por maestros que tengan habilidades y conocimientos esenciales relacionados

con el desarrollo del idioma inglés, instrucción de contenido especialmente diseñada impartida en inglés e instrucción de contenido impartida en los idiomas principales de los alumnos. . .”

La Comisión de Acreditación de Maestros de California (CTC, por sus siglas en inglés) es responsable de establecer el proceso de autorización de maestros mediante el cual se certifica que los maestros tienen conocimientos, destrezas y habilidades específicos para brindar instrucción a los EL. Todos los miembros del personal que trabajan con estudiantes de inglés continuarán recibiendo desarrollo profesional (consulte la lista de temas de desarrollo profesional).

Desarrollo profesional

El Distrito Escolar Unido de Bellevue brindará capacitación profesional de suficiente intensidad y duración para que todo el personal mejore la instrucción de los estudiantes de inglés y de todos los estudiantes. Las capacitaciones serán continuas a nivel de distrito y sitio. También estará disponible información sobre conferencias y capacitaciones fuera del distrito.

DISTRITO ESCOLAR UNIÓN DE BELLEVUE

PLAN MAESTRO PARA ESTUDIANTES DE INGLÉS

CAPÍTULO 3

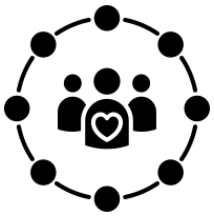
PARTICIPACIÓN DE LA FAMILIA Y LA COMUNIDAD

Los padres y las familias son una parte integral del asociación educativa que incluye a los estudiantes, el personal y los miembros de la comunidad. Bellevue Union valora y se esfuerza por construir asociaciones sólidas entre la familia, la comunidad y la escuela.

Es importante que los padres de los estudiantes de inglés se mantengan informados sobre todas las actividades, procedimientos y políticas del sitio y del distrito que afectan directamente a sus hijos. Es una responsabilidad conjunta de la escuela y el distrito para educar y ayudar a los padres a comprender claramente las opciones y oportunidades del programa educativo para nuestros estudiantes. Padres son animado a participar en comités de padres que asesoran a la escuela, el distrito y la junta sobre la financiación y los servicios para los estudiantes de inglés.

Hay numerosas actividades para los padres y la comunidad disponibles en el Distrito Escolar Unido de Bellevue:

- Comités de Padres
    - Comité Asesor de Aprendices de Inglés (ELAC)
    - Comité Asesor de Aprendices de Inglés del Distrito (DELAC)
    - Consejo Escolar (SSC)
    - PTA/PTO/Clubes de apoyo
    - Otros consejos o comités (p. ej., Comité de reapertura de COVID-19)



- Educación para padres
    - Reuniones de padres del distrito y la escuela (en persona o virtual)
    - Programas de alfabetización familiar y eventos de alfabetización
    - Asociación con los cursos de educación para adultos de Santa Rosa Junior College
    - Grabaciones, webinars y conferencias



- Eventos escolares, distritales y comunitarios
    - Regreso a clases, carnavales, jornada de puertas abiertas y noches familiares
    - Conferencias de padres/maestros y reuniones escolares o distritales
    - Premios, celebraciones y eventos festivos
    - Deportes, Juegos y Competiciones
    - Festivales de la ciudad y actividades comunitarias



- Voluntario de la comunidad, la escuela y/o el salón de clases
    - Comuníquese con el director o maestro del sitio para oportunidades de voluntariado

ELAC/DELAC	
Director de escuela	● Facilita el Comité Asesor de Aprendices de Inglés (ELAC) del sitio ● Asiste a las reuniones del Comité Asesor de Aprendices de Inglés del Distrito (DELAC) como invitados ● Se comunica con los padres y las familias de forma regular (proporcionando información traducida y documentación según sea necesario) ● Brinda oportunidades para la educación y participación de los padres.
Departamento de Servicios Educativos	● Supervisa los procedimientos del comité de padres para ELAC y DELAC ● Facilita las reuniones DELAC ● Brinda apoyo educativo para padres al liderazgo del sitio. ● Brinda asistencia y apoyo con respecto a la notificación a los padres, la traducción, la implementación de ELAC/DELAC y la educación de los padres.
Padres/Guardianes	● Participar en oportunidades de educación para padres, actividades escolares y comités de padres ● Encuesta completa sobre el idioma del hogar (HLS) ● Revisar los resultados de las evaluaciones de los estudiantes y los informes de progreso ● Asistir a reuniones y firmar papeles.

Los padres son una parte integral de la asociación educativa que incluye a los estudiantes, el personal y los miembros de la comunidad. Los padres de los estudiantes de inglés deben estar bien informados de todas las actividades, procedimientos y políticas del sitio y del distrito que afectan directamente a sus hijos. Es una responsabilidad conjunta de la escuela y el distrito educar y ayudar a los padres a comprender claramente las opciones y oportunidades del programa educativo para sus hijos. Se alienta a los padres a participar en los comités de padres que asesoran a la escuela, el distrito y la junta sobre la financiación y los servicios para los estudiantes de inglés.

COMITÉ ASESOR DE APRENDICES DE INGLÉS (ELAC)

- 1.0 Un sitio escolar con 21 o más estudiantes de inglés (EL) debe tener un ELAC en funcionamiento que cumpla con los siguientes requisitos:
  - (a) Los padres miembros son elegidos por los padres o tutores de los EL.
  - (b) Los padres de EL constituyen al menos el mismo porcentaje de miembros del comité que sus hijos representan del cuerpo estudiantil.
  - (C) El ELAC será responsable de ayudar en el desarrollo de la evaluación de las necesidades de toda la escuela y las formas de concienciar a los padres sobre la importancia de la asistencia regular a la escuela.

- (d) El ELAC deberá asesorar al director y al personal en el desarrollo de un plan de sitio para EL y presentar el plan al consejo de sitio escolar para su consideración para su inclusión en el Plan Escolar para el Rendimiento Estudiantil (SPSA).
- (y) El ELAC recibe materiales de capacitación y capacitación, planificada en plena consulta con los miembros del comité, para ayudar a los miembros a cumplir con sus responsabilidades legales.
- (Código de Educación de California [EC] secciones 52176[b], 62002.5; Título 5, Código de Regulaciones de California [5 CCR] Sección 11308)

- 1.1 Una escuela puede designar un comité asesor existente a nivel escolar, o un subcomité de dicho comité asesor, para cumplir con las responsabilidades legales de ELAC, si el organismo asesor cumple con los criterios del párrafo "b" anterior. (EC Sección 52176[b]; 5 CCR Sección 11308[d])
- 1.2 Cada ELAC tiene la oportunidad de elegir al menos un miembro del Comité Asesor de Aprendices de Inglés del Distrito (DELAC) o participantes en un esquema de representación regional proporcional cuando hay 31 o más ELAC en la agencia educativa local (LEA). (5 CCR Sección 11308[b])

COMITÉ CONSULTIVO DE APRENDICES DE INGLÉS DEL DISTRITO (DELAC)

2.0 Cada LEA con 51 o más EL debe formar un DELAC a menos que el distrito designe para este propósito un subcomité de un comité asesor existente en todo el distrito. Los padres o tutores, o ambos, de alumnos con dominio limitado del inglés que no sean empleados del distrito constituirán la mayoría del DELAC. (*CE* secciones 52176[a], 62002.5; 5*RCC* Sección 11308)

2.1 El DELAC deberá asesorar a la junta directiva del distrito escolar sobre todas las siguientes tareas:

(a) Desarrollo de un plan maestro de LEA, incluidas las políticas, según la Política de hoja de ruta de EL de la Junta de Educación del Estado (SBE), que guíe la implementación consistente de los programas y servicios educativos de EL que tenga en cuenta los SPSA.

(b)Realización de una Evaluación de las necesidades de toda la LEA, escuela por escuela.

(c) Establecimiento del programa LEA, metas y objetivos para programas y servicios para EL según la Política de hoja de ruta para EL adoptada por SBE.

(d) Desarrollo de un plan para garantizar el cumplimiento de los requisitos aplicables de maestros y ayudantes de instrucción.

(e) Revisar y comentar sobre los procedimientos de reclasificación de la LEA.

(f) Revisar y comentar las notificaciones escritas que deben enviarse a los padres y tutores. (5*RCC* Sección 11308)

(g) Bajo la fórmula de financiamiento de control local, las LEA con al menos 50 EL y cuya inscripción total incluye al menos el 15 por ciento de EL deben establecer un DELAC, y ese DELAC debe llevar a cabo responsabilidades específicas relacionadas con el Plan de Responsabilidad y Control Local (LCAP) , incluida la provisión de información sobre los programas de adquisición de idiomas existentes y los programas de idiomas de la LEA y, cuando sea posible, el establecimiento de otros programas similares. Si el DELAC actúa como

el ELAC bajo CE secciones 52063(b)(1) y 52062(a)(2), el DELAC también revisará y comentará sobre el desarrollo o la actualización anual del LCAP. (5*RCC* Sección 11301)

2.2 Cada LEA debe proporcionar materiales de capacitación y capacitación adecuados, planificados en plena consulta con los miembros del comité, para ayudar a los miembros a llevar a cabo sus responsabilidades de asesoría legal. (5*RCC* Sección 11308[d])

2.3 La solicitud consolidada también debe incluir certificaciones de los comités asesores del distrito apropiados, incluido el DELAC, de que la solicitud se desarrolló con la revisión y el asesoramiento de esos comités. (*CE* Sección 64000[c])

DISTRITO ESCOLAR UNIÓN DE BELLEVUE

PLAN MAESTRO PARA ESTUDIANTES DE INGLÉS

CAPÍTULO 4

SEGUIMIENTO, EVALUACIÓN Y RENDICIÓN DE CUENTAS

Programa de Evaluación

Director de escuela	● Supervisa los procedimientos de evaluación del programa en las escuelas ● Recopila datos y envía la documentación requerida al Departamento de Servicios Educativos ● Incluye datos relevantes de EL y evaluación del programa en SPSA
Sitio TOSA	● Ayuda con el proceso de evaluación del programa en el sitio escolar. ● Supervisa la recopilación de datos
Departamento de Servicios Educativos	● Coordina los procedimientos de evaluación del programa EL a nivel de distrito ● Coordina el desarrollo del plan Título III y asegura su implementación ● Brinda asistencia y apoyo con respecto a la evaluación y los datos de evaluación. ● Supervisa los informes y datos de adquisición del idioma inglés

Supervisión continua de los estudiantes de inglés:
Se espera que los distritos evalúen, perfeccionen y mejoren continuamente los programas y servicios de instrucción para garantizar que todos los estudiantes, especialmente los estudiantes de inglés, puedan desarrollar el conocimiento del contenido académico, las prácticas específicas de la disciplina y el dominio del idioma académico.

Toda la información de los estudiantes aprendices de inglés se registra en las bases de datos estatales y distritales a las que pueden acceder el personal del distrito, el liderazgo del sitio y los maestros, y se utilizan para monitorear el rendimiento académico y el crecimiento de nuestros estudiantes, específicamente los estudiantes aprendices de inglés y los estudiantes inmigrantes:

- CALPADS
- TOMS
- búsqueda de datos
- Sistema de Información Estudiantil (AERIES)
- Elevación

El Distrito Escolar Unido de Bellevue continuará monitoreando la inscripción de los estudiantes, la asistencia, el progreso académico y las encuestas de padres/comunidad para ajustar la instrucción y brindar servicios adicionales a los EL en los grados TK-6 según sea necesario. Se deben tomar medidas para identificar y superar las barreras educativas para garantizar el éxito de los estudiantes y el acceso al plan de estudios completo. El departamento de Servicios EL analiza las tendencias de todo el distrito y prioriza las tareas necesarias para mejorar los sistemas y los apoyos para las escuelas y los estudiantes.

La revisión incluye el análisis de ELPAC, CAASPP y la medida de lectura local (STAR Renaissance Literacy Assessment). Los estudiantes que cumplan con los criterios de reclasificación para ELPAC y las habilidades básicas serán considerados para la reclasificación en el año escolar actual.

Los estudiantes de inglés con discapacidades pueden ser reclasificados utilizando el proceso de reclasificación alternativo. El TOSA del sitio iniciará el proceso de revisión de datos con el administrador de casos y la administración del sitio. Se consultará al psicólogo de la escuela según sea necesario durante todo el proceso.

Metas anuales de ELPAC y RFEP para EL en programas de lenguaje dual y SEI

Niveles de competencia EL	**emergentes**	*Bajo a medio En* **expansión**	*Medio a superior En* **expansión**	*Bajo a medio Puente*	*Medio a superior Puente*	**Aprendizaje de idiomas a lo largo de toda la vida**
Puntuaciones iniciales de ELPAC	**Nivel 1**	**Nivel 2**		**Nivel 3**		***ELPAC general Requisito RFEP: Nivel 4**
Puntuaciones acumulativas de ELPAC	**Nivel 1**	**Nivel 2**	**Nivel 3**		**Nivel 4***	
Los in Programa de Lenguaje Dual (ALT)	Jardín de infantes y 1er grado 90/10	2do. grado 80/20	3er grado 70/30	Cuarto grado 60/40	5to grado* 50/50	6to Calificación 50/50

Evaluación ELD

ELD debe basarse en una teoría educativa sólida, implementarse de manera efectiva con los recursos y el personal adecuados, y evaluar su eficacia para superar las barreras del idioma. BUSD utilizará las plantillas proporcionadas por el Programa de Supervisión Federal, como su plantilla de evaluación ELD.

Informe de Evaluación del Título III

BUSD evaluará todos los servicios y programas financiados por el Título III para determinar la efectividad de esas actividades. BUSD proporcionará un "Informe de evaluación del Título III" que incluirá el siguiente análisis. BUSD utilizará las plantillas proporcionadas por el Programa de Supervisión Federal como su plantilla de Evaluación del Título III.

- Una descripción de los programas y actividades realizados con fondos del Título III, incluida la forma en que dichos programas y actividades complementaron los programas financiados principalmente con fondos estatales o locales;
- El número y porcentaje de EL que avanzan hacia el logro del dominio del idioma inglés, incluidos los EL con una discapacidad;
- El número y porcentaje de ELs que alcanzan el dominio del idioma inglés en base al puntaje general ELPAC de 4 aprobado por SBE;
- El número y porcentaje de ELs reclasificados cada año escolar;
- La cantidad y el porcentaje de estudiantes reclasificados como competentes en inglés con fluidez (RFEP) que cumplen con los estándares de contenido del nivel de grado del estado durante cada uno de los cuatro años posteriores a la reclasificación, incluidos los EL con una discapacidad;
- El número y porcentaje de estudiantes LTEL y su fecha de primera inscripción en LEA o charter; y
- Hallazgos analíticos sobre la efectividad de los servicios y programas financiados por el Título III.

SPSA

Los sitios también deben incluir el programa EL en el desarrollo del Plan Escolar para el Rendimiento Estudiantil (SPSA) usando una evaluación integral de las necesidades que incluye un análisis del rendimiento académico y los datos del desarrollo del lenguaje para determinar las necesidades de los estudiantes y programas EL.

haga clic aquí o visitarhttps://www.busd.org/Page/57 para leer los SPSA de cada sitio escolar.

Prácticas Presupuestarias

El Distrito y sus departamentos y sitios deben cumplir plenamente con las pautas para el gasto conforme de los fondos del Título III, así como los fondos suplementarios y de concentración de la Fórmula de Financiamiento de Control Local de California LCFF). Con el Título III, los fondos deben gastarse para complementar, no para suplantar.

Los fondos suplementarios y de concentración deben gastarse de manera que mejoren el rendimiento estudiantil para los EL, los jóvenes de crianza temporal y los estudiantes de bajos ingresos en los sitios. En consonancia con los Códigos de Educación 42238.02 y 42238.03, estos fondos deben gastarse en EL al menos en proporción al aumento de los fondos asignados en función del número de estudiantes EL. Por ejemplo, si los fondos suplementarios de un sitio son altos debido a los EL, entonces estos fondos adicionales deben gastarse de manera que beneficien a los EL.

TÍTULO III FINANCIAMIENTO, PROGRAMAS Y ACTIVIDADES

El Distrito Escolar Unido de Bellevue actualizará anualmente un Anexo LCAP y un plan de Título III para monitorear el uso de los fondos federales de Título III. Los fondos del Título III deben usarse para proporcionar a los EL servicios y materiales complementarios que aún no están cubiertos por los fondos generales.

Los fondos generales deben usarse para asegurar servicios, programas y acceso al programa de instrucción estándar para estudiantes de inglés. Los distritos deben utilizar los fondos del Título III para complementar, no suplantar, los fondos públicos federales, estatales y locales.

El Distrito Escolar Unido de Bellevue debe usar fondos suplementarios del Título III para aumentar el dominio del idioma inglés y el rendimiento académico de los EL y los niños y jóvenes inmigrantes al proporcionar:

- programas educativos efectivos que apoyen el desarrollo del lenguaje más allá de la instrucción y los servicios básicos
- aumentar el rendimiento académico de los EL y los niños y jóvenes inmigrantes
- Proporcionar un aprendizaje profesional efectivo relacionado con EL más allá de la capacitación básica de ELD.
- Actividades y estrategias que mejoran los programas educativos para EL que incluyen la participación de los padres, la familia y la comunidad.

El desarrollo profesional financiado por el Título III debe diseñarse para mejorar la instrucción y la evaluación de los estudiantes de inglés. Se debe proporcionar capacitación en persona o virtual a una variedad de partes

interesadas que trabajan con estudiantes de inglés, incluidos maestros, entrenadores, administradores, partes interesadas de la comunidad y otro personal.

Complementar, no suplantar con el Título III

7.0 Los recursos del fondo general deben usarse para proporcionar servicios y programas para EL, incluido ELD y acceso al programa de instrucción estándar. La provisión de dichos servicios y programas no debe depender de la recepción de fondos complementarios estatales o federales.
(*CE* secciones 300, 305[a])

7.1 Cada LEA debe usar los fondos del Título III solo para complementar, no suplantar los fondos públicos federales, estatales y locales que, en ausencia de tal disponibilidad, se habrían gastado en programas para EL y niños y jóvenes inmigrantes y en ningún caso para suplantar tales fondos públicos federales, estatales y locales.
(20 USC Sección 6825[g])

7.2 La LEA se asegurará de que los costos cargados a los programas bajo el Título III sean razonables, necesarios y asignables de acuerdo con los estatutos, reglamentos y planes de programas aplicables. (2 CFR 200.403 – 200.405)

7.3 Cada LEA debe usar no menos del 98 por ciento de las asignaciones de EL del Título III en servicios directos a los EL y no puede usar más del 2 por ciento de dichos fondos para el costo de administración de este programa durante un año fiscal.
(20 USC Sección 6825[b])

4.1 La LEA o el consorcio que recibe fondos del Título III debe usar estos fondos complementarios para implementar enfoques y metodologías efectivos para enseñar a los estudiantes EL ya los niños y jóvenes inmigrantes. Cada LEA debe usar los fondos del Título III para:

(a) Aumentar el ELP de los EL proporcionando programas educativos de instrucción de idiomas efectivos que satisfagan las necesidades de los EL y demuestren éxito en el aumento de:

i. PEL; y

ii. rendimiento académico de los estudiantes; (20 USC Sección 6825[c][1][A–B])

(b) Brindar desarrollo profesional efectivo a los maestros de aula (incluidos los maestros en entornos de aula que no son entornos de programas educativos de instrucción de idiomas), directores y otros líderes escolares, administradores y otro personal organizativo de la escuela o de la comunidad, es decir:

i. Diseñado para mejorar la instrucción y evaluación de los EL;

ii. Diseñado para mejorar la capacidad de dichos maestros, directores y otros líderes escolares para comprender e implementar planes de estudios, prácticas y medidas de evaluación y estrategias de instrucción para los EL;

iii. Eficaz para aumentar el ELP de los niños o aumentar sustancialmente el conocimiento de la materia, el conocimiento de la enseñanza y las habilidades de enseñanza de dichos maestros; y

iv. De suficiente intensidad y duración (que no incluirá actividades como conferencias y talleres de un día o de corta duración) para tener un impacto positivo y duradero en el desempeño de los maestros en el salón de clases, excepto que este inciso no se aplicará a una actividad ese es un componente de un plan de desarrollo profesional integral a largo plazo establecido

por un maestro y el supervisor del maestro basado en una evaluación de las necesidades del maestro, el supervisor, los estudiantes del maestro y cualquier LEA que emplee al maestro, como adecuado. (20 USC Sección 6825[c][2][A–D])

(c) Proporcionar e implementar otras actividades y estrategias efectivas que mejoren o complementen los programas educativos de instrucción de idiomas para EL, que:

i. Incluirá actividades de participación de los padres, la familia y la comunidad; y

ii. Puede incluir estrategias que sirvan para coordinar y alinear programas relacionados. (20 USC Sección 6825[c][3][A–B])

4.2 Las actividades de los sub-beneficiarios autorizados pueden utilizar los fondos mediante la realización de una o más de las siguientes actividades:

(d) Actualizar estrategias educativas EL efectivas;
(20 USC Sección 6825[d][1])

(e) Mejorar los programas de instrucción EL a través de planes de estudio complementarios, materiales de instrucción, software educativo y procedimientos de evaluación; (20 USC Sección 6825[d][2])

(f) Proporcionar a los EL:

i. Tutorías y educación académica o profesional y técnica; y

ii. Instrucción intensificada, que puede incluir materiales en un idioma que el estudiante pueda entender, intérpretes y traductores.
(20 USC Sección 6825[d][3])

(g) Desarrollar e implementar programas efectivos de instrucción de idiomas en escuelas preescolares, primarias o secundarias coordinados con otros programas y servicios relevantes; (20 USC Sección 6825[d][4])

(h) Mejorar el ELP y el rendimiento académico de los EL;
(20 USC Sección 6825[d][5])

(i) Brindar programas de participación comunitaria, servicios de alfabetización familiar, extensión para padres y familias y actividades de capacitación para EL y sus familias para:

i. Mejorar las habilidades del idioma inglés de los EL; y

ii. Ayudar a los padres y familias a ayudar a sus hijos a mejorar su rendimiento académico y convertirse en participantes activos en la educación de sus hijos. (20 USC Sección 6825[d][6][A–B])

(j) Mejorar la instrucción de los EL, que pueden incluir EL con una discapacidad, proporcionando:

i. La adquisición o desarrollo de tecnología educativa o materiales de instrucción;

ii. Acceso y participación en redes electrónicas para materiales, capacitación y comunicación;

iii. Incorporación de recursos en los currículos y programas; y
(20 USC Sección 6825[d][7][A–C])

(k) Ofreciendo programas de escuela secundaria universitaria temprana o inscripción doble o simultánea para ayudar a los EL a lograr el éxito en la educación postsecundaria. (20 USC Sección 6825[d][8])

(l) La realización de otras actividades que sean coherentes con los fines de este apartado. (20 USC Sección 6825[d][9])

Servicios y apoyo para inmigrantes

Los niños y jóvenes inmigrantes son personas que tienen entre 3 y 21 años de edad, no nacieron en un estado de los EE. UU. y no han asistido a una o más escuelas en uno o más estados durante más de tres años completos.

Los fondos para inmigrantes del Título III están destinados a brindar oportunidades educativas para niños y jóvenes inmigrantes, que pueden incluir:

1. Alfabetización familiar, extensión para padres y familias y actividades de capacitación para padres y familias;
2. Reclutamiento y apoyo de personal, incluidos maestros y paraprofesionales que han sido específicamente capacitados o están siendo capacitados para brindar servicios a niños y jóvenes inmigrantes;
3. Provisión de tutorías, tutoría y asesoramiento académico o profesional para niños y jóvenes inmigrantes;
4. Identificación, desarrollo y adquisición de materiales curriculares, software educativo y tecnologías para ser utilizados en el programa realizado con fondos;
5. Servicios de instrucción básicos que son directamente atribuibles a la presencia de niños y jóvenes inmigrantes en la LEA involucrada, incluido el pago de los costos de proporcionar materiales adicionales para el salón de clases, costos de transporte u otros costos que sean directamente atribuibles a dichos servicios de instrucción básicos adicionales;
6. Otros servicios de instrucción que están diseñados para ayudar a los niños y jóvenes inmigrantes a tener éxito en las escuelas primarias y secundarias en los Estados Unidos, tales como programas de introducción al sistema educativo y educación cívica;
7. Actividades, coordinadas con organizaciones comunitarias, instituciones de educación superior, entidades del sector privado u otras entidades con experiencia en el trabajo con inmigrantes, para ayudar a los padres y familias de niños y jóvenes inmigrantes ofreciendo servicios comunitarios integrales;
8. Los gastos de administración directos recomendados para un año fiscal no pueden exceder el dos por ciento de dichos fondos para el costo de administración de esta subparte; y
9. Las LEA están autorizadas a evaluar las tasas de costos indirectos aprobadas para la parte de la subvención que no está reservada para los costos directos de administración.

Los sitios revisarán su lista de estudiantes inmigrantes de manera continua para que sepan qué familias necesitan priorizar los servicios y el apoyo. El Distrito Escolar Unido de Bellevue también se está asociando con otras organizaciones comunitarias para ofrecer apoyo y servicios adicionales para nuestras familias inmigrantes.

4.3 Los niños y jóvenes inmigrantes son las personas que:

(a) Tienen entre 3 y 21 años;

(b) No nacieron en ningún estado de los EE. UU.; y

(c) No haber asistido a una o más escuelas en uno o más estados de los EE. UU. durante más de tres años académicos completos. (20 USC Sección 7011[5])

Estos estudiantes son identificados a través del proceso de registro y marcados en nuestro sistema de información estudiantil como estudiantes inmigrantes.

4.4 Cada LEA que recibe fondos para inmigrantes del Título III debe proporcionar mejores oportunidades de instrucción para los niños y jóvenes inmigrantes, que pueden incluir:

(d) Alfabetización familiar, extensión para padres y familias y actividades de capacitación para padres y familias;

(e) Reclutamiento y apoyo al personal, incluidos maestros y paraprofesionales, que han sido capacitados o están siendo capacitados para brindar servicios a niños y jóvenes inmigrantes;

(f) Suministro de tutorías, tutorías y asesoramiento académico o profesional;

(g) Identificación, desarrollo y adquisición de materiales curriculares, software educativo y tecnologías;

(h) Servicios de instrucción básicos directamente atribuibles a la presencia de niños y jóvenes inmigrantes en la LEA, incluido el pago de costos de útiles escolares adicionales, transporte u otros servicios atribuibles;

(i) Servicios de instrucción diseñados para ayudar al rendimiento de los niños y jóvenes inmigrantes en las escuelas de los Estados Unidos, tales como programas de introducción al sistema educativo y educación cívica; y

(j) Actividades, coordinadas con organizaciones comunitarias, instituciones de educación superior, entidades del sector privado u otras entidades con experiencia en el trabajo con inmigrantes, para ofrecer servicios comunitarios integrales a padres y familias de niños inmigrantes.

(20 USC Sección 6825[e][1][A–G])

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: Consider Approval of 2022-2023 District Comprehensive Safety Plan

Prepared By: Dr. Julie Synyard, Federal Program Coordinator

Background:

As required by Education Code 32280-32289, the District maintains a District Comprehensive School Safety Plan that is utilized by all the school sites. The Comprehensive Safety Plan is designed to address safety issues and focuses upon developing strategies to prevent, educate, and resolve incidents on the school campus. The Comprehensive School Safety Plan is updated and reviewed annually by staff, School Site Councils, the District Safety Committee, law enforcement, and the fire department. The District Comprehensive School Safety Plan will be posted on each school's website upon board approval. In addition to this plan, the District has a confidential, tactical response plan to address emergency situations.

Recommended Action:
Approval of the District Comprehensive Safety Plan

Supporting Documents:
BUSD 2022-2023 Comprehensive School Safety Plan in English and Spanish

Distrito Escolar Unido de Bellevue

PLAN INTEGRAL DE SEGURIDAD ESCOLAR
2022-2023

Unidad educativa 3150
Santa Rosa, CA 95407
707-542-5197

Escuela Primaria Bellevue, Escuela Primaria Meadow View y Anexo, Escuela Primaria Kawana Springs, Centro de Aprendizaje Temprano, Escuela Primaria Taylor Mountain y Oficina del Distrito

Sistema Estandarizado de Manejo de Emergencias (SEMS)
Sistema Nacional de Comando de Incidentes (NIMS)
Cumple con el Título IV Escuela Segura y Libre de Drogas

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CAPÍTULO 1 INTRODUCCIÓN

El Distrito Escolar Unido de Bellevue está comprometido a fomentar una cultura de seguridad. El Distrito ha establecido un Plan Integral de Seguridad Escolar que es revisado y revisado por cada sitio escolar y aprobado por la Mesa Directiva anualmente. El Plan integral de seguridad escolar aborda las inquietudes y problemas de seguridad a través de un proceso de planificación colaborativo y sistemático. A lo largo del proceso de revisión, el personal consulta con los organismos encargados de hacer cumplir la ley, los departamentos de bomberos locales, los expertos en seguridad y los socios educativos para obtener la orientación y las actualizaciones de seguridad más actualizadas. Elen todo el distrito El Plan integral de seguridad escolar se aplica a todos los planteles escolares, y el Consejo del plantel escolar de cada plantel revisa y aprueba el plan antes de la aprobación de la junta.

BUSD trabaja para mantener altos niveles de seguridad escolar y ha establecido políticas y procedimientos para cumplir con las leyes existentes y las mejores prácticas. Además de la seguridad física, Bellevue se esfuerza por continuar aumentando su respuesta a la seguridad socioemocional de todos sus estudiantes. El Distrito Escolar Unido de Bellevue proporciona un ambiente de aprendizaje positivo y seguro para todos los estudiantes para que puedan prosperar y alcanzar su máximo potencial académico y social.

BUSD se enfoca en cinco componentes principales en el Plan Integral de Seguridad Escolar:

- Prevención - Construir un clima escolar positivo
- Protección - Establecer políticas y reglas
- Mitigación: educar a los estudiantes, maestros, personal y familias
- Respuesta - Detener un incidente
- Recuperación: apoye a los estudiantes, maestros, personal y familias afectadas por un incidente

Cada distrito escolar es responsable de la creación de un plan integral de seguridad escolar para sus escuelas. (Código de Ed. 32281) El Distrito Escolar Unido de Bellevue ha desarrollado un plan integral de seguridad escolar para todo el distrito que es aplicable a cada una de sus escuelas. Bellevue Union se considera un distrito escolar pequeño, ya que su inscripción general es inferior a 2501 estudiantes, lo que permite la creación de un plan de seguridad para todo el distrito. El Plan integral de seguridad escolar es actualizado y revisado anualmente por el Consejo del sitio escolar de cada sitio. Una vez completada la revisión, el plan se presenta a la Junta de Síndicos para su revisión y aprobación antes del 1 de marzo.

Se requiere un Plan integral de seguridad escolar según SB 719 y AB 115 y contiene los siguientes elementos:

1. Una evaluación por parte del Comité de Planificación de Seguridad y los Consejos del Plantel Escolar de los climas escolares en relación con el estado actual de los delitos escolares cometidos en los planteles escolares y en las

funciones relacionadas con la escuela. Esta evaluación puede incluir referencias a la oficina, índices de asistencia, datos de disciplina, datos de encuestas de California Healthy Kids, datos de daños a la propiedad y datos de delitos juveniles locales. Esta evaluación dará forma a las metas de seguridad para el próximo año escolar.

2. La revisión y evaluación anual del plan integral de seguridad escolar que está certificado por el Comité de Planificación de Seguridad, los Presidentes del Consejo Escolar y los directores de las escuelas antes de su presentación a la Junta Directiva para su revisión y aprobación final. Esta revisión incluye los siguientes componentes obligatorios:

    - Procedimientos de denuncia de abuso infantil
    - Procedimientos de desastre
    - Políticas de suspensión y expulsión
    - Procedimientos para notificar a los profesores de alumnos peligrosos
    - Políticas de discriminación y acoso
    - Políticas de código de vestimenta para toda la escuela
    - Procedimientos para la entrada y salida segura
    - Políticas promulgadas para mantener un ambiente seguro y ordenado
    - Normas y procedimientos sobre disciplina escolar
    - Procedimientos de denuncia de delitos de odio

IMPLEMENTACIÓN DEL PLAN

El Plan integral de seguridad escolar de BUSD se publica en el sitio web del distrito y de cada escuela, y está disponible para todo el personal, los estudiantes, los padres y la comunidad. Una copia del Plan Integral de Seguridad Escolar de BUSD se ubicará en la oficina principal de cada sitio escolar.

CAPÍTULO 2: COMITÉ DE PLANIFICACIÓN DE SEGURIDAD ESCOLAR

El consejo del sitio escolar es responsable de desarrollar el plan de seguridad del sitio escolar o de delegar la responsabilidad a un comité de planificación de seguridad escolar. (Código de Ed. 35294.1)

El Comité de Planificación de Seguridad estará compuesto por los siguientes miembros: un director/designado, maestro, padre del niño que asiste a la escuela, empleado clasificado y otros. (Código de Ed. 32281 (b)(2)).

Los Consejos del sitio escolar/Comité de planificación de seguridad deben consultar con una agencia del orden público, un departamento de bomberos y otros socorristas cada año al actualizar el Plan integral de seguridad escolar y notificar a cada entidad sobre cualquier actualización que ocurra durante el año. (Código de Ed. 32281(b)(3)).

Los Consejos del sitio escolar/Comité de planificación de seguridad pueden incluir miembros adicionales, incluidas las siguientes personas:

- Un representante de la agencia local de aplicación de la ley (agencias de bomberos y emergencias)
- Oficiales de Recursos Escolares
- Consejero de Orientación
- Educador de Educación Especial
- Especialista en Salud Mental
- Enfermero
- Enlace comunitario multilingüe
- Personal de alimentos
- Custodio
- Especialista en Transporte
- Representante local de empresas y/o organizaciones sin fines de lucro

Distrito Escolar Unido de Bellevue
Página de firma del plan de seguridad
2022-2023

Los miembros abajo firmantes del Comité de Planificación de Seguridad del Distrito Escolar Unido de Bellevue certifican que se han cumplido los requisitos del Plan Integral de Seguridad Escolar SB 187.

_____

Director de Mantenimiento y Operaciones

_____

Principal

_____

Representante de la Asociación de Maestros (Asociación de Educación de Bellevue)

_____

Representante de Asociación Clasificado (CSEA)

_____

Representante de los padres

_____

Coordinador de Seguridad

Revisado por las fuerzas del orden: sargento Summer Gloeckner

Revisado por el Oficial del Departamento de Bomberos: Jefe de División Paul Lowenthal

CAPÍTULO 3: METAS ANUALES DE SEGURIDAD

El Comité de Planificación de Seguridad Escolar hará una evaluación del estado actual de los delitos escolares cometidos en el campus y en las funciones relacionadas con la escuela y las estrategias y programas apropiados que proporcionarán o mantendrán un alto nivel de seguridad escolar. (Código de Educación 35924.2)

Mientras que el Comité de Planificación de Seguridad Escolar revisa las tendencias de datos delictivos de la escuela, el distrito y la comunidad, se utilizan otros datos para mejorar la funcionalidad del plan de seguridad. Tales datos pueden incluir:

- Encuestas estatales, distritales o locales (como la Encuesta sobre la verdad de los jóvenes)
- Datos disciplinarios
- Datos de salud mental
- Información del Centro de Asistencia Técnica de Preparación y Manejo de Emergencias para Escuelas
- Investigación sobre políticas y procedimientos relacionados con los protocolos de tirador activo

Con base en el análisis de datos, el Comité de Planificación de Seguridad Escolar identifica una o dos metas relacionadas con la seguridad para el año escolar e identifica las estrategias y/o programas que se utilizarán para lograr esas metas. El objetivo es crear metas para mejorar el clima escolar.

Los objetivos se detallan en el Plan Integral de Seguridad Escolar y se presentan a la Junta Directiva. Las metas se comparten con el personal del distrito y la comunidad.

Las metas y objetivos se discuten a lo largo del año escolar y el progreso se informa a los consejos escolares. Las discusiones ayudarán a dar forma a las metas y objetivos para el siguiente año escolar.

METAS DEL PLAN DE SEGURIDAD: 2022-2023

META 1

Todas las escuelas implementarán en todo el distrito plan de estudios de aprendizaje socioemocional para ayudar a fomentar un entorno escolar seguro y reducir los incidentes de disciplina escolar.

Datos de referencia: Según lo medido por la participación del personal en la capacitación de desarrollo profesional.

Acción 1.1: Capacitar al personal sobre los elementos del currículo Carácter Fuerte.

Acción 1.2: Implementar los componentes diarios y mensuales del plan de estudios.

Acción 1.3: Revisar los datos de disciplina actuales para determinar las áreas de preocupación.

Acción 1.4: Administrar la Encuesta de Verdad Juvenil a los estudiantes y analizar los resultados.

Acción 1.5: Reúnase con el personal para determinar los niveles de necesidad y las áreas de mejora.

Evaluación: Encuestas de estudiantes y personal; datos de disciplina escolar; entrevistas de empatía

META 2

Todas las escuelas participarán en el aumento de la asistencia de los estudiantes y reducirán la cantidad de estudiantes que se consideran ausentes o ausentes crónicos.

Datos de referencia: Ausentismo Crónico

Datos de la escuela	Tasa de absentismo crónico (20-21)	Tasa de absentismo crónico (21-22)
Primaria Bellevue	18.9%	39.5% (156 alumnos)
Primaria Kawana Springs	20.7%	39.1% (111 estudiantes)
Escuela Primaria Meadow View	23.2%	39.6% (153 alumnos)
Escuela Primaria Taylor Mountain	18.1%	43.4% (181 alumnos)

Acción 2.1: Los sitios se enfocarán en crear un programa de asistencia positiva.

Acción 2.2: Los sitios buscarán asociarse con agencias locales para apoyar la asistencia.

Acción 2.3: Los sitios utilizarán sus facilitadores de participación familiar para aumentar la comunicación y el enfoque en la asistencia.

Acción 2.4: Las mejoras en la asistencia serán celebradas y reconocidas.

Acción 2.5: El distrito investigará A2A para apoyar el control de asistencia.

Evaluación: Datos de asistencia del sitio, datos de participación de los estudiantes y comentarios del personal sobre el clima escolar se recopilaron y analizaron

META 3

Todas las escuelas colaborarán para investigar y discutir acciones alternativas y respuestas a la suspensión para garantizar que los estudiantes no pierdan el aprendizaje educativo clave.

Acción 3.1: Los sitios se enfocarán en medios alternativos a la suspensión para corregir comportamiento.

Acción 3.2: Los sitios estudiarán la investigación actual y las mejores prácticas con respecto a las alternativas de suspensión y discutir posibles aplicaciones.

Acción 3.3: Los sitios utilizarán a sus consejeros para mejorar y reforzar expectativas de comportamiento.

Acción 3.4: Los sitios desarrollarán protocolos y procesos que aborden los aspectos personales, niveles colectivos y sistémicos para abordar las necesidades insatisfechas problemas subyacentes de los estudiantes en dificultad.

Acción 3.5: Los sitios seguirán siendo proactivos para centrar relaciones sólidas y pertenencia en sus prácticas y políticas diarias para reducir el daño, el conflicto y la mala conducta en toda la escuela.

Evaluación: Datos de suspensión del sitio, datos de encuestas de Youth Truth, implementación de plan de estudios de aprendizaje socioemocional comentarios del personal con respecto a los estudiante el comportamiento será recopilado y analizado.

CAPÍTULO 4: EVALUACIÓN DEL DELITO ESCOLAR

DELITO ESCOLAR

El Distrito ha llevado a cabo un análisis exhaustivo del estado actual de la delincuencia escolar y los delitos en funciones relacionadas con la escuela. Los delitos escolares más significativos que han ocurrido en los planteles escolares están relacionados con problemas menores de graffiti y roturas ocasionales de ventanas. El Distrito instaló cercas y sistemas integrales de cámaras de seguridad en todos los campus, lo que ha servido como un elemento disuasorio importante para eventos, delitos o incidentes destructivos importantes.

MEJORA ESCOLAR

Para garantizar instalaciones seguras y bien mantenidas en todos los sitios, el Distrito revisa sus campus anualmente mediante el uso de la Herramienta de Inspección de Instalaciones (FIT).La Herramienta de Inspección de Instalaciones (FIT, por sus siglas en inglés) ha sido desarrollada por la Oficina de Construcción de Escuelas Públicas para determinar si una instalación escolar está en "buen estado", según lo define el Código de Educación (EC) Sección 17002 (d) (1) y para calificar la instalación. de conformidad con la Sección 17002(d)(2) de la CE.

Durante junio y julio de 2021, tres de las escuelas del Distrito fueron calificadas en la categoría de estado "Ejemplar" (Bellevue Elementary, Meadow View Elementary y Taylor Mountain), y Kawana Springs Elementary recibió una calificación de estado "Bueno". La escuela primaria Kawana Springs actualmente está experimentando una construcción y renovación sustanciales, y los proyectos en construcción están programados para completarse durante el año escolar 2023-2024.

DISCIPLINA ESTUDIANTIL (SUSPENSIÓN Y EXPULSIÓN)

Cómo distrito de primaria, los problemas de disciplina estudiantil han sido mínimos. Las referencias a la oficina que surgen con mayor frecuencia en todos los sitios son infracciones de comportamiento. Estas infracciones están predominantemente relacionadas con la incapacidad de los estudiantes para mantener sus manos quietas y manejar conflictos. Las infracciones incluyen altercados físicos menores, palabras inapropiadas dirigidas a otros y negativas a seguir las expectativas de comportamiento. En los últimos dos años escolares, ha habido mínimo suspensiones y 0 expulsiones. Los sitios están implementando el marco de Intervenciones y apoyos conductuales positivos (PBIS) y, como resultado, las suspensiones y expulsiones no han sido un problema significativo.

A través de encuestas de padres, personal y estudiantes, surgió una solicitud de apoyo adicional para el plan de estudios de aprendizaje socioemocional. El distrito respondió

adecuadamente a la necesidad y, en el año escolar 2022-2023, se compró el plan de estudios Character Strong. Se brindó desarrollo profesional al personal para desarrollar la capacidad con el plan de estudios y mejorar el apoyo de PBIS. Los maestros están utilizando el currículo para apoyar un ambiente de aprendizaje positivo y desarrollar rasgos de carácter importantes que se enfocan en el respeto, la amabilidad, la responsabilidad y la resolución de conflictos.

ASISTENCIA ESCOLAR

Para apoyar la participación escolar, el Distrito Escolar Unido de Bellevue emplea el uso de las reuniones de los Equipos de Revisión de Asistencia Escolar (SART) y la Junta de Revisión de Asistencia Escolar (SARB) para abordar los problemas de ausentismo y ausencias injustificadas. Se llevan a cabo reuniones mensuales con las familias para discutir soluciones a los problemas de asistencia y cualquier impedimento que impida que los estudiantes asistan a la escuela. El Distrito ha adquirido el programa A2A (Atención 2 Asistencia) para ayudar a notificar a las familias sobre las ausencias y la asistencia a la escuela. Este programa ayuda al Distrito a monitorear las tendencias de asistencia y participar en la notificación proactiva de los problemas de asistencia. Además de la notificación proactiva, A2A se puede usar para enviar a casa cartas de refuerzo positivo a los estudiantes que han mejorado su asistencia o tienen una asistencia ejemplar.

El Distrito ha notado un problema con el ausentismo crónico según lo informado en el año escolar 2020-2021 con una tasa de ausentismo crónico del 20,1 %. Las enfermedades relacionadas con COVID y las cuarentenas obligatorias obviamente han sido un factor importante en las tasas de asistencia, pero esta es un área de gran preocupación para el Distrito. Obviamente, los datos están rezagados para el año escolar 2021-2022, pero el Distrito también está al tanto de los desafíos de asistencia de ese año.

DATOS DE LA ENCUESTA DE LA VERDAD JUVENIL

En enero de 2022, el Distrito implementó la Encuesta de Verdad Juvenil. Los estudiantes en los grados 3-6, los padres de todo el Distrito y todo el personal completaron la encuesta o se les brindó la oportunidad de hacerlo. Las tasas de respuesta fueron las siguientes:

Grupo	**Población encuestada**	**Respuestas recibidas**	**Tasa de respuesta**
Familia	1461	571	39%
Alumno	771	721	94%
Personal	155	161*	104%*

*En el momento en que se realizó esta encuesta, el Distrito había contratado personal adicional que no se contó en la población inicial de la encuesta 155 cuando se proporcionaron los datos a Youth Truth.

La encuesta buscó recopilar información sobre las percepciones de los estudiantes, las familias y el personal en una variedad de áreas, incluida la seguridad escolar, la participación de los estudiantes, las relaciones y la cultura escolar. Los datos de la encuesta indicaron que el 81% de las familias tenían percepciones positivas de la seguridad escolar.

Las percepciones de la seguridad escolar para los estudiantes y el personal se abarcaron en una variedad de áreas que incluyen relaciones, respeto y ambientes ordenados en el salón de clases. El personal y los estudiantes estaban muy alineados con las percepciones de la seguridad escolar y las sólidas relaciones de apoyo con sus maestros.

Los estudiantes han indicado que la cultura escolar y la pertenencia son áreas de crecimiento para el Distrito. Las respuestas de los estudiantes destacan que se debe prestar mayor atención a establecer entornos de clase ordenados y respetuosos. Los estudiantes también informaron que desean un mayor sentido de pertenencia a la comunidad escolar. Para los estudiantes de primaria, pertenecer se refiere a sentirse bienvenidos en el campus de su escuela. Con la información de estos dos indicadores, el Distrito ha tomado medidas para aumentar la cultura escolar y la pertenencia a través de la implementación de un currículo de aprendizaje social/emocional, mayor instrucción de estrategias de manejo de conflictos y servicios de asesoramiento adicionales. El distrito también ha empleado a cuatro facilitadores de participación familiar para ayudar con la comunicación tanto para los estudiantes como para las familias.

PLAN ESCOLAR PARA EL RENDIMIENTO ESTUDIANTIL

Cada una de las escuelas del Distrito crea un Plan Escolar para el Rendimiento Estudiantil. Los planes utilizan las metas del Plan de Responsabilidad de Control Local para garantizar que estén alineados con la misión y visión del Distrito de mejorar los resultados de los estudiantes. El Plan Escolar para el Rendimiento Estudiantil (SPSA) busca aumentar la efectividad general de los programas escolares y apoyar el rendimiento estudiantil. Los datos en todas las escuelas indican la necesidad de mejorar el apoyo a la asistencia escolar, mejorar la instrucción académica y la intervención, aumentar la cantidad de estudiantes que aprenden varios idiomas/estudiantes de inglés elegibles para la reclasificación y reforzar las oportunidades para que los estudiantes y las familias participen en actividades relacionadas con la escuela. actividades y eventos.

El Distrito y las escuelas están haciendo un esfuerzo conjunto para abordar estos problemas que han surgido a través de revisiones de datos, encuestas de comentarios de estudiantes, personal y familias, y aportes de varias partes interesadas involucradas en organizaciones conectadas con la escuela, como las Asociaciones de Padres y Maestros, School los Consejos Escolares, y tanto el Comité Asesor del Idioma Inglés (ELAC) como el Comité Asesor del

Idioma Inglés del Distrito (DELAC). Se han creado metas y pasos de acción para servir mejor a nuestros estudiantes y la comunidad. Estos objetivos y pasos se detallan en el LCAP y los SPSA del sitio. Estos planes se supervisan anualmente y se proporcionan informes a la comunidad sobre el progreso del Distrito en el cumplimiento de las metas y objetivos de aprendizaje especificados en los planes.

CAPÍTULO 5: POLÍTICAS Y PROCEDIMIENTOS

El Comité de Planificación de Seguridad Escolar revisó el Plan Integral de Seguridad Escolar y realizó las actualizaciones y revisiones necesarias. (Código de Ed. 35294.2). El CSSP contiene los siguientes componentes:

DENUNCIA DE ABUSO INFANTIL

- La denuncia de abuso infantil es consistente con el Código Penal 11164
- Reglamento Administrativo 5141.1: Prevención y denuncia del abuso infantil
- Recursos adicionales de la Oficina de Prevención del Abuso Infantil

SUSPENSIONES Y EXPULSIONES

- Políticas de conformidad con el Código de Educación 48915 y otros actos graves designados por la escuela lo que resultaría en recomendaciones de suspensión, expulsión o expulsión obligatoria
- Reglamento Administrativo 5144.1: Suspensión y Expulsión/Debido Proceso
- Reglamento Administrativo 5144.2: Suspensión y Expulsión/Debido Proceso (Estudiantes con discapacidades)

NOTIFICACIÓN DE ESTUDIANTES PELIGROSOS

- Procedimientos para notificar a los maestros (Código de Bienestar e Instituciones 827 modificado) de estudiantes peligrosos según el Código de Educación 49079; Política de la Junta 4112.9: Empleado Notificaciones
- Todos los docentes participan en capacitaciones y se les da aviso de alumnos con previa suspensiones al comienzo del año académico, así como cuando los nuevos estudiantes se matriculan en la escuela.

DISCRIMINACIÓN Y ACOSO

- Reglamento Administrativo 5145.3: No discriminación/Acoso
- Política de la Junta 5145.9: Comportamiento motivado por el odio

CÓDIGO DE VESTIMENTA

- Reglamento Administrativo 5132: Vestimenta y arreglo personal
- Los estudiantes del Distrito Escolar Unido de Bellevue se visten para triunfar en vestido común.

ACOSO

- Políticas conforme al Código de Educación 234.1
- Reglamento Administrativo 5131.2: Acoso

ENTRADA Y SALIDA SEGURA

- Los estudiantes llegan seguros a la escuela y regresan a casa bajo condiciones supervisadas. Los estacionamientos son monitoreados por el personal mientras los estudiantes caminan o andan en bicicleta hacia y desde la escuela, los padres dejar y recoger a los niños, y el transporte en autobús escolar entrega y recupera estudiantes. La policía local se asocia con el Distrito para apoyar la seguridad de los estudiantes ya que regularmente hacen cumplir el límite de velocidad en las áreas de la zona escolar. Señalización sobre dirigir el tráfico y prohibir girar en una dirección particular durante la entrega de la mañana y la recogida por la tarde se muestran de manera destacada en las áreas de estacionamiento del campus.

  El personal selecto supervisa a todos los estudiantes después de la escuela, ya sea que estén esperando para ser recogido por un padre, tomar un autobús a casa o comenzar el programa después de la escuela en el sitio. Los padres/tutores u otros adultos que recojan a los estudiantes deben estar identificados en el tarjeta de emergencia del estudiante. El personal de la oficina de la escuela mira las tarjetas de identificación de los adultos estudiantes de salida.

  Treinta minutos antes de la escuela, todos los estudiantes son supervisados en el patio de recreo, o mientras desayuna en los lugares designados.

La supervisión del plantel incluye supervisores del patio de recreo/después de la escuela.

Estudiantes y personal que requieran asistencia para ingresar y egresar de manera segura al campus han sido identificados y el personal ha sido capacitado para ayudar a estas personas.

- Procedimientos para Visitantes del Campus; Información sobre el programa de guardia de cruce; Políticas para peatones/vehículos/bicicletas/información sobre seguridad vial; Los visitantes del campus deben presentarse en la oficina principal de cada sitio escolar. Los visitantes son deberán registrarse en la oficina y recibirán una calcomanía que identifique su estado de visitante. Se requiere que los visitantes firmen su salida de la oficina una vez que salen del campus.

MANTENIMIENTO DE UN AMBIENTE SEGURO Y ORDENADO

- Reglamento Administrativo 5144: Disciplina
- Política de la Junta 5131: Conducta

DISCIPLINA ESCOLAR

- Reglamento Administrativo 5144: Disciplina

PROCEDIMIENTOS DE RUTINA Y DE EMERGENCIA EN CASO DE DESASTRES

- Plan de preparación para emergencias y desastres
- Simulacros de incendio
- Amenazas de bomba
- Sistema de procedimientos de emergencia en caso de terremoto
- Seguridad en el Transporte y Emergencias
- Coordinación con la Cruz Roja Americana/Agencias Públicas

El Comité de Seguridad y los Consejos Escolares revisan los componentes obligatorios y utilizan las siguientes preguntas para garantizar que los componentes cumplan con los estándares de cumplimiento apropiados:

- ¿Cuál es la política de procedimiento?
- ¿Cómo se notifica al personal, los estudiantes y/o los padres que existe esta política?
- ¿Cómo se notifica al personal, los estudiantes y/o los padres en relación con un incidente específico?
- ¿Qué capacitación del personal/estudiante se ha completado?
- ¿Qué formación adicional se necesita?

CAPÍTULO 6: PROCEDIMIENTOS EN CASO DE DESASTRE - SIMULACROS

Se implementan, practican y revisan los procedimientos de desastre, la capacitación de respuesta a crisis de rutina y de emergencia y los simulacros requeridos.

El Distrito Escolar Unido de Bellevue mantiene un Plan de Respuesta a Emergencias que es independiente del Plan Integral de Seguridad Escolar. El Plan de Respuesta a Emergencias detalla las respuestas y los pasos de acción que abarcan las emergencias y amenazas escolares. El Plan de Respuesta a Emergencias se mantiene confidencial y no está a la vista del público. El plan no se comparte ya que el Distrito mantiene su derecho a mantener confidenciales los lugares de evacuación y las respuestas tácticas a incidentes criminales, incluidos los procedimientos relacionados con personas con armas en los campus escolares.

Cada sitio escolar mantiene una copia del Plan de Respuesta a Emergencias que es específico para la escuela respectiva. El Plan de Respuesta a Emergencias detalla las ubicaciones de evacuación, los protocolos para situaciones de emergencia específicas, los códigos para las comunicaciones por radio y los números de las fuerzas del orden, y los mapas que indican las ubicaciones objetivo para los procedimientos de emergencia.

SIMULACROS DE TERREMOTO

El sistema de procedimiento de emergencia por terremoto deberá, pero no limitarse a, todo lo siguiente:

Un Plan de Respuesta de Operaciones de Emergencia, listo para implementarse en cualquier momento, para mantener la seguridad y el cuidado de los estudiantes y el personal.

Un procedimiento de caída. Un procedimiento de caída es una actividad en la que los estudiantes y el personal se refugian debajo de un escritorio o mesa, cayendo de rodillas, con la cabeza protegida por los brazos y de espaldas a las ventanas. Se llevará a cabo una práctica del procedimiento de abandono al menos una vez cada trimestre en las escuelas primarias.

Medidas de protección a tomar antes, durante y después de un sismo.

Un programa para garantizar que los estudiantes y el personal conozcan y estén debidamente capacitados en el sistema de procedimientos de emergencia por terremoto.

(Código de Reglamentos, Sección 35297)

SIMULACROS DE INCENDIO

Los directores deberán realizar un simulacro de incendio al menos una vez cada mes calendario en el nivel primario. (*Código de Educación 32001).*

1. Cada vez que suene la alarma de incendio, todos los estudiantes, maestros y otros empleados del sitio deberán seguir los pasos y procedimientos prescritos descritos en el Plan de Respuesta a Emergencias del Distrito.

2. La información y las instrucciones de evacuación apropiadas se publican en las aulas y edificios respectivos.

3. El personal es responsable de la seguridad de todos los estudiantes y seguirá todos los procedimientos necesarios para contabilizar a los estudiantes y entregarlos a los miembros de la familia si es necesario.

4. El director o la persona designada deberá conservar una copia de cada simulacro realizado en el formulario de Informe de simulacro de emergencia y archivar una copia con el Superintendente o la persona designada.

EJERCICIOS DE TIRO ACTIVO

Anualmente se llevan a cabo simulacros/capacitación de tiradores activos con el personal de la escuela. Antes de la capacitación/simulacro, se lleva a cabo una reunión de personal y se revisan y discuten las expectativas y los estándares. El personal participa en situaciones hipotéticas y revisa la siguiente información:

1. Puertas de bloqueo
2. cubriendo ventanas
3. Apagar las luces
4. Construcción de barricadas
5. Revisión de los procedimientos del salón de clases y todo despejado
6. Discutir las expectativas de evacuación y los procedimientos de reunificación

EQUIPO DE EVALUACIÓN DE AMENAZAS

El Distrito también ha creado un Equipo de Evaluación de Amenazas del Distrito que está compuesto por administradores escolares y del distrito, consejeros, el psicólogo del distrito, personal familiarizado con el estudiante/incidente y la policía. El Equipo de Evaluación de Amenazas trabaja para garantizar que los incidentes que surjan en los planteles escolares se abordan de inmediato y se realice una consulta con la policía. El Equipo de Evaluación de Amenazas responde a una variedad de problemas y situaciones para garantizar que los

estudiantes o las familias que experimentan dificultades o tienen desafíos importantes sean atendidos o se les proporcione referencias a las agencias apropiadas para mejorar la situación.

PLANES PARA EDIFICIOS ESCOLARES EN CASO DE DESASTRE

Los planes para desastres en edificios escolares que se detallan en el Plan de Respuesta a Emergencias incluyen respuestas a las siguientes emergencias adicionales:

- Amenazas de bomba
- Bioterrorismo/Materiales Peligrosos
- Inundación/Incendio
- Falla de energía/apagones
- Intrusos en el campus
- Armas/Asalto/Rehenes
- Explosiones/Gas/Humos

CAPÍTULO 7: PROCEDIMIENTOS EN CASO DE DESASTRE - VISIÓN GENERAL

EL PLAN BÁSICO

El Plan Básico (Plan de Operaciones de Emergencia) aborda las responsabilidades del Distrito Escolar Primario Unido de Bellevue en situaciones de emergencia asociadas con desastres naturales, emergencias e incidentes tecnológicos. Detalla las respuestas de coordinación y los esfuerzos de recuperación dentro del Distrito junto con las agencias locales, estatales y federales. El Plan establece una estructura organizativa de emergencia para dirigir y controlar las operaciones en todos los sitios durante un período de emergencia mediante la asignación de responsabilidades específicas al personal.

El Plan de Operaciones de Emergencia:

- Cumple con el Sistema Nacional de Gestión de Incidentes (NIMS) exigido por el gobierno federal, el Sistema Estandarizado de Gestión de Emergencias (SEMS) exigido por el estado y detalla la respuesta de emergencia en todos los niveles de conformidad con el Sistema de Comando de Incidentes (ICS)
- Establece políticas y procedimientos de respuesta, brindando a los sitios una guía clara para fines de planificación.
- Describe y detalla los procedimientos para proteger a los estudiantes y al personal y mitigar la pérdida de vidas y los daños.
- Describe los requisitos de coordinación
- Proporciona una base para la formación unificada y la respuesta a los ejercicios para garantizar el cumplimiento

REQUISITOS

El Plan de Operaciones de Emergencia cumple con los requisitos de las políticas del Condado de Sonoma sobre Respuesta y Planificación de Emergencias, la Respuesta del Área Operativa del Sistema Estandarizado de Manejo de Emergencias (SEMS), y describe los roles del Distrito y las escuelas en la evaluación de daños después de un incidente y los requisitos de informes.

OBJETIVOS

- Proteger la seguridad y el bienestar de los estudiantes, el personal y la familia.
- Proporcionar una respuesta segura y coordinada a las emergencias.
- Proteger las instalaciones y la propiedad del Distrito
- Habilite respuestas rápidas a incidentes
- Proporcionar coordinación entre el Distrito y los sitios.

- Proporcionar a la Cruz Roja Americana acceso a las instalaciones del Distrito si es necesario
    - Tanto los estatutos federales como los reglamentos estatales requieren que las escuelas estén disponibles para refugios después de un desastre. La Cruz Roja Estadounidense tiene acceso a las escuelas en las áreas afectadas para establecer centros de atención masiva, y los gobiernos locales tienen derecho a usar las escuelas para el mismo propósito. Esto se organiza a través del superintendente/persona designada en la oficina del Distrito.

AUTORIDADES Y REFERENCIAS

Ley de Servicios de Emergencia de California (Capítulo 7, Título 2, Código de Gobierno de California)

La Ley brinda a las autoridades la base para realizar operaciones de emergencia luego de una proclamación de Emergencia Local, Emergencia Estatal o Estado de Emergencia de Guerra por parte del Gobernador y/o las autoridades locales correspondientes, de conformidad con las disposiciones de la Ley.

Código de Gobierno de California, Sección 3100, Título 1, División 4, Capítulo 4

Establece que los empleados públicos son trabajadores del servicio de desastres, sujetos a las actividades de servicios de desastres que les puedan ser asignadas por sus supervisores o por ley.

La ley se aplica a los empleados de las escuelas públicas en los siguientes casos:

- Cuando se declara una emergencia local
- Cuando se declara el estado de excepción
- Cuando se hace una declaración federal de desastre

La ley tiene dos ramificaciones para los empleados del Distrito Escolar:

1. Es probable que sus supervisores exijan que los empleados de las escuelas públicas se desempeñen como Trabajadores de Servicios de Desastres, y se les puede pedir que hagan trabajos aparte de sus funciones habituales por períodos que excedan su horario normal de trabajo.

2. Cuando se les presiona para prestar servicio en casos de desastre, la Cobertura de Compensación para Trabajadores de los empleados se convierte en la responsabilidad de Estado gobierno (OES), pero su pago de horas extras es pagado por el Distrito. Estas circunstancias se aplican solo cuando se declara una emergencia local o estatal.

Establece que (la Oficina de Servicios de Emergencia del Gobernador ha declarado) que el personal escolar mal capacitado hace que los funcionarios escolares sean potencialmente responsables de los actos cometidos u omitidos por el personal escolar que actúa dentro del alcance de su capacitación durante o después de un desastre. (Subsecciones 835-840.6).

Requiere que los distritos escolares estén preparados para responder a emergencias utilizando SEMS. (Sección 8607, Proyecto de Ley Petris).

Código Civil de California, Capítulo 9, Sección 1799.102

Proporciona la "responsabilidad del buen samaritano" para quienes brindan atención de emergencia en la escena de una emergencia. ("Ninguna persona que de buena fe y no a cambio de una compensación preste atención de emergencia en el lugar de una emergencia, será responsable de los daños civiles que resulten de cualquier acto u omisión. El lugar de una emergencia no incluirá los departamentos de emergencia y otros lugares donde habitualmente se ofrece atención médica").

Código de Educación de California, Secciones 35295-35297 (Ley Katz), Sección 40041, 40042

Requiere que un plan de desastre del sitio escolar describa las funciones, responsabilidades y procedimientos para los estudiantes y el personal. También requiere que la estructura organizacional de manejo de emergencias del sitio escolar cumpla con SEMS, Título 19 Sección 2400, y esté lista para la implementación en todo momento.

Plan de emergencia de California

Promulgado por el Gobernador y publicado de acuerdo con la Ley de Servicios de Emergencia de California, establece las autoridades y responsabilidades generales en todo el estado y describe las funciones y operaciones del gobierno en todos los niveles durante emergencias extraordinarias, incluidos los tiempos de guerra. La Sección 8568 de la Ley establece, en parte, que "...el Plan Estatal de Emergencia estará vigente en cada subdivisión política del estado, y el cuerpo gobernante de cada subdivisión política tomará las medidas que sean necesarias para llevar a cabo las disposiciones de la misma." Por lo tanto, los planes de emergencia locales se consideran extensiones del Plan de Emergencia de California.

DEFINICIONES: INCIDENTES, EMERGENCIAS, DESASTRES

INCIDENTE

Incidentes es una ocurrencia o evento, ya sea causado por humanos o por fenómenos naturales, que requiere la acción del personal de respuesta a emergencias para prevenir o minimizar la pérdida de vidas o daños a la propiedad y/o recursos naturales.

Los incidentes pueden resultar en un peligro extremo para la seguridad de las personas y la propiedad y pueden provocar o crear condiciones de desastre. Los incidentes también pueden mitigarse rápidamente sin pérdidas ni daños. Aunque es posible que no cumplan con la definición de nivel de desastre, los incidentes más grandes pueden requerir que los administradores proclamen una "Emergencia local".

Los incidentes suelen ser un solo evento que puede ser grande o pequeño. Ocurren en un área geográfica definida y requieren recursos locales o, a veces, ayuda mutua. Por lo general, hay una a unas pocas agencias involucradas en el tratamiento de una amenaza ordinaria a la vida y la propiedad y a una población limitada. Usualmente no se declara una emergencia local y no se activa el COE jurisdiccional. Los incidentes suelen ser de corta duración, medidos en horas o, como máximo, en unos pocos días. Las decisiones de mando primarias se toman en la escena junto con las decisiones de estrategia, táctica y gestión de recursos.

EMERGENCIA

El término emergencia se utiliza de varias maneras. Es una condición de desastre o de extremo peligro para la seguridad de las personas y la propiedad. En este contexto, una emergencia y un incidente pueden significar lo mismo, aunque una emergencia puede tener más de un incidente asociado.

Emergencia también se usa en la terminología del Sistema estandarizado de gestión de emergencias (SEMS) para describir agencias o instalaciones, por ejemplo, Agencia de respuesta a emergencias, Centro de operaciones de emergencia, etc.

Emergencia también define un estado condicional como una proclamación de “Emergencia Local”. La Ley de Servicios de Emergencia de California, de la cual SEMS forma parte, describe tres estados de emergencia:

- Estado de emergencia de guerra
- Estado de emergencia
- Estado de Emergencia Local

DESASTRE

Desastres se define como un evento de emergencia calamitoso repentino que trae grandes daños, pérdidas o destrucción. Los desastres pueden ocurrir con poca o ninguna advertencia previa, por ejemplo, un terremoto o una inundación repentina, o pueden desarrollarse a partir de uno o más incidentes, por ejemplo, un gran incendio forestal o una descarga de materiales peligrosos.

Los desastres son eventos únicos o múltiples que tienen muchos incidentes separados asociados con ellos. La demanda de recursos va más allá de las capacidades locales y se

necesita una amplia ayuda y apoyo mutuo. Hay muchas agencias y jurisdicciones involucradas, incluidos varios niveles de gobierno. Por lo general, existe una amenaza extraordinaria para la vida y la propiedad que afecta a una población y área geográfica generalmente extendida. Los efectos de un desastre duran un período de tiempo considerable (días a semanas) y el gobierno local proclamará una emergencia local. Los Centros de Operaciones de Emergencia se activan para proporcionar una coordinación general centralizada de los activos jurisdiccionales, los departamentos y las funciones de apoyo a incidentes. La coordinación de la recuperación inicial también es responsabilidad de los COE.

DESCRIPCIÓN GENERAL DEL TERREMOTO

RESUMEN DE AMENAZA DE TERREMOTO PRINCIPAL

Los terremotos son liberaciones repentinas de energía de tensión almacenada en el lecho rocoso de la tierra. La gran mayoría de los terremotos no son peligrosos para la vida o la propiedad, ya sea porque ocurren en áreas escasamente pobladas o porque son pequeños terremotos que liberan cantidades relativamente pequeñas de energía. Sin embargo, donde las áreas urbanas están ubicadas en regiones de alta sismicidad, los terremotos dañinos son eventos prescindibles, si no predecibles. Todos los ocupantes y urbanizadores del condado de Sonoma asumen un riesgo sísmico porque el condado se encuentra dentro de un área de alta sismicidad. Más de diez terremotos han impactado la Región de la Bahía de San Francisco durante tiempos históricos.

Los principales efectos de los terremotos son las sacudidas y fallas del suelo. Los terremotos severos se acompañan característicamente de fallas en la superficie. La deformación puede ser provocada por la falla de una presa o un dique como resultado de un terremoto, o por un asentamiento o hundimiento inducido por un movimiento sísmico. Todos estos efectos geológicos son capaces de causar daños materiales y, lo que es más importante, riesgos para la vida y la seguridad de las personas.

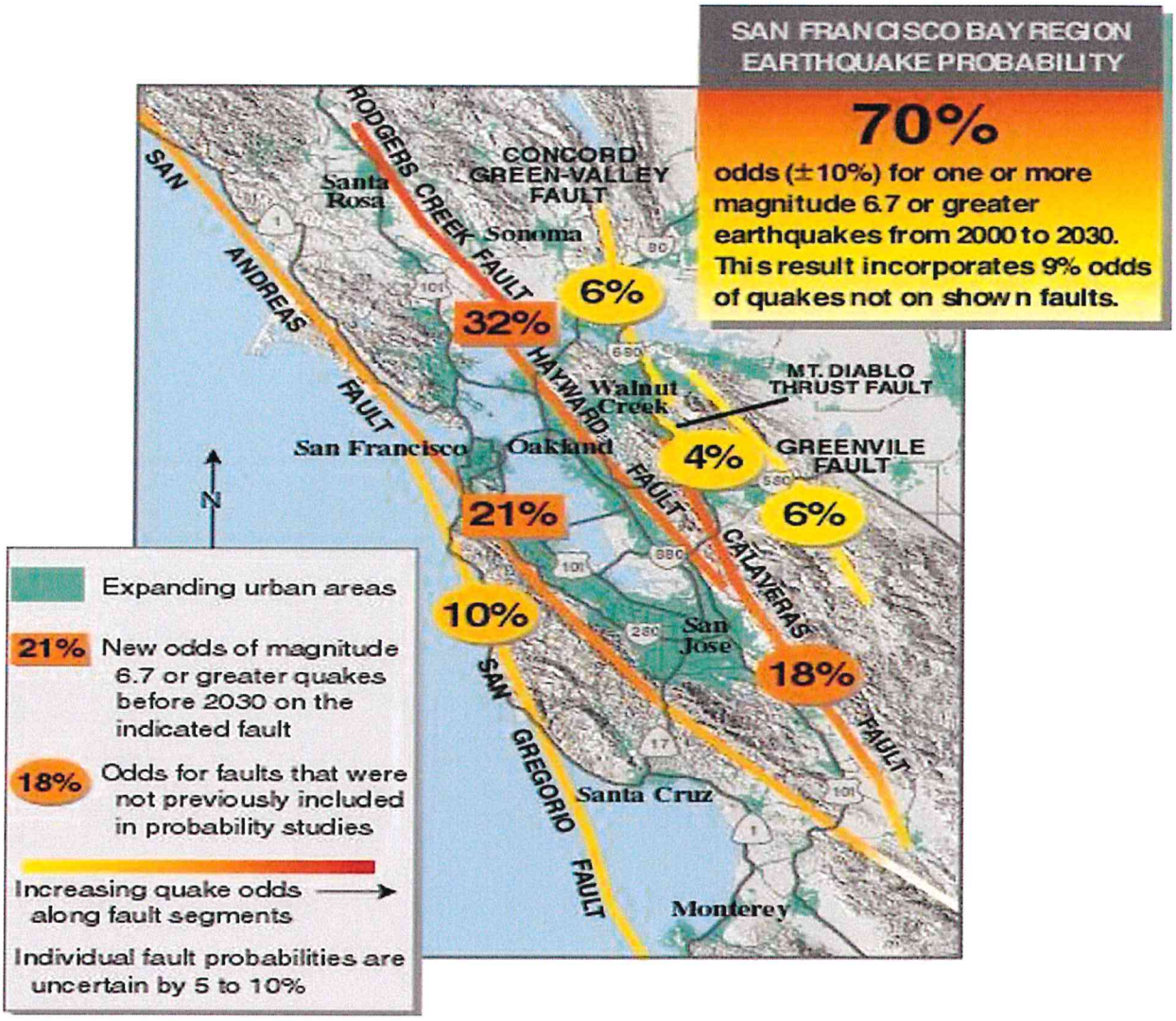
Una falla es una fractura en la corteza terrestre a lo largo de la cual las rocas en lados opuestos se han movido entre sí. Las fallas activas tienen una alta probabilidad de movimiento futuro. El desplazamiento de fallas implica fuerzas tan grandes que la única forma de limitar el daño a las estructuras hechas por el hombre es evitar las huellas de fallas activas. Cualquier movimiento debajo de una estructura, incluso del orden de una pulgada o dos, podría tener efectos catastróficos en la estructura y sus líneas de servicio.

La liberación total de energía de un terremoto es su característica más importante. Otros atributos importantes incluyen la duración de un terremoto, su número relacionado de ciclos de tensión significativos y sus aceleraciones.

Descripciones del tamaño del terremoto

Título descriptivo	Magnitud Richter	Efectos de intensidad
Terremoto pequeño	1 a 3.9	Solo observado instrumentalmente o sentido solo cerca del epicentro.

pequeño terremoto	4 a 5,9	El movimiento de la falla superficial es pequeño o no ocurre. Sentido a distancias de hasta 20 o 30 millas del epicentro. Puede causar daños.
Terremoto moderado	6 a 6,9	Rango de terremoto moderado a severo; ruptura de falla probable.
gran terremoto	7 a 7.9	Deslizamientos, licuefacción y fallas de terreno provocadas por ondas de choque.
gran terremoto	8 a 8+	El daño se extiende sobre un área amplia, dependiendo de la magnitud y otros factores.



NIVELES DE RESPUESTA

LOS NIVELES DE RESPUESTA SE UTILIZAN PARA DESCRIBIR EL TIPO DE EVENTO:

Las áreas afectadas, el grado de coordinación o asistencia necesaria y el grado de participación que se espera del distrito escolar. Los niveles de respuesta están estrechamente ligados a las Proclamaciones de Emergencia emitidas por el jefe del gobierno local.

Nivel de respuesta 0: preparación y fase de rutina

Respuesta de rutina continua por parte del distrito escolar a emergencias o incidentes diarios. Procedimientos de alerta de reserva emitidos antes de un evento anticipado o planeado.

Nivel de Respuesta 3 - Emergencia Local

Un incidente de menor a moderado en el que los recursos locales son adecuados y están disponibles. Este nivel de respuesta de emergencia ocurre cuando ocurre un incidente de emergencia, por ejemplo, fuga de gas, desbordamiento de alcantarillado, asaltos, emergencia médica, amenaza de bomba, derrame tóxico, tiroteo, etc. Una respuesta de Nivel 3 requiere que los Coordinadores de Escuela/Sitio implementan pautas en los Procedimientos Operativos Estándar de Emergencia e interactúen con las agencias públicas.

Nivel de respuesta 2 - Desastre local

Una emergencia de moderada a grave en la que los recursos no son adecuados y se puede requerir ayuda mutua a nivel regional, incluso estatal, con coordinación con la policía local y los departamentos de bomberos de los afectados que trabajan en conjunto con el Distrito Escolar Unido de Bellevue para responder. Las ciudades afectadas y el condado proclamarán una emergencia local. Entonces, el Estado de California puede declarar un estado de emergencia.

Nivel de respuesta 1 - Desastre mayor

Los recursos en o cerca de las áreas afectadas están abrumados y se requieren amplios recursos estatales y federales. Las ciudades y el Condado de Sonoma proclamarán una emergencia local. El Estado de California declarará Estado de Emergencia. El Estado solicita una Declaración Presidencial de Emergencia o Desastre Mayor. Cuando las jurisdicciones locales declaran un Estado de Emergencia, la junta de distrito puede declarar lo mismo.

FASES DE EMERGENCIA

Algunas emergencias estarán precedidas por un período de alerta, lo que brindará tiempo suficiente para advertir a la población e implementar medidas de mitigación diseñadas para

reducir la pérdida de vidas y los daños a la propiedad. Otras emergencias ocurren con poca o ninguna advertencia previa, por lo que requieren la activación inmediata del plan de operaciones de emergencia y el compromiso de recursos. Todos los empleados deben estar preparados para responder con prontitud y eficacia a cualquier emergencia previsible, incluida la provisión y el uso de ayuda mutua.

Las actividades de manejo de emergencias durante tiempos de paz y emergencias de seguridad nacional a menudo se asocian con las fases que se indican a continuación. No todos los desastres necesariamente incluyen todas las fases indicadas.

FASE DE PREVENCIÓN/MITIGACIÓN

La prevención/mitigación es quizás la fase más importante de la preparación y gestión de emergencias. La mitigación incluye tomar medidas para fortalecer las instalaciones, mitigar los peligros cercanos y reducir el daño potencial a las estructuras o su contenido, mientras que la prevención consiste en tomar medidas para evitar problemas potenciales. Ambos elementos requieren la educación de los estudiantes, el personal y las familias.

Si bien no es posible eliminar por completo la fuerza destructiva de un desastre potencial o sus efectos, hacer lo que se pueda para minimizar los efectos puede crear un entorno más seguro que resulte en menos víctimas y costos de respuesta más bajos.

FASE DE PREPARACIÓN

La fase de preparación involucra actividades tomadas antes de una emergencia. Estas actividades desarrollan capacidades operativas y respuestas a un desastre. Aquellos identificados en este plan que tienen una misión principal o de apoyo en relación con la respuesta y la recuperación revisan los procedimientos operativos estándar (SOP) o las listas de verificación que detallan las asignaciones de personal, las políticas, los procedimientos de notificación y las listas de recursos. El personal está familiarizado con estos SOP y listas de verificación y está capacitado en su activación y ejecución.

FASE DE RESPUESTA

Pre-Impacto: Reconocimiento del acercamiento de un desastre potencial donde se toman acciones para salvar vidas y proteger la propiedad. Los sistemas de alerta pueden activarse y los recursos pueden movilizarse, los COE pueden activarse y puede comenzar la evacuación.

Impacto Inmediato: Se pone énfasis en salvar vidas, controlar la situación y minimizar los efectos del desastre. Se pueden activar los Puestos de Comando de Incidentes y los EOC, y se pueden emitir instrucciones de emergencia.

Impacto Sostenido: A medida que continúa la emergencia, se brinda asistencia a las víctimas del desastre y se realizan esfuerzos para reducir el daño secundario. Se pueden establecer instalaciones de apoyo a la respuesta. Los requisitos de recursos cambian continuamente para satisfacer las necesidades del incidente.

FASE DE RECUPERACIÓN

Recuperación es tomar todas las medidas necesarias para restaurar el área a las condiciones previas al evento o mejores, si es posible. Por lo tanto, la mitigación de peligros futuros juega un papel importante en la fase de recuperación de muchas emergencias. No hay una separación de tiempo clara entre la respuesta y la recuperación. La planificación de la recuperación es parte de la fase de respuesta.

LO PRIMERO ES LO PRIMERO

La preparación del Distrito y las escuelas para emergencias comienza con la preparación del personal. Dado que los empleados del distrito se consideran respondedores de emergencia, la preparación personal para tales situaciones ayuda durante las emergencias.

Los miembros del personal deben preparar a sus familias para una ausencia prolongada en caso de una emergencia y los tutores o contactos de emergencia no puedan recuperar a los estudiantes. El personal debe/puede considerar estar en posesión o planificar los siguientes elementos:

- Un kit de suministro de 72 horas para el hogar
- Un Car Kit o To-Go-Bag, que incluye ropa/zapatos cómodos y medicamentos
- Alimentos no perecederos tanto para el hogar como para el aula/la oficina
- Un plan para la reunificación de los miembros de la familia o la organización del cuidado de los niños durante una ausencia

Los folletos de preparación están disponibles en www.cruzroja.org,www.prepare.org, y www.listo.gov

RESPONSABILIDADES DEL DISTRITO Y DE LOS PADRES PARA LOS ESTUDIANTES

RESPONSABILIDADES DEL DISTRITO

Si el superintendente declaró una emergencia del distrito durante el día escolar, se seguirán los siguientes procedimientos:

EN CASO DE UNA EMERGENCIA DECLARADA POR EL SUPERINTENDENTE DURANTE EL HORARIO ESCOLAR, TODOS LOS ESTUDIANTES DEBERÁN PERMANECER EN LA

ESCUELA O EN UN SITIO ALTERNATIVO SEGURO BAJO LA SUPERVISIÓN DEL DIRECTOR DE LA ESCUELA U OTRO PERSONAL ASIGNADO POR EL DIRECTOR.

1. Hasta la hora regular de salida y liberados solo si se considera seguro, o

2. Hasta que se entregue a un adulto autorizado por el padre o tutor legal cuyo nombre aparece en los registros del distrito.
    a. Si los estudiantes están en camino a la escuela, serán llevados a la escuela si están en autobús, o deben proceder a la escuela si caminan.
    b. Si los estudiantes están de camino a casa desde la escuela, deben continuar a casa.

Durante una emergencia declarada, aquellos estudiantes que no hayan sido recogidos por sus padres u otras personas autorizadas pueden ser llevados por el personal del distrito a otro sitio donde se brindan instalaciones de atención consolidada. Esta información se entregará a las estaciones de medios y se publicará en el sitio web del distrito para mantener informadas a las familias.

RESPONSABILIDAD DE LOS PADRES

Los padres y tutores legales de los estudiantes recibirán un Salud Estudiantil/Formulario de Emergencia cada año. En caso de una Emergencia Declarada, los estudiantes serán entregados SOLAMENTE a las personas designadas en este formulario. Los padres/tutores son responsables de garantizar que la información en el Formulario de emergencia/salud del estudiante esté actualizada en todo momento.

Se les pide a las familias que compartan con las escuelas la responsabilidad de informar a los estudiantes sobre lo que deben hacer en caso de un terremoto severo u otra emergencia importante. Los padres/tutores deben dar instrucciones específicas a cada estudiante para seguir la política descrita anteriormente y seguir todas las instrucciones del personal de la escuela.

Las autoridades escolares harán todo lo posible para cuidar a cada estudiante mientras esté bajo la supervisión del distrito.

Es fundamental que los estudiantes no tengan instrucciones de los padres que sean contrarias a la política establecida por el distrito en la escuela y la liberación autorizada en caso de una emergencia grave.

CAPÍTULO 8: PROCEDIMIENTOS DE RESPUESTA DE EMERGENCIA

ACCIONES BÁSICAS

La mayoría de las respuestas de emergencia están cubiertas por las siguientes acciones básicas:

Acción: EN ESPERA

APOYAR consiste en llevar a los estudiantes al salón de clases o retenerlos en el salón de clases en espera de más instrucciones.

Acción: SALIR DEL EDIFICIO

SALIR DEL EDIFICIO consiste en el movimiento ordenado de los estudiantes y el personal desde el interior del edificio escolar a las áreas exteriores de seguridad.

SALIR DEL EDIFICIO puede aplicarse a las siguientes situaciones:

- Fuego
- Amenaza de bomba
- Accidente químico
- Explosión o amenaza de explosión
- Después de un terremoto

Otros sucesos similares que pueden hacer que un edificio sea inhabitable.

Acción: CUBRIRSE

PONERSE A CUBIERTO consiste en llevar/mantener a los estudiantes dentro si es posible y refugiarse en el lugar según sea apropiado para la situación.

Si al aire libre,**PONERSE A CUBIERTO consiste** en esconderse detrás de cualquier objeto sólido o trasladarse inmediatamente a un lugar que esté contra el viento y cuesta arriba en caso de una amenaza química

PONERSE A CUBIERTO es apropiado para, pero no limitado a, lo siguiente:

- Tormenta de viento severa (aviso breve)
- Amenaza biológica o química
- tirador activo
- Animal rabioso/peligroso en terrenos escolares

Acción: ADVERTENCIA DE CAÍDA

La advertencia para este tipo de emergencia es el comienzo del desastre mismo.
ADVERTENCIA DE CAÍDA (DENTRO DE LOS EDIFICIOS ESCOLARES)

Inmediatamente PONERSE **A CUBIERTO debajo** de escritorios o mesas y aléjese de todas las ventanas.

Permanezca en una posición protegida durante al menos 60 segundos. Guarde silencio y escuche las instrucciones.

ADVERTENCIA DE CAÍDA (EXTERIOR)

Terremoto: Aléjese de los edificios, tome una posición de protección si es posible.

Explosión/ataque químico: tome una posición de protección o colóquese detrás de cualquier objeto sólido; acuéstese boca abajo con la cabeza alejada de la luz o las explosiones; cubra la cabeza, la cara y la mayor parte de la superficie de la piel que sea posible; cierre los ojos y cubra los oídos con los antebrazos.

ACCIÓN: MANTENIMIENTO DIRIGIDO

Ningún personal escolar/estudiantes pueden ingresar a las instalaciones escolares hasta que sean inspeccionados por personal escolar autorizado: administradores escolares y de mantenimiento y, si corresponde, policía, bomberos o inspectores de la ciudad.

En caso de que el agua potable no sea segura, se cerrarán las válvulas de agua y se sellarán los bebederos.

Las válvulas de cierre de agua, gas y electricidad se cerrarán para cada edificio aplicable bajo la autorización conjunta de la administración y el custodio principal.

ACCIÓN: TRANSPORTE DIRIGIDO

Bajo ciertas condiciones de desastre, los funcionarios autorizados pueden intentar mover una comunidad entera, o parte de ella, de un área de peligro a otra área de seguridad.

TRANSPORTE DIRIGIDO consiste en subir a los estudiantes y al personal a los autobuses escolares, automóviles y otros medios de transporte, y llevarlos de un área de peligro a un área de seguridad designada.**TRANSPORTE DIRIGIDO se** considera apropiado sólo cuando lo indique el superintendente o su designado, el administrador del sitio, la policía, los bomberos o la OES. Puede ser apropiado para, entre otros, alejarse de:

- Fuego
- Alerta de gas químico y biológico
- Inundación
- Área de lluvia radiactiva
- Área de explosión
- Emergencia específica provocada por el hombre (tiroteo, incendio, etc.)

ACCIÓN: IR A CASA

VETE A CASA consiste en :

- Despedida de todas las clases.
- Regreso de los estudiantes a sus hogares de la manera más expedita posible

VETE A CASA se debe considerar solo si hay tiempo para que los estudiantes vayan a salvo a sus hogares y si hay autobuses u otro medio de transporte disponibles para los estudiantes que viven lejos de la escuela. Se notificará a los padres por transmisión de radio, televisión local, alerta NIXLE, listas de distribución telefónica y comunicaciones del distrito.

ACCIÓN: ESCUELA DE CONVERSACIÓN

El Distrito participará en la conversión de escuelas o instalaciones para apoyar a la Cruz Roja Americana.

BUSD ha establecido un Memorando de Entendimiento (MOU) con la Ciudad de Santa Rosa. Este MOU establece el marco para un esfuerzo de colaboración entre la Ciudad y el Distrito para proporcionar diversas instalaciones, equipos y/o servicios después de una emergencia o desastre, incluidos, entre otros, refugios temporales de atención masiva de emergencia para miembros desplazados de la comunidad, tratamiento médico de emergencia y/o o sitios de inoculación, y áreas de preparación logística (incluido el servicio de alimentos y otros suministros críticos) para la respuesta de emergencia y los esfuerzos de recuperación.

La duración de este MOU se ha establecido en cinco años a partir de la fecha de la firma.

El MOU aparece en el Apéndice de este documento.

TEMBLORES

PROCEDIMIENTOS EN CASO DE TERREMOTO EN EL AULA U OFICINA

A la primera indicación de movimiento en el suelo, debe TIRARSE al suelo. Pronto será imposible estar de pie durante el terremoto. Llegar al suelo evitará que lo arrojen al suelo.

Debe buscar CUBIERTA protectora debajo o cerca de escritorios, mesas o sillas en una posición de rodillas o sentado.

Debe SOSTENERSE de las patas de la mesa o de la silla. Sostenerse de las piernas evitará que se aleje de usted durante el terremoto. Proteja sus ojos de los cristales y escombros volando con su brazo cubriendo sus ojos.

Debe permanecer en la posición DROP hasta que finalice el movimiento del suelo. Esté preparado para ACOSTARSE, CUBIERTA y SOSTENER durante las réplicas.

Después de que finalice el movimiento del suelo, compruebe si hay heridos y evacúe el edificio de forma segura. Muévase a un área abierta y segura, lejos de las líneas eléctricas y otros peligros aéreos.

PROCEDIMIENTOS EN TERREMOTO EN OTRAS PARTES DEL EDIFICIO

A la primera indicación de movimiento en el suelo, debe TIRARSE al suelo.

CÚBRASE debajo de cualquier escritorio, mesa o banco disponible. Si está en un pasillo, colóquese junto a una pared interior en una posición de rodillas y cubra la parte posterior del cuello con las manos.

Después de que finalice el movimiento del suelo, compruebe si hay heridos y evacúe el edificio de forma segura. Muévase a un área abierta y segura, lejos de las líneas eléctricas y otros peligros aéreos.

PROCEDIMIENTOS EN CASO DE TERREMOTO EN EL EXTERIOR

Al primer indicio de movimiento del suelo, aléjese de los peligros elevados, como líneas eléctricas, árboles y edificios. TÍRESE al suelo y CÚBRASE la nuca con las manos. Esté atento a las réplicas. No ingrese a los edificios hasta que se determine que es seguro hacerlo.

Si camina hacia o desde la escuela, NO CORRA. Mantente al aire libre. Si el estudiante va a la escuela, continúe a la escuela. Si se va a casa, el estudiante debe continuar en casa.

Mientras esté en un vehículo o autobús escolar, deténgase a un lado de la carretera y deténgase. Si se encuentra en un puente, paso elevado o debajo de líneas eléctricas, continúe hasta que el vehículo esté lejos de los peligros superiores. Espere hasta que el movimiento del suelo se detenga y compruebe si hay heridos. Tenga cuidado con las réplicas, los cables caídos o las carreteras bloqueadas por escombros. El conductor del autobús es legalmente responsable del bienestar de los estudiantes que viajan.

Terremoto en el interior de la escuela

Cuando ocurra un terremoto, se tomarán las siguientes acciones dentro del edificio escolar y en los salones individuales:

1. El maestro u otra persona con autoridad deberá implementar la acción AGACHARSE, CUBRE Y SUJETA. Cada estudiante deberá:

    a. Colóquese debajo del equipo (escritorio, mesa, etc.) donde esté disponible. De lo contrario, acérquese a una pared interior o debajo de una puerta interior.
    b. Póngase de rodillas con la espalda hacia las ventanas y las rodillas juntas.
    c. Agárrate al escritorio.
    d. Enterrar la cara entre los brazos, protegiendo la cabeza. Cerca de los ojos con fuerza.
    e. Permanezca allí hasta que finalice el procedimiento o emergencia o hasta que se den instrucciones posteriores. Dichas instrucciones dependen de las circunstancias y del alcance de los daños a los edificios.

2. Tan pronto como sea posible, los maestros alejarán a los estudiantes de las ventanas y de debajo de las lámparas colgantes pesadas.

3. Los maestros implementarán una acción para SALIR DEL EDIFICIO cuando termine el terremoto, abrir y cerrar la puerta y dirigirse al área designada en el asfalto. Los maestros llevarán consigo sus hojas de registro de clase y suministros de emergencia. Los maestros se asegurarán de que los estudiantes caminan en silencio y no corran.

Terremoto en terrenos escolares

Cuando ocurre un terremoto, se deben tomar las siguientes acciones si los maestros y los estudiantes se encuentran en los patios escolares:

1. El maestro, ayudante de instrucción u otra persona con autoridad ordenará a los estudiantes que caminan lejos de edificios, árboles, postes o cables expuestos.

2. El maestro deberá implementar la acción AGACHARSE, CUBRE Y SUJETA. Los profesores y alumnos deberán cubrirse la cabeza tanto como sea posible y cerrar los ojos.

3. Los maestros y los estudiantes permanecerán al aire libre hasta que termine el terremoto o hasta que se den más instrucciones.

4. Los maestros/ayudantes de instrucción acompañarán a los niños al área designada en el asfalto. Se les indicará a los estudiantes que se alinean en sus números de salón de clases. Bajo ninguna circunstancia se permitirá que los estudiantes regresen a las aulas.

Procedimientos de emergencia posteriores

1. Los profesores velarán por que los alumnos eviten tocar los cables eléctricos que puedan haberse caído.

2. Los maestros o estudiantes no deberán encender/apagar ninguna luz después del terremoto hasta que el área sea declarada segura.

3. Los maestros prestarán primeros auxilios si es necesario.

4. Los maestros tomarán rollo de sus clases

5. El director se asegurará de que los guardias estén colocados a una distancia segura de todas las entradas del edificio para asegurarse de que nadie vuelva a entrar por ningún motivo hasta que los edificios sean declarados seguros. Los guardias pueden ser custodios, maestros o estudiantes.

6. El director ordenará al custodio que cierre el suministro de agua y gas a las instalaciones, según sea necesario.

7. El director solicitará asistencia según sea necesario, a través de los canales apropiados, de la Oficina de Servicios de Emergencia del condado o de la ciudad o de los departamentos de bomberos y policía.

8. El director deberá notificar a las empresas de servicios públicos sobre cualquier ruptura o sospecha de ruptura en las líneas que pueda presentar un peligro adicional. Si se han producido daños, el conserje cerrará todos los servicios públicos en la válvula principal.

9. El director deberá, si es posible, comunicarse con la oficina del distrito para obtener más instrucciones.

10. El director(en consulta con el superintendente) determinará la conveniencia de cerrar la escuela, con el asesoramiento del Inspector de Edificios de la Ciudad, Departamento de Bomberos, etc.

11. Después del terremoto, el director y el conserje inspeccionarán la seguridad de todos los edificios de acuerdo con los procedimientos de inspección a continuación.

12. Si el edificio es seguro para su uso, el director o la persona designada limpiarán los escombros para reanudar las actividades educativas lo antes posible.

13. Hasta el momento en que los edificios sean seguros para su uso, el director proporcionará instalaciones educativas al aire libre para que el programa educativo pueda continuar con la menor interrupción posible.

FUEGO

Todas las aulas y oficinas deberán tener un letrero de salida de emergencia y un gráfico de evacuación publicados en un lugar destacado.

FUEGO (INTERIOR)

En caso de que se detecte un incendio dentro de un edificio escolar, use los siguientes procedimientos:

a. El director o la persona designada:
- Ordenar una evacuación si la alarma contra incendios no funciona
- Llame al 9-1-1
- Notificar al superintendente

b. Los profesores supervisarán la evacuación de las aulas a las zonas designadas de acuerdo con el Plan de salida de emergencia publicado en cada salón de clases y oficina.

c. Los maestros cerrarán las puertas al evacuar.

d. Los maestros llevarán sus libros de rollo al sitio de evacuación y tomarán rollo. Los maestros reportar cualquier estudiante(s) perdido(s) a su supervisor/administrador de equipo.

e. El Custodio Principal o las personas designadas ayudarán cerrando las válvulas de gas, la electricidad, etc., u otros si fuera necesario para evacuar, apagar el fuego, etc.

f. El Custodio Principal o la persona designada deberá abrir las puertas necesarias para camiones de bomberos y otros acceso de vehículos de emergencia cuando corresponda. El Custodio Principal o la persona designada también mantener las entradas de acceso abiertas para los vehículos de emergencia.

g. Notificar a los estudiantes y al personal cuando sea seguro regresar al sitio escolar bajo la dirección del Departamento de Bomberos y en consulta con el Superintendente o su designado.

INCENDIO (CERCA DE UNA ESCUELA)

El director o la persona designada deberá:

- Determinar la necesidad de ejecutar una evacuación si un incendio cercano representa una amenaza inmediata para los estudiantes o el edificio.

- Notifique al Departamento de Bomberos llamando al 911.

• Notifique a la oficina del superintendente.

- Notificar a los estudiantes y al personal cuando sea seguro regresar al sitio escolar bajo la dirección del Departamento de Bomberos y en consulta con el Superintendente o su designado.

CORTE DE ENERGÍA/APAGONES ESPECIALES

ES LA INTENCIÓN DEL DISTRITO QUE LAS ESCUELAS PERMANEZCAN ABIERTAS DURANTE UN CORTE DE ENERGÍA.

Hay varias etapas de alertas que se transmiten por radio:

- EMERGENCIA ETAPA 1 indica que las reservas operativas en tiempo real se pronostica que el mercado será menor que los criterios de Reservas Operativas Mínimas del Operador Independiente del Sistema de California (CAISO).

- EMERGENCIA DE ETAPA 2 indica que las reservas operativas en el mercado en tiempo real se pronostican en menos del cinco (5) por ciento.

- EMERGENCIA DE ETAPA 3 indica que las reservas operativas en el mercado en tiempo real se pronostican en menos del 1.5 por ciento.

Si se notifica al distrito de una EMERGENCIA DE ETAPA 3, se contactará a los sitios posiblemente afectados tan pronto como sea posible. Una vez notificado, apague las PC, monitores, impresoras, fotocopiadoras y luces cuando no estén en uso o no se necesiten. Si no puede apagar toda la computadora, apague el monitor y la impresora. Apague las luces en las habitaciones desocupadas. A pesar del mejor esfuerzo de todos para comunicarse, es posible que ocurra una interrupción sin previo aviso al distrito. Para mantenerse al tanto de la situación diaria, escuche las estaciones de radio (KSRO) 1350 AM, 96.9 FM o 103.5 FM o (KCBS) 740 AM o 106.9 mientras conduce hacia el trabajo para conocer el estado del día.

PREPARACIÓN PARA UN CORTE

- ❑ Imprimir la tarjeta de emergencia de cada estudiante que incluye contactos, alergias y medicamentos.
- ❑ Imprimir listas de asistencia para cada clase.
- ❑ Determine la disponibilidad de iluminación portátil en el sitio, es decir, linternas y baterías.
- ❑ Averigüe que cuando se pierde la energía, ¿se encienden las luces de emergencia y permanecen las señales de "Salida"? ¿iluminado?
- ❑ Retire los materiales y las cajas de los pasillos y caminos.
- ❑ Revisa la escuela lista de bloqueo de PG&E del distrito para determinar en qué bloque de PG&E se encuentra su sitio situado. Como nota, la energía del Bloque 50 no se interrumpirá.
- ❑ Pida a sus maestros que tengan métodos y planes de enseñanza alternativos para usar en la ETAPA 3 solo.
- ❑ Realice una encuesta de su sitio para las aulas y oficinas sin ventanas y prepare planes de reubicación.

- ❑ Planifique métodos de comunicación alternativos, como corredores, teléfonos celulares o radios.
- ❑ Desarrolle un plan de sitio, como un sistema de compañeros o chaperones, para baños cualquier otro permiso necesario durante este período.
- ❑ Tenga linternas y baterías de repuesto disponibles para los baños y otros lugares con sin ventanas.
- ❑ Pida a su personal y estudiantes que tengan disponible ropa abrigada de temporada.
- ❑ Utilice protectores contra sobretensiones para todos los equipos informáticos, electrodomésticos grandes y dispositivos electrónicos.
- ❑ Organice un equipo para verificar el estado de las personas en edificios e incendios durante el apagón.

DURANTE UN CORTE

CONTACTE A MANTENIMIENTO Y OPERACIONES INMEDIATAMENTE SI SU SITIO ESTÁ EXPERIMENTANDO UN APAGÓN.

- ❑ Los sitios están equipados con teléfonos celulares y radios de emergencia.
- ❑ Si un apagón dura más de 30 minutos, haga que las personas designadas previamente caminen por el campus y verifique el estado de las personas en cada edificio, incluida la verificación de incendios.
- ❑ Use un sistema de compañeros cuando vaya a los baños.
- ❑ NO UTILICE barbacoas, estufas tipo Coleman, hibachi y otros dispositivos para cocinar al aire libre adentro.
- ❑ NO USE velas ni lámparas de gas.
- ❑ Apague las PC, monitores, impresoras, fotocopiadoras, electrodomésticos grandes y luces cuando no estén en uso o no sean necesarios. Si no puede apagar toda la computadora, apague el monitor y la impresora.
- ❑ Apague las luces en las habitaciones desocupadas.

Las interrupciones del servicio no deben durar más de dos horas y, con cierta preparación, las actividades comerciales pueden llevarse a cabo lo más cerca posible de la normalidad.

Si se prolonga un corte de energía, el director debe comunicarse con el Superintendente para recibir instrucciones (liberar a los estudiantes/personal, evacuación a otro sitio, etc.).

REFUGIARSE EN EL LUGAR

Se puede ordenar el Refugio en el lugar en caso de que exista un peligro en la comunidad que pueda presentar un peligro para la comunidad escolar o una situación en la escuela que pueda dañar a los estudiantes o al personal si están al aire libre. Los incidentes pueden incluir fugas de gas, derrames de productos químicos, leones de montaña o un depredador en el vecindario.

Cuando se le indique o cuando un sistema de alerta active un Refugio en el lugar:

- ❑ **REFUGIO.** Entre al edificio o salón de clases más cercano y quédese allí. Cierra la puerta. Está buscando una protección cerrada desde el exterior. Los maestros deben revisar rápidamente los pasillos y llevar a los estudiantes a las aulas. Los maestros mantendrán a todos los estudiantes en el salón de clases hasta que se resuelva la emergencia o el director y/o los socorristas de seguridad pública ordenen evacuar.

- ❑ **CERRAR.** Cierre todas las puertas y ventanas. Cuanto más apretado y completo sea el sello, mejor. Cierre tantas ventanas y puertas como sea posible entre el exterior y su habitación de refugio en el lugar.

- ❑ **ESCUCHAR.** Permanezca en silencio para escuchar las instrucciones críticas de los funcionarios escolares.

    - o Si no hay instrucciones, continúe con las actividades de instrucción/trabajo hasta que la situación se resuelva o se le indique que haga lo contrario.

PASOS ADICIONALES PARA MAESTROS Y PERSONAL SI APROPIA:

❑ Aconseje a los estudiantes que se cubran la boca y la nariz con un paño húmedo o un pañuelo para protegerse de cualquier peligro en el aire.

❑ Un funcionario de la escuela (o un estudiante si no hay un funcionario presente) debe cerrar todas las rejillas de ventilación y apagar los sistemas de ventilación. *El objetivo es mantener el aire interior dentro y el aire exterior fuera. Los acondicionadores de aire y los sistemas de calefacción traen aire exterior.*

❑ Apague todos los motores y ventiladores.*Aún así, el aire sin movimiento es lo mejor. Apague todo lo que genera viento, genere calor adicional o pueda generar chispas.*

❑ Aconseje a los estudiantes que permanezcan protegidos hasta que un funcionario escolar o local dé la señal de "todo despejado".

AMENAZA DE BOMBA

LA PERSONA QUE RECIBE LA AMENAZA DE BOMBA:

❑ Intente obtener la mayor cantidad de información posible cuando se reciba la amenaza. No cuelgues a la persona que llama.

Utilizar la "**lista de verificación de amenazas de bomba**" (adjunto) como guía para recopilar la información necesaria. No tenga vergüenza de hacer preguntas directas y específicas ❑ sobre la amenaza. Mantenga a la persona que llama en el teléfono el mayor tiempo posible. Si la amenaza se recibe por teléfono, intente obtener más información.

La información más importante es:

❑ **¿Cuándo explotará la bomba y dónde se encuentra la bomba?**

❑ Inmediatamente después de recibir la amenaza de bomba, la persona que recibe la llamada notificará verbalmente al administrador del edificio sobre la amenaza recibida. Complete el formulario de "lista de verificación de amenazas de bomba" (adjunto).

❑ Apague los teléfonos celulares y/o las radios walkie-talkie (transmite ondas de radio; podría desencadenar una bomba).

EL ADMINISTRADOR DEL EDIFICIO (SI ES NECESARIO):

❑ Llame al 9-1-1. Proporcione la siguiente información:

- ✔ Su nombre
- ✔ Su número de teléfono de devolución de llamada
- ✔ Ubicación exacta de la calle con el cruce de calles más cercano
- ✔ Naturaleza del incidente
- ✔ Número y ubicación de las personas involucradas y/o lesionadas

❑ Notificar al Superintendente Oficina.

❑ Evacuar los edificios utilizando procedimientos de simulacro de incendio. El director debe tener el permiso del Superintendente para evacuar todo el sitio.

❑ Implemente una inspección sistemática de las instalaciones para determinar si todos están fuera.

❑ El Departamento de Bomberos o los Oficiales de Policía organizará un equipo de búsqueda para verificar si hay objetos sospechosos; una bomba se puede disfrazar para parecerse a cualquier objeto común. Los empleados del sitio deben estar listos para ayudar según sea necesario.

- ❑ Mantener una línea telefónica abierta para las comunicaciones.

- ❑ Asegure todas las salidas para evitar el reingreso a los edificios durante el período de búsqueda.

- ❑ Asegúrese de que las personas se mantengan alejadas de todos los edificios; se puede colocar una(s) bomba(s) contra una pared exterior. La explosión se dirigió en gran parte lejos del edificio.

- ❑ Vuelva a ocupar los edificios sólo cuando las autoridades correspondientes lo autorice.

INTRUSO EN EL CAMPUS

El intruso del campus se define como un no estudiante o un estudiante suspendido que merodea o crea disturbios en la propiedad escolar. Los intrusos están cometiendo el delito de Intrusión Criminal. Las armas peligrosas y/u ocultas están prohibidas en las instalaciones de la escuela a menos que las lleven los agentes del orden público.

Nivel bajo:

- ❑ Mantener a la(s) persona(s) sospechosa(s) bajo constante vigilancia encubierta.
- ❑ Acérquese y salude al intruso de manera cortés y no amenazante.
- ❑ Identifíquese como funcionario de la escuela.
- ❑ Pídale al intruso que se identifique.
- ❑ Pregúnteles cuál es el propósito de estar en el campus.
- ❑ Aconsejar Intruso de las leyes de transgresión.
- ❑ Pídele al intruso que abandone el campus en silencio o invítalo a que te acompañe a la oficina.
- ❑ Si el intruso se niega a responder a sus solicitudes, infórmese de su intención de convocar a los agentes del orden.
- ❑ Si el intruso no da indicios de abandonar voluntariamente las instalaciones, notifique a la Policía y la Administración.

Si los intrusos están en el patio de recreo o en los terrenos a la hora del almuerzo o del almuerzo:

- ❑ Los supervisores al aire libre deben notificar a la oficina por radio y trasladar a todos los estudiantes a la cafetería/gimnasio/aulas a menos que se indique lo contrario.
- ❑ Cierre con llave las puertas de salida a la cafetería/gimnasio.
- ❑ Difundir la alarma de REFUGIO EN EL LUGAR o BLOQUEO en el resto de la escuela, según corresponda.

SITUACIÓN DE REHENES

El personal y los estudiantes deben sentarse en silencio si la situación es en su presencia. TRATA de mantener la calma. El personal debe dar el ejemplo si el intruso armado está en su presencia haciendo todo lo posible para que el miembro del personal y los estudiantes sobrevivan. Si comienzan los disparos, el personal y los estudiantes deben buscar refugio o iniciar procedimientos de movimiento rápido.

- **No participe en una conversación ni trate de persuadir al intruso para que abandone su salón de clases o escuela.** Recuerda, estás en una situación ilógica, por lo que cualquier argumento lógico puede pasar desapercibido. El intruso probablemente sea consciente del peligro potencial al que se enfrentaría si abandonara el aula. El intruso puede percibirse a sí mismo como cuerdo.

- Si el intruso le habla a usted oa sus alumnos, entonces respóndale. **No lo provoques.** No trate de tomar el asunto en sus propias manos. Se les debe decir a los estudiantes que no susurran entre ellos, se rían o se burlen del intruso. Recuerde, el intruso está perturbado y probablemente mentalmente enfermo, y más que probablemente paranoico. Cualquier susurro o risa puede ser percibido por el intruso como dirigido a él o ella.

- Se debe enseñar a los estudiantes a responder por sí mismos cuando se les amenaza. Pueden ocurrir incidentes que no dejen tiempo para las señales. Si los estudiantes están afuera y no pueden encontrar acceso a una habitación, deben, dependiendo de la situación,iniciar acción "**LLEVAR CUBRIR posicionarse** o correr en zig-zag hacia las áreas de preparación y **MANTÉN LA CALMA**.

- Si y cuando sea posible, llame a la Administración y/o al 9-1-1.

BLOQUEO: TIRADOR ACTIVO

Se emite una alerta de bloqueo si hay un francotirador, un intruso armado o un tirador activo en el campus. Los miembros del personal tienen una cantidad de tiempo muy limitada para comprometerse con un curso de acción. Evalúe inmediatamente tanto la situación como el entorno circundante y responda a la situación según el entrenamiento y los ejercicios de tirador activo. Esto también es cierto para sus estudiantes que pueden necesitar convertirse en recursos para sustitutos o que están solos cuando ocurre un evento.

Recuerde, la respuesta de Lockdown es una asociación con la policía local.

Las acciones inmediatas deben incluir:

- ❑ Los estudiantes y el personal ingresan a las aulas/edificios o corren a áreas de evacuación fuera del sitio.
- ❑ LOCKDOWN incluye construir barricadas en las puertas, barricadas internas, cubrir ventanas y apagar/atenuar las luces.
- ❑ Notificar a la administración.
- ❑ Llame al 9-1-1 si conoce la ubicación del tirador, la descripción o identidad del tirador o si necesita orientación médica para una víctima.
- ❑ La administración notifica al Superintendente.

Actividades intermedias:

- ❑ Coloque una tarjeta roja debajo de la puerta/en una ventana si tiene una lesión grave en el salón de clases.
- ❑ tomar rollo
- ❑ Llevar a cabo actividades para reducir la ansiedad.

Evacuación:

- ❑ Prepare a los estudiantes y a usted mismo para una evacuación rápida
- ❑ Siga las instrucciones de las fuerzas del orden cuando lleguen

ENVENENAMIENTO, DERRAMES QUÍMICOS, MATERIALES PELIGROSOS

ENVENENAMIENTO

Si un estudiante ingirió una sustancia venenosa:

- ❑ Llame a la línea de enlace del centro de control de intoxicaciones al 1-800-222-1222. Tome los primeros auxilios apropiados medidas.
- ❑ Llame a los padres.
- ❑ Notifique al Superintendente.

Después de cualquier emergencia, notifique a la Oficina del Superintendente del Distrito

DERRAME QUÍMICO EN EL SITIO:

Las siguientes son pautas para derrames químicos:

- ❑ Evacue el área inmediata de los estudiantes y el personal.
- ❑ Determinar si iniciar el Protocolo de Refugio en el Lugar
- ❑ Asegure el área (bloquee los puntos de entrada)
- ❑ Identifique el químico y siga los procedimientos para ese químico en particular.
- ❑ Notifique a la Oficina del Distrito.

DERRAME QUÍMICO FUERA DEL SITIO QUE INVOLUCRA EQUIPO/PROPIEDAD DEL DISTRITO

- ❑ Notifique a la Oficina del Distrito con la siguiente información:
  - ✔ Fecha, hora y lugar exacto de la liberación o amenaza de liberación
  - ✔ Nombre y número de teléfono de la persona que informa
  - ✔ Tipo de sustancia química involucrada y la cantidad estimada
  - ✔ Descripción de los peligros potenciales presentados por el derrame
  - ✔ Notificación de fecha y hora del documento realizada
  - ✔ Personal de emergencia respondiendo (Patrulla de Carreteras, CALTRANS, etc.)
  - ❑ Ubique un extintor de incendios y téngalo presente, en caso de que surja la

necesidad.

- ❑ Coloque triángulos reflectantes o conos de tráfico si está en la calle o en la carretera. ¡NO BENGALAS DE LUZ!
- ❑ Si el equipo de respuesta a derrames está disponible, utilícelo para tomar las medidas necesarias para evitar que el derrame se propague.

Informe de derrames de productos químicos

Una vez que se ha completado una respuesta de emergencia a un derrame, la persona que informa el derrame inicial debe completar una EVALUACIÓN DE RESPUESTA A DERRAMES. El incidente debe ser informado al Superintendente DENTRO DE LAS 24 HORAS DEL DERRAME.

Limpieza de derrames

Los derrames químicos no pueden ser limpiados por el personal de la escuela. Llame a la Oficina del Distrito para obtener direcciones. La limpieza será coordinada a través de un contratista designado.

SUSTANCIAS PELIGROSAS

Las sustancias peligrosas incluyen las siguientes, pero no se limitan a las siguientes:

Gasolina, solventes, aceite de motor, combustible diesel, queroseno, anticongelante, gases/humos transportados por el aire, diluyente de laca, pintura, aerosol agrícola, diluyente de pintura, tinte y líquido de frenos

Siempre llame para pedir ayuda y:

- ❑ Extinguir todas las fuentes de ignición
- ❑ Apague el interruptor principal de emergencia de la bomba de combustible, si corresponde
- ❑ Mueva el equipo de extinción de incendios apropiado al área
- ❑ Si es posible, contenga el derrame para evitar una mayor contaminación.
- ❑ Alejar a las personas/personal o evacuar del área de contaminación

Si el derrame es demasiado grande para manejarlo, comuníquese con el Departamento de Mantenimiento de la Oficina del Distrito.

El personal y los estudiantes evacuarán el área inmediatamente, si corresponde. **Muévase cuesta arriba, contra el viento, río arriba si es posible.**

DERRAME DE COMBUSTIBLE DEL VEHÍCULO

Cuando se ha producido un derrame, lo primero que hay que hacer es evitar que la situación empeore. Sigue estos pasos:

- ❑ Apague el interruptor de emergencia
- ❑ Evite el contacto con la piel
- ❑ Aísle el derrame de personas y vehículos bloqueando todos los puntos de entrada
- ❑ Detener y evaluar cualquier peligro
- ❑ Evite la descarga en los desagües pluviales. Desvíe el flujo sellando áreas con absorbentes Prevenir la escorrentía. Use "calcetines" o "barras" absorbentes para contener el derrame
- ❑ Identifique la fuente, la cantidad estimada derramada y detenga más fugas - SI SE PUEDE HECHO CON SEGURIDAD
- ❑ Cuida a los heridos
- ❑ Notifique a la Oficina del Distrito.
- ❑ Si el derrame es incontrolable, comuníquese con el Departamento de Bomberos llamando al 9-1-1

Si, después del intento de contención, el escape aún representa una amenaza actual o potencial, notifique a la Oficina de Servicios de Emergencia de California ya las organizaciones locales de asistencia de emergencia (bomberos, policía, etc.). Proporcione la siguiente información:

- ❑ Fecha, hora y lugar exacto del lanzamiento
- ❑ Nombre y número de teléfono de las personas que reportan el escape
- ❑ El tipo de combustible derramado y la cantidad estimada
- ❑ Descripción de los peligros potenciales presentados por el derrame de combustible

❑ Documente la hora y la fecha en que se realizó la notificación y la información proporcionada

❑ Un informe escrito a la oficina correspondiente del Departamento de Servicios de Salud de California se requiere dentro de los 15 días posteriores al incidente. Comuníquese con el Distrito para obtener ayuda con este Informe.

RUTAS Y PROCEDIMIENTOS DE EVACUACIÓN DE EMERGENCIA

En una evacuación de emergencia del edificio, todos los empleados:

- ❑ En caso de alerta de emergencia, asegure el área de trabajo y parta/preséntese al área asignada.
- ❑ Realizar las tareas asignadas previamente por el director en cooperación con los servicios de emergencia personal.
- ❑ NO vuelva a ingresar al edificio sin permiso o solicitud del servicio de emergencia autoridades.
- ❑ Permanecer en las áreas de asamblea general y calmar a los estudiantes si no se les asigna otra tarea.
- ❑ Cuando se le indique que vuelva a ingresar a las áreas seguras de la escuela, hágalo rápidamente.
- ❑ Al volver a ingresar de manera segura, informe cualquier problema al Jefe de Operaciones.

En una evacuación de emergencia del edificio, los maestros también:

- ❑ En caso de alerta, reúna a los estudiantes para la evacuación utilizando las rutas designadas y tenga en cuenta todos los estudiantes.
- ❑ Habitación segura.
- ❑ Si es posible, deje una nota en la puerta que indique a dónde evacuó la clase si no es el área de montaje estándar.
- ❑ Al llegar al área de reunión, se da cuenta de todos los estudiantes.
- ❑ Tratamiento médico seguro para los estudiantes lesionados.
- ❑ Informe a cualquier estudiante que falte o que se quede atrás debido a lesiones graves.

- ❑ Quédese con los estudiantes y tranquilícese.

- ❑ Si se les indica que vuelvan a entrar a la escuela, asegúrese de que los estudiantes lo hagan rápida y tranquilamente. cuenta para todos los estudiantes.

- ❑ Revise la habitación e informe cualquier problema al líder del equipo y/o al jefe de operaciones.

- ❑ Informe a los estudiantes para calmar los temores sobre la evacuación.

Evacuación de emergencia del campus

Si es necesario evacuar todo el plantel a otra escuela o centro de ayuda, el Director:

- ❑ Notificar al Superintendente de la evacuación del campus.

- ❑ Cooperar con las autoridades de emergencia para reclutar estudiantes/personal con automóviles para ayudar evacuados de transporte.

- ❑ Dirija la evacuación, asegúrese de que todos los estudiantes/personal sean contabilizados a medida que salen y llegan.

EMERGENCIAS MÉDICAS

Con calma y cuidado, evalúa la emergencia médica a la que te enfrentas. Tome sólo aquellas medidas para las que está calificado.

Siempre debe usar guantes de látex o de goma para evitar el contacto con los fluidos corporales.

RESPIRACIÓN DE RESCATE

- ❑ Incline suavemente la cabeza hacia atrás y levanté la barbilla para abrir las vías respiratorias.
- ❑ Pellizca la nariz para cerrarla.
- ❑ Dar dos respiraciones lentas en la boca.
- ❑ Respire en un adulto una vez cada cinco segundos, y para niños o bebés respire suavemente una vez cada tres segundos.
- ❑ Si está haciendo el procedimiento correctamente, debería ver que el tórax sube y baja.

PARA DEJAR DE SANGRAR

- ❑ Aplicar presión directa sobre la herida.
- ❑ Mantenga la presión hasta que se detenga el sangrado.
- ❑ Si el sangrado proviene de un brazo o una pierna, y si la extremidad no está rota, elévese por encima del nivel del corazón.
- ❑ Si la extremidad parece estar rota, minimice cualquier movimiento, pero tome las medidas necesarias para detener el sangrado.

TRATAMIENTO PARA EL CHOQUE

- ❑ Haga lo que sea necesario para mantener la temperatura corporal de la persona lo más cerca posible de lo normal posible.
- ❑ Intente descartar una fractura en el cuello o la espalda.
- ❑ Si no hay lesiones en la espalda o el cuello, eleve ligeramente las piernas de la persona.

ASFIXIA

- ❑ Parece detrás de la persona.
- ❑ Coloque el lado del pulgar de uno de sus puños contra el abdomen de la persona, justo por encima del ombligo y muy por debajo del final del esternón.

- ❑ Sujeta el puño con la otra mano, dé un empujón abdominal.
- ❑ Repita hasta que salga el objeto.
- ❑ Si es necesario, comience la respiración boca a boca.

DIRECTRICES DE TRIAJE

El triaje se define como *la clasificación de los pacientes en categorías de prioridad para la atención en función de las lesiones y emergencias médicas.* Este proceso se utiliza en la escena de desastres y emergencias con múltiples víctimas cuando hay más víctimas que rescatistas capacitados en atención de emergencia.

Los incidentes que involucran un gran número de víctimas y tienen un retraso en el tiempo de respuesta de los servicios médicos de emergencia requieren una forma especial de triaje. El sistema de clasificación modificado que se usa con mayor frecuencia es el S.T.A.R.T. (Triage Simple y Tratamiento Urgente) Plan. En este plan, los pacientes se clasifican en categorías muy amplias que se basan en la necesidad de tratamiento y las posibilidades de supervivencia en las circunstancias del desastre. Estas categorías se enumeran a continuación:

Prioridades de TRIAJE
Máxima prioridad - ETIQUETA ROJA
1. Dificultades respiratorias y de las vías respiratorias
2. Paro cardíaco
3. Sangrado grave no controlado o sospechado
4. Lesiones graves en la cabeza
5. Problemas médicos graves
6. Heridas torácicas o abdominales abiertas
7. Choque severo
Segunda Prioridad - ETIQUETA AMARILLA
1. Quemaduras
2. Fracturas múltiples mayores

3. Lesiones de espalda con o sin daño de la médula espinal
Tercera Prioridad - ETIQUETA VERDE
1. Fracturas u otras lesiones de carácter leve
Prioridad más baja - NEGRO
2. Obviamente heridas mortales donde la muerte parece razonablemente segura.
3. obviamente fallecido

COMENZAR. Lista de verificación de clasificación del plan

Este método permite la identificación rápida de aquellos pacientes que están en mayor riesgo de muerte prematura y la provisión de técnicas básicas de estabilización para salvar vidas.

Contacto inicial

- ❑ Identifíquese y oriente a todos los pacientes que puedan caminar para que se reúnan y permanezcan en un lugar seguro.
  Etiqueta a estas personas **VERDE**
- ❑ Comience a evaluar a los pacientes no ambulatorios donde están acostados.

Evaluar la respiración (normal, rápida, ausente)

- ❑ Si está ausente, abra la vía aérea para ver si comienza la respiración.
- ❑ Si no respira, marque **NEGRO** (muerto) NO REALICE RCP
- ❑ Si el paciente necesita ayuda para mantener las vías respiratorias abiertas o la frecuencia respiratoria es superior a 30 por minuto, día **ROJO** (intento de usar un espectador para mantener abiertas las vías respiratorias)
- ❑ Si la respiración es normal, vaya al siguiente paso

Evaluar la perfusión (pulso, sangrado)

- ❑ Use la prueba de llenado capilar para verificar el pulso radial (muñeca)
- ❑ Si la prueba de llenado capilar dura más de 2 segundos o no hay pulso radial, etiquete **ROJO**

- ❑ Si el relleno capilar es inferior a 2 segundos o si hay pulso radial, vaya al siguiente paso.
- ❑ Cualquier sangrado que ponga en peligro la vida debe controlarse en este momento y, si es posible, piernas del paciente para tratar el shock (intentar usar un espectador para mantener la presión/sangrado control)

Evaluar el estado mental (comandos, movimiento)

- ❑ Use comandos/tareas simples para evaluar
- ❑ Si el paciente no puede seguir órdenes simples, etiquete **ROJO**
- ❑ Si el paciente puede seguir comandos simples, se le etiquetará **AMARILLO** o**VERDE**
- ❑ Esto dependerá de otras condiciones, donde sus lesiones determinarán la prioridad de **AMARILLO** versus **VERDE** (es decir, las fracturas múltiples requerirían un mayor nivel de tratamiento que las laceraciones superficiales)

SUICIDIO

Las publicaciones de muchas organizaciones y agencias gubernamentales contienen consejos para las personas que se enfrentan a personas suicidas. Ese consejo se resume a continuación.

Hacer

Escuchar a lo que la persona está diciendo y tomar en serio su amenaza suicida. Muchos veces una persona puede estar buscando precisamente esa seguridad.

Observar el comportamiento no verbal de la persona. En niños y adolescentes, las expresiones faciales, el lenguaje corporal y otros signos concretos a menudo son más reveladores de lo que la persona dice.

Preguntar si la persona realmente está pensando en suicidarse. Si la respuesta es "SÍ", pregunte cómo él/ella planea hacerlo y qué pasos ya se han tomado. Esto convencerá a los persona de su atención y hacerle saber qué tan grave es la amenaza.

Consigue ayuda comunicándote con un miembro del Equipo de Respuesta a Crisis apropiado. Nunca intente manejar un posible suicidio por sí mismo.

Permanecer con la persona Lleve a la persona a un miembro de CRT y quédese con esa persona durante un rato. La persona ha depositado su confianza en ti, por lo que debes ayudar a transferir esa confianza a la otra persona.

No

No dejar a la persona sola aunque sea por un minuto.

No actuar sorprendido o jurar guardar el secreto.

No subestimar o dejar de lado una amenaza de suicidio ("Realmente no lo harás; no estás el tipo"), o para escandalizar o desafiar a la persona ("Adelante. Hazlo"). La persona es posible que ya se sienta rechazado y desapercibido, y no debe aumentar la carga.

No deja que la persona te convenza de que la crisis ha terminado. El momento más peligroso precisamente cuando la persona parece sentirse mejor. A veces, después de un suicidio seleccionado el método, la persona puede parecer feliz y relajada. Debería, por lo tanto, manténgase involucrado hasta que obtenga ayuda.

No tomar demasiado de ti mismo. Su responsabilidad hacia la persona en crisis es limitada escuchando,ser de apoyo, y conseguir él/ella a un profesional capacitado. Bajo ninguna circunstancia debe intentar aconsejar a la persona.

VÍCTIMAS EN MASA

En caso de un incidente con víctimas en masa (MCI):

- ❑ Determina cuál es el problema y **llama al 9-1-1** para los servicios de emergencia locales.

Nota: Una baja es una víctima de un accidente o desastre.

- ❑ Identifique el problema y dé la dirección de la escuela.
- ❑ Los administradores del sitio deciden si activar o no los Primeros Auxilios para Desastres del Sitio Escolar
  Protocolos de equipo (ver Plan de desastres del sitio escolar).
- ❑ Determine si el problema continuará o si se acabó.
- ❑ Notificar al Superintendente Oficina.
- ❑ El representante de la escuela se reunirá con el Oficial de Comando de Incidentes (Departamento de Bomberos o Policía Oficial) quien determinará la naturaleza exacta del incidente.
- ❑ Los administradores del sitio/primeros respondedores implementarán protocolos de seguimiento de víctimas en masa según corresponda a la situación.
- ❑ Mantenga la calma, tranquilice a los estudiantes.
- ❑ El Departamento de Bomberos notificará a las agencias apropiadas para obtener ayuda adicional.
- ❑ El equipo de crisis se reunirá.
- ❑ Comunicarse con el Superintendente para determinar la necesidad de enviar a los estudiantes a casa.

FICHA DE SEGUIMIENTO DEL PACIENTE
VÍCTIMAS EN MASA

Página _____

Hospitales:

KSR -	**Kaiser Santa Rosa**
RSS -	**Sutter Santa Rosa**
SJM -	**Saint Joseph Memorial Santa Rosa**
PV-	**Valle de Petaluma**
PDHS-	**Palm Drive Hospital Sebastopol**

Paramédico Etiqueta #	Nombre de la víctima	Identificación del Estudiante #	Hora de salida	Hospital

FIRMADO:

FECHA:

BIOTERRORISMO

AMENAZA DE ÁNTRAX

Cómo identificar cartas o paquetes sospechosos:

- ✔ Franqueo excesivo
- ✔ Direcciones manuscritas o mal escritas
- ✔ títulos incorrectos
- ✔ Título, pero sin nombre
- ✔ Errores ortográficos de palabras comunes
- ✔ Manchas aceitosas, decoloraciones u olores
- ✔ Sin dirección de retorno
- ✔ Peso excesivo
- ✔ Envoltura torcida o desigual
- ✔ Alambres que sobresalen o papel de aluminio
- ✔ Exceso de material de seguridad como cinta de carrocero, cordel, etc.
- ✔ Distracciones visuales
- ✔ sonido de tic-tac
- ✔ Marcado con endosos restrictivos, como "Personal" o "Confidencial".
- ✔ Muestra una ciudad o estado en el matasellos que no coincide con la devolución DIRECCIÓN.

Carta sin abrir sospechosa o paquete marcado con un mensaje amenazante como "Ántrax":

❑ No agite ni vacíe el contenido de ningún sobre o paquete sospechoso.

❑ Coloque el sobre o paquete en una bolsa de plástico o algún otro tipo de recipiente para evitar fuga de contenido.

❑ Si no tiene ningún recipiente, cubra el sobre o el paquete con cualquier cosa (p. ej., ropa, papel, bote de basura, etc.) y no retire esta cubierta.

❑ Luego salga de la habitación y cierre la puerta, o separe el área para evitar que otros entrando

❑ Lávese las manos con agua y jabón para evitar esparcir el polvo en la cara.

- ❑ Si está en casa, informe del incidente a la policía local. Si está en el trabajo, reporte el incidente a la policía local y al administrador de su sitio.
- ❑ Enumere a todas las personas que estaban en la habitación o el área cuando se envió esta carta o paquete sospechoso reconocido. Entregue la lista tanto a las autoridades locales de salud pública como a las fuerzas del orden oficiales para investigaciones de seguimiento y asesoramiento.

Sobre con polvo o polvo derramado sobre una superficie:

- ❑ No intente limpiar el polvo. Cubra el contenido derramado inmediatamente con algo y no quite esta cubierta.
- ❑ Salga de la habitación y cierre la puerta o separe el área para evitar que entren otras personas.
- ❑ Lávese las manos con agua y jabón para evitar esparcir el polvo en la cara.
- ❑ Si estás en casa, LLAMA al 9-1-1 para reportar el incidente. Si está en el trabajo, LLAME AL 9-1-1 y su administrador del sitio para reportar el incidente.
- ❑ Quítese la ropa muy contaminada lo antes posible y colóquela en una bolsa de plástico, o algún recipiente que se pueda sellar. La bolsa de ropa debe ser entregada a la emergencia. personal de respuesta para su eliminación adecuada.
- ❑ Dúchate con agua y jabón lo antes posible. No use lejía u otro desinfectante en tu piel.
- ❑ Si es posible, enumerar a todas las personas que estaban en la habitación o el área, especialmente aquellas que tuvieron contacto con el polvo. Entregue la lista tanto a la policía local como a las autoridades de salud pública para que se pueden dar las instrucciones adecuadas para el seguimiento médico y la investigación adicional.

Posible contaminación de la habitación por aerosol:

(Ejemplos: pequeños dispositivos activados que advierten que los sistemas de tratamiento de aire están contaminados o que advierten que se ha liberado un agente biológico en un espacio público).

- ❑ Apague los ventiladores locales o las unidades de ventilación en el área.
- ❑ Abandone el área inmediatamente.
- ❑ Cierra la puerta o separa el área para evitar que otros entren.
- ❑ **Muévete contra el viento, cuesta arriba, río arriba.**
- ❑ Si está en casa, informe del incidente a la policía local. Si está en el trabajo, reporte el incidente a la policía local y al administrador de su sitio.
- ❑ Apague los sistemas de tratamiento de aire en el edificio si es posible.
- ❑ Si es posible, enumerar a todas las personas que estaban en la habitación o el área, especialmente aquellas que tuvieron contacto con el polvo. Entregue la lista tanto a la policía local como a la salud pública autoridades así que se pueden dar las instrucciones adecuadas para el seguimiento médico y la investigación adicional.

NO ENTRE EN PÁNICO

Los organismos del ántrax pueden causar infecciones en la piel, el sistema gastrointestinal o los pulmones. Para que esto suceda, el organismo debe frotarse contra la piel lesionada, tragar o inhalar como un rocío fino en forma de aerosol. La enfermedad se puede prevenir después de la exposición a las esporas de ántrax mediante el tratamiento temprano con los antibióticos apropiados. El ántrax no se transmite de una persona a otra.

Para que el ántrax sea efectivo como agente encubierto, debe ser aerosolizado en partículas muy pequeñas. Esto es difícil de hacer y requiere mucha habilidad técnica y equipo especial. Si se inhalan estas pequeñas partículas, puede ocurrir una infección pulmonar potencialmente mortal, pero el reconocimiento y el tratamiento oportunos son efectivos.

BOTULISMO

La infección por botulismo es extremadamente rara, con menos de 200 casos informe en los EE. UU. cada año. Hay dos formas de botulismo que están asociadas con un acto terrorista:

Botulismo transmitido por alimentos

La bacteria se ingiere con la fuente de alimento contaminada.

Los síntomas comienzan entre 6 horas y 2 semanas, pero más comúnmente entre 12 y 36 horas después de comer alimentos contaminados.

Visión doble o borrosa, párpados caídos, mancha arrastrada, dificultad para tragar, boca seca y debilidad muscular descendente que afecta primero los hombros, luego la parte superior de los brazos, la parte inferior de los brazos, los muslos, las pantorrillas, etc.

Estos síntomas pueden estar precedidos por trastornos gastrointestinales como calambres abdominales, náuseas, vómitos y diarrea. La parálisis de los músculos respiratorios causará la muerte a menos que la persona sea asistida por ventilación mecánica. La toxina del botulismo puede ocurrir naturalmente en alimentos poco cocidos, pero la frecuencia de esto es extremadamente rara.

Botulismo por inhalación

El botulismo por inhalación resulta de la inhalación de la toxina en aerosol. Una pequeña cantidad de toxina en aerosol liberada en el viento puede tener un efecto devastador en la población circundante. No obstante, el botulismo por inhalación podría infligirse a un número más limitado de víctimas al introducir un objeto contaminado en un área cerrada, como el interior de un edificio. Los síntomas son indistinguibles de los del botulismo transmitido por los alimentos, excepto que los signos gastrointestinales que a veces se asocian con el botulismo transmitido por los alimentos pueden no presentarse.

El botulismo no se puede transmitir de una persona a otra. No existe una vacuna para el tratamiento del botulismo en este momento. Sin embargo, el tratamiento consiste en inmunización pasiva con antitoxinas equinas y atención de apoyo al paciente.

VIRUELA

La infección de viruela resulta del virus variola. La enfermedad fue una vez de alcance mundial. Antes de que las personas fueran vacunadas, casi todos contraían la enfermedad. El virus fue efectivamente erradicado del mundo a fines de la década de 1970, y la Organización Mundial de la Salud recomendó a los gobiernos que suspendieran las vacunas de rutina en 1980.

La vacunación ha demostrado ser eficaz para prevenir la enfermedad en personas expuestas si se administra dentro de los 4 días posteriores a la exposición.

La viruela es una enfermedad infecciosa altamente contagiosa que tiene una tasa de mortalidad de alrededor del 30%. Desde la interrupción de la vacunación a principios de la década de 1980, prácticamente nadie está protegido contra la enfermedad en la actualidad. El gobierno de los EE. UU. está trabajando actualmente para abordar la necesidad de vacunas. No existe un tratamiento comprobado en caso de que ocurra una infección.

CAPÍTULO 9: ESTUDIANTES CON NECESIDADES ESPECIALES

PLANIFICACIÓN DE EMERGENCIAS

La planificación para estudiantes con necesidades especiales antes, durante y después de una emergencia es esencial para garantizar la seguridad de los estudiantes y del personal mientras se mitigan las situaciones peligrosas. El personal de la escuela, que puede incluir administradores, maestros, especialistas en educación, psicólogos, para profesionales, enfermeras y personal de mantenimiento, trabaja colectivamente para considerar las necesidades visuales, relacionadas con la comunicación, relacionadas con la movilidad, cognitivas, de atención y emocionales de los estudiantes con necesidades especiales durante situaciones de emergencia. Teams toma el siguiente curso de acción al planificar y prepararse para estudiantes con necesidades especiales durante una emergencia:

- Identificar las necesidades especiales de los estudiantes.
- Mantener una lista confidencial de estudiantes con necesidades especiales.
- Aprovechar las adaptaciones, modificaciones y servicios actuales
- Enseñar a los estudiantes con necesidades especiales estrategias de respuesta a emergencias
- Informar y formar a los adultos.

IDENTIFICACIÓN DE LAS NECESIDADES ESPECIALES DE LOS ESTUDIANTES Y CREACIÓN DE UNA LISTA CONFIDENCIAL

El equipo de planificación del personal determina qué estudiantes necesitarán apoyo adicional durante situaciones de emergencia y determina las necesidades específicas de los estudiantes individuales en sus respectivas escuelas. Se crea una lista confidencial que describe las necesidades físicas y emocionales de cada estudiante durante una emergencia. Esta lista es fundamental ya que detalla los medicamentos, las adaptaciones y los accesorios específicos que necesita el estudiante durante el evento de emergencia. Una vez que el equipo ha creado la lista, el especialista en educación y/o el maestro crea un kit de emergencia que contiene los artículos de emergencia además de los juguetes sensoriales necesarios, auriculares insonorizados, medicamentos y materiales/juguetes para actividades (libros, libros para colorear, crayones, pelotas antiestrés, etc.). Esta lista y el kit de emergencia acompañan al personal y a los estudiantes en caso de emergencia.

CONSTRUCCIÓN SOBRE ALOJAMIENTOS, MODIFICACIONES Y SERVICIOS ACTUALES

El equipo de planificación considera el Plan de Educación Individualizado de los estudiantes y las adaptaciones 504 al desarrollar metas, objetivos y cursos de acción. Los equipos analizan posibles adaptaciones que incluyen:

- Supervisión durante las transiciones; adulto uno a uno asignado al estudiante

- Instrucciones simples en múltiples modalidades que se practican en situaciones que no son de emergencia.
- Un lugar tranquilo pre identificado para que un estudiante se autorregula
- Artículos inquietos/juguetes sensoriales
- Alimentos
- Acceso a estaciones de saneamiento/lavado de manos y desinfectante de manos
- Un sistema de compañeros de trabajo
- Acceso a medicamentos de emergencia/gestión de medicamentos
- Acceso a auriculares con cancelación de ruido
- Asientos asignados durante una situación de emergencia

Los equipos también consultarán con los padres, cuidadores y estudiantes con necesidades especiales para ayudarlos a satisfacer mejor las necesidades del estudiante identificado. Crear una asociación entre el estudiante, la familia y el equipo escolar para garantizar la seguridad es un factor crucial en el plan de seguridad.

ENSEÑANZA DE ESTRATEGIAS DE RESPUESTA A EMERGENCIAS

Se brindará capacitación en respuesta a emergencias a los estudiantes con necesidades especiales y al personal responsable de su atención. Los estudiantes y el personal deben aprender formas de comunicarse con los socios de seguridad en caso de separación de sus cuidadores; ser capaz de comunicar detalles sobre sus necesidades especiales; y usar cualquier herramienta necesaria, como equipo de evacuación, ayudas visuales, administración de medicamentos y uso de artículos accesorios.

Se administrarán simulacros de rutina para permitir suficiente tiempo para practicar respuestas a escenarios de emergencia. En la mayor medida posible, estos simulacros se discutirán con los estudiantes a un nivel apropiado para su edad antes de su administración. Los maestros pueden usar tecnología de asistencia, historias sociales, tarjetas ilustradas, materiales sensoriales y otras herramientas para enseñar a los estudiantes qué esperar y cómo responder durante una emergencia.

El personal debe considerar las necesidades únicas de los niños con necesidades especiales al realizar simulacros. El personal debe tener en cuenta que los estudiantes en sillas de ruedas motorizadas requerirán práctica con las rutas de evacuación, y los estudiantes en el espectro o los estudiantes con problemas de integración sensorial pueden necesitar apoyo adicional para lidiar con ruidos fuertes, luces brillantes, etc.

Los sitios pueden colaborar con socios de la comunidad en entornos que no sean de emergencia para permitir oportunidades de interacción y desarrollo de relaciones para ayudar a los estudiantes a sentirse cómodos antes de los simulacros.

INFORMAR Y FORMAR A LOS ADULTOS

El personal está capacitado en los cursos de acción necesarios para apoyar a los estudiantes con necesidades especiales durante una emergencia. Se informa al personal de sus responsabilidades para satisfacer las necesidades de los estudiantes y cómo comunicarse con los socios de la comunidad en caso de una emergencia. El personal revisa los procedimientos de seguridad y discute cómo las acciones específicas afectarán a los estudiantes con respecto al acceso, las necesidades funcionales, incluidos los medicamentos requeridos, la orientación, la asistencia de evacuación, los servicios de asistencia personal y el apoyo a aquellos que pueden experimentar ansiedad severa durante eventos traumáticos. La capacitación incluye discusiones sobre todo tipo de escenarios de emergencia. El equipo analiza las posibles amenazas y peligros de estos escenarios y evalúa los riesgos y vulnerabilidades de la situación. Apoyar a los niños con necesidades especiales durante una emergencia requiere un enfoque multifacético y colaborativo que involucre a todas las partes interesadas clave.

LISTA DE VERIFICACIÓN PARA LA PLANIFICACIÓN DE EVACUACIÓN DE EMERGENCIA ESCOLAR ESTUDIANTES CON NECESIDADES ESPECIALES		
Responda las siguientes preguntas para ayudarlo a prepararse para una emergencia.	**SÍ**	**NO**
¿La lista de sus estudiantes con necesidades especiales está completa y actualizada?		
¿Ha identificado las necesidades médicas de sus estudiantes y sus horarios de medicación?		
¿Ha recorrido las vías de evacuación y las salidas en busca de posibles obstáculos?		
¿Se han identificado múltiples sitios de evacuación que sean accesibles para los estudiantes/personal?		
¿Está marcada la ruta de evacuación principal para mostrar claramente la ruta?		
¿Hay suficiente oxígeno para 72 horas?		
¿Se han identificado las necesidades de transporte de los estudiantes?		
¿Ha identificado las herramientas necesarias, como planes de respuesta personal, equipos de evacuación o ayudas visuales para los estudiantes?		
¿Ha identificado todas sus necesidades de comunicación para sus estudiantes?		
¿Ha considerado adaptaciones de emergencia para personas con discapacidades temporales?		
¿Ha fomentado una relación con los estudiantes y los socorristas locales?		
¿Se ha desarrollado un "sistema de apoyo entre pares" para los estudiantes?		
¿Ha recibido capacitación, personal capacitado en técnicas de elevación adecuadas?		
¿Se ha alentado a los estudiantes y las familias a proporcionar medicamentos de 72 horas?		
Es tuyo Kit de emergencia equipado con todas las herramientas y artículos necesarios, incluidos juguetes sensoriales, auriculares insonorizados, medicamentos y materiales para actividades?		
¿Se ha puesto en contacto con personal de apoyo adicional para ayudar a brindar servicios a los estudiantes durante una emergencia (consejero escolar, psicólogo, enfermera)?		
¿Ha contactado al administrador de su sitio con cualquier necesidad adicional que pueda tener para apoyar a sus estudiantes en una emergencia?		

CAPÍTULO 10: SISTEMA DE COMANDO DE INCIDENTES

RESPONSABILIDADES POR UN DESASTRE ESCOLAR

Todos en una escuela tendrán algunas responsabilidades en una emergencia según su trabajo, y algunas personas tendrán responsabilidades adicionales. A continuación se presenta una breve discusión sobre cómo el Sistema estándar de manejo de emergencias (SEMS) y el Sistema de comando de incidentes (ICS) se pueden adaptar a su escuela.

PRINCIPALES CONCEPTOS Y COMPONENTES

Cada emergencia, sin importar cuán grande o pequeña sea, requiere que se realicen ciertas tareas. En ICS, estas tareas se denominan Gestión, *Planificación, Operaciones, Logística,*y Finanzas*/Administración.*

Bajo SEMS, el equipo de ICS puede ampliarse o reducirse, según la situación y las necesidades inmediatas. Una persona puede hacer más de una función.

Todo incidente necesita un responsable. En SEMS e ICS, esta persona se llama el Comandante *de incidentes* o *Comandante de la escuela.*

Ninguna persona debe supervisar a más de siete personas (el número óptimo es cinco). Esto no se aplica al Equipo de Supervisión Estudiantil bajo Operaciones, sin embargo.

Terminología común:

Todos los maestros y el personal de la escuela deben usar las mismas palabras para referirse a las mismas acciones. La terminología debe ser conocida antes de un desastre. SEMS es un sistema que, cuando se usa correctamente, ofrece una terminología común.

Si el departamento de bomberos u otras agencias de respuesta vienen al campus, se coordinarán mejor con la estructura de comando del sitio si se describen situaciones y acciones similares con una redacción similar.

CÓMO FUNCIONA EL ICS

Este sistema proporciona una respuesta eficaz y coordinada a emergencias multiinstitucionales y multijurisdiccionales, para incluir multidisciplinares y

- Facilita el flujo de información dentro y entre todos los niveles del sistema.
- Facilita la interacción y coordinación entre todas las agencias de respuesta.
- Mejora los procesos de movilización, despliegue, seguimiento y desmovilización de los recursos necesarios de ayuda mutua.
- Reducir la incidencia de coordinación y comunicaciones ineficaces, y evitar la

duplicación de pedidos de recursos en múltiples agencias y múltiples jurisdicciones acciones de respuesta.

Funciones principales del sistema de comando de incidentes:

Comandante de Incidente/Escuela (El "líder")

La Sección de Gestión es responsable de la política general, la dirección y la coordinación del esfuerzo de respuesta de emergencia en el Centro de Operaciones de Emergencia (EOC) en todo el distrito escolar. El personal de la Sección de Gestión también es responsable de interactuar entre sí y con otros dentro del EOC para garantizar el funcionamiento efectivo de la organización del EOC.

Sección de Operaciones (Los "hacedores")

La Sección de Operaciones es responsable de coordinar todas las operaciones en apoyo de la respuesta de emergencia y de implementar planes de acción. Esta sección incluye equipos de respuesta que trabajan para reducir el peligro inmediato, mitigar el daño y establecer el control y la restauración de las operaciones normales.

Sección de Planificación/Inteligencia (Los 'pensadores')

La Sección de Planificación e Inteligencia es responsable de recopilar, evaluar y difundir información; mantenimiento de la documentación; y evaluar la información entrante para determinar la situación potencial en un futuro no muy lejano. Esta sección también desarrolla planes de acción de campo/EOC de distrito para que los implemente la Sección de Operaciones.

Sección de Logística (Los "captadores")

La Sección de Logística es responsable de brindar todo tipo de apoyo para la operación de respuesta de emergencia. Esta sección ordena todos los recursos de ubicaciones fuera del sitio y proporciona instalaciones, servicios, personal, equipo, transporte y materiales.

Sección de Finanzas y Administración (Los "recaudadores")

La Sección de Finanzas y Administración es responsable de las actividades contables y financieras, como el establecimiento de contratos con los proveedores, el mantenimiento de registros de pago y la contabilidad de los gastos. Esta sección también es responsable de todos los demás requisitos administrativos y actúa como cámara de compensación para la documentación durante la fase de recuperación.

El uso rutinario de ICS facilita la integración perfecta de ICS en operaciones de emergencia más grandes a medida que evolucionan. La clave del ICS es recordar concentrarse en las funciones y, cuando sea posible, delegar autoridad al personal para funciones esenciales para distribuir la carga de trabajo.

Estructura de comando unificado

El Comando Unificado es un procedimiento utilizado en incidentes que permite a todas las agencias con responsabilidad geográfica, legal o funcional establecer un conjunto común de objetivos y estrategias de incidentes, y un único Plan de Acción de Incidentes. El uso del Comando Unificado es una herramienta valiosa para ayudar a asegurar una respuesta coordinada de múltiples agencias. Los procedimientos del Comando Unificado aseguran a las agencias que no pierden su responsabilidad, autoridad o responsabilidad individual.

El Comando Unificado es altamente flexible. A medida que el incidente cambia con el tiempo y las diferentes disciplinas se trasladan a funciones principales, la estructura del Comando Unificado y las asignaciones de personal pueden cambiar para satisfacer las necesidades.

Ventajas de usar Comando Unificado

- Se desarrolla un conjunto de objetivos para todo el incidente.
- Todas las agencias con responsabilidad por el incidente tienen un entendimiento y están totalmente conscientes de las prioridades y restricciones conjuntas.
- Los esfuerzos duplicados se reducen o eliminan, lo que reduce el costo y las posibilidades de frustración y conflicto.

Instalaciones para incidentes designadas previamente

- Áreas de preparación
- Puestos de mando
- Centros de Atención Masiva
- Centros de Evacuación

EQUIPOS DEL CENTRO DE COMANDO DE INCIDENTES

Cada sitio designado es responsable de la actualización y revisión continuas del Organigrama de su respectivo Sistema de Comando de Incidentes. Cada uno de los Cuadros ICS del sitio se incluye en el apéndice de este documento.

Los sitios tienen ubicaciones designadas para Puestos de Comando, Centros de Atención Masiva y Centros de Evacuación. Los equipos de respuesta a emergencias supervisan las

operaciones, las áreas de concentración de estudiantes, la planificación, la logística y las finanzas.

En caso de una emergencia, se activará el sistema de comunicaciones de emergencia del Distrito y los Sitios.

COMUNICACIONES DE EMERGENCIA

Cuando ocurren emergencias, la comunicación es clave para garantizar que se notifique a las partes apropiadas sobre el alcance del incidente y lo que se debe hacer. A continuación se muestra una lista de verificación sobre cómo se pueden realizar las comunicaciones de emergencia en su escuela.

EMERGENCIAS DENTRO DE UNA ESCUELA:

Las comunicaciones internas se realizarán a través de:

- ❑ Sistemas de megafonía
- ❑ Correos electrónicos
- ❑ Ejecutor de mensajes
- ❑ Teléfono de distrito/radio de emergencia a las oficinas de administración

Las comunicaciones externas se realizarán a través de:

- ❑ La principal red de comunicaciones.
- ❑ Boletines de noticias, según sea necesario, solo por personal designado

EMERGENCIAS QUE AFECTAN A DOS O MÁS COLEGIOS:

Las comunicaciones dentro del distrito se realizarán a través de:

- ❑ Teléfono, si funciona
- ❑ comunicaciones internas del distrito
- ❑ El superintendente o el oficial de información pública designado y/o el director divulgarán información a los medios de comunicación y preparar los boletines necesarios

Se establecerá un Centro de Comunicaciones de Crisis para recopilar y divulgar información si la emergencia es de naturaleza continua.

Se necesitarán sesiones informativas/boletines en una emergencia continua, especialmente cuando la escuela permanece abierta.

- ❑ Utilice los canales de comunicación establecidos para mantener informados a los empleados, estudiantes, padres, comunicadores esenciales y la comunidad.
- ❑ Mantenga a las secretarías informadas sobre los cambios de situación y qué decirles a las personas que llaman al Distrito Escolar.
- ❑ Organice sesiones informativas con empleados, líderes de asociaciones laborales, presidente de la junta, liderazgo del sitio escolar y otros comunicadores clave.
- ❑ Promulgar árbol telefónico para comunicar actualizaciones.
- ❑ Prepare boletines para distribuir a los empleados, estudiantes, padres y comunicadores esenciales, según sea necesario.
- ❑ Suministrar a la Superintendencia ya las oficinas de información pública una copia de cada boletín.

TRABAJANDO CON LOS MEDIOS DE COMUNICACIÓN

- Solo el personal preasignado se reunirá con los medios en un área designada para no interrumpir el proceso educativo.
- El personal de los medios de comunicación no debe estar en los terrenos de la escuela, excepto en las áreas designadas.
- El personal debe informar a cualquier miembro del personal de los medios de comunicación que aparezca en otro lugar del campus.al director/comandante del incidente.

RECUPERACIÓN

Es fundamental brindar una respuesta de salud mental para los estudiantes, el personal y los padres después de una crisis que ha afectado a una escuela. A menudo, esto puede ser proporcionado por los recursos de la comunidad local o del distrito.

Las víctimas de una crisis experimentan una necesidad real de volver a la normalidad, pero la normalidad que alguna vez conocieron se ha ido y cambiado para siempre. Los consejeros y los sobrevivientes de crisis encuentran que el concepto de una "nueva normalidad" es muy tranquilizador y preciso.

Una de las acciones más importantes es simplemente escuchar y permitir que las víctimas expresen sus propias necesidades y sentimientos. El objetivo es alentar y apoyar, mientras se evitan los comentarios críticos.

Cuando las necesidades de las víctimas exceden los recursos inmediatos disponibles para la escuela, Salud Mental del Condado de Sonoma y las agencias que trabajan bajo su paraguas están disponibles para apoyar a las escuelas.

Numerosas agencias bajo el paraguas del Departamento de Salud Mental del Condado de Sonoma actualmente brindan servicios continuos de salud mental a estudiantes y familias tanto en las escuelas como dentro de las comunidades vecinas. Estos servicios son proporcionados por terapeutas autorizados, trabajadores sociales o pasantes supervisados. Los servicios generalmente involucran un enfoque individual o orientado a la familia que requiere un conjunto de habilidades diferente al de una respuesta de salud mental de emergencia a una crisis escolar o comunitaria.

PROTOCOLOS CONJUNTOS:

Para prepararse y manejar mejor la fase de recuperación de la salud mental, las escuelas religiosas, privadas y públicas han acordado que:

(1) Las escuelas y/o distritos escolares requieren, como parte de sus Memorandos de Entendimiento con agencias y/o universidades, que todos los pasantes, terapeutas y trabajadores de salud mental completen una capacitación de respuesta a crisis con el Departamento de Salud Mental del Condado de Sonoma antes de presentarse en sus campus asignados.

(2) En el caso de una crisis importante en un sitio escolar o en varios sitios escolares, el distrito escolar determinará si se requiere o anticipa apoyo adicional de salud mental. El Distrito o su designado pueden notificar al Departamento de Salud Mental del Condado de Sonoma.

(3) El supervisor principal trabajará en conjunto con el representante de la escuela/distrito para ayudar a identificar los equipos/agencias apropiados que puedan abordar mejor las necesidades de los estudiantes, el personal y las familias.

(4) El supervisor principal trabajará en conjunto con el representante de la escuela/distrito para garantizar que los equipos tengan las credenciales correctas, brinden servicios de clasificación adecuados que no comprometan las investigaciones de la policía/bomberos y se roten para evitar la fatiga.

(5) En las sesiones informativas con la policía, los bomberos o el distrito con el personal de la escuela, los padres y los estudiantes afectados, estará presente un representante del Departamento de Salud Mental del Condado de Sonoma o una de las agencias asociadas para hacer referencias a servicios de apoyo según lo requieran los asistentes.

(6) De acuerdo con la investigación sobre la respuesta predecible a situaciones de crisis, se proporcionarán números de centros de llamadas para que los miembros de la comunidad puedan acceder al apoyo necesario en los días, semanas y meses posteriores al evento.

CONTACTOS DE APOYO MENTAL/SOCIAL

ORGANIZACIÓN	NÚMERO DE TELÉFONO
Departamento de Servicios de Salud del Condado de Sonoma; Servicios de salud mental	(707) 565-6900 (800) 870-8786
Departamento de Servicios de Salud del Condado de Sonoma; Servicios de crisis las 24 horas	(707) 576-8181
Línea directa de prevención del suicidio las 24 horas	(855) 587-6373
Alguacil del condado de Sonoma	Llame al 911 o No emergencia (707) 565-2121
Departamento de Policía de Santa Rosa	Llame al 911 o (707) 543-3600 o No emergencia: (707) 528-5222

ANEXOS

Información de contacto del personal de respuesta a emergencias	
En el caso de un **EMERGENCIA** marcar **9-1-1**	
Información de contacto que no es de emergencia	
(707) 543-3600	Departamento de Policía de Santa Rosa
(707) 528-5222	Línea de despacho para situaciones que no son de emergencia del SRPD *Tratado como 911 si llama desde un teléfono celular
(707) 565-2121	Alguacil del condado de Sonoma
(707) 641-8300	CHP del condado de Sonoma
(707) 565-7100	Control Animal
(707) 543-3500	Departamento de Bomberos de Santa Rosa
(707) 528-5151	SRFD/Línea de despacho de ambulancias que no son de emergencia
(707) 543-3525	Manejo de emergencias de la ciudad de Santa Rosa
(707) 565-1152	Departamento de Manejo de Emergencias del Condado de Sonoma
(707) 565-4304	Servicios de Protección Infantil
(800) 222-1222	Control de veneno
Escuela primaria Bellevue y Taylor Mountain están bajo la jurisdicción del Condado de Sonoma y llamarían al Sheriff del Condado de Sonoma o al Departamento de Manejo de Emergencias del Condado de Sonoma. **Escuela primaria Meadow View y Kawana Springs** están bajo la jurisdicción de la Ciudad de Santa Rosa y llamarían al Departamento de Policía de Santa Rosa o al Departamento de Bomberos/Ambulancia de Santa Rosa. ***Nota:**Los vecindarios que rodean a Taylor Mountain Elementary están bajo la jurisdicción de la Ciudad de Santa Rosa. Algunos de los vecindarios circundantes a la escuela primaria Kawana Springs están bajo la jurisdicción del condado de Sonoma.	

Kits de emergencia para aulas

https://rems.ed.gov/docs/EmergencyGoKitsFactSheet_508C.pdf

OPERATIONS

Section Chief/Cood.:
1. Nina Craig
Alternate: Angela Grenier

Communications Team:
1. Nina Craig
2. Natasha Simpson

Search & Rescue Team: Trained S&R personnel who are physically capable.
1. Mardonio Mondragon
2. Amber MacLean

First Aid Team:
1.Kelly Ramirez
2. Blanca Ramirez
Trained in CPR/First Aid:
Nora Pelot

Student Release/Staff Accounting Team:
1. Karina Martinez
2 Amy Flores

Assembly/Shelter Team:
1. Mardonio Mondragon
2. Octavio Mondragon

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: Nina Craig
Principal or Designee
1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):
1. Michael Kellison or Superintendent Designee

Safety Officer:
1. Bill Jerub
2. Carrie Boyce

Liaison:
1. Julie Synyard
2. Angela Grenier

LOGISTICS

Section Chief/Cood.:
1.Gustavo Hernandez

Food/Water/Supplies Team:
1.Gustavo Hernandez
2. Chelsy Carillo
3. Student Supervisors

Transportation Team:
1. Gina Barnes
2. Emma McBride

Security/Fire Inspection/Maintenance:
1.Mardonio Mondragon

PLANNING/INTELLIGENCE

Section Chief/Cood.:
1. Angela Grenier
Alternate: Carrie Boyce

Situation Status Team:
1. Nina Craig
2. Karina Martinez

Documentation Team:
1. Ashley Bridges

FINANCE/ADMIN

Section Chief/Cood.:
1. Chris Kim or Designee

Record Keeping Team:
1. District Office

Bellevue Elementary School
Incident Command System
2022-2023

NOTE: *This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.*

OPERATIONS

Section Chief/Cood.:
1. Gennifer Caven
2. Alternate: Lucelene Jaimes Perez

Communications Team:
1. Susana Bradley
2.Denise McCullough
3. District Office

Search & Rescue Team: Trained S&R personnel who are physically capable.
1. Custodians and PE teachers

First Aid Team:
1.Erika Corrales, Michelle Williams, Dayana Mora, Jasmine Hernandez, Lizette Gopar Carreno, Griselda Rivera, Anahi Partida

Student Release/Staff Accounting Team:
1. Susana Bradley
2. Michelle Williams
3. Erika Corrales

Assembly/Shelter Team:
1.Wuelby Soriano
2.Jenny Duarte
3.Laurel Duncan
4.Nada Martin
5. Ramon Baeza Calderon

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: **Denise McCullough**, Principal
Alternate: **Gennifer Caven**
1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):
1. Michael Kellison - Supt. or Designee

Safety Officer:
1. Bill Jereb

Liaison:
1. Julie Synyard

LOGISTICS

Section Chief/Cood.:
1. Susana Bradley
Alternate: Michelle Williams

Food/Water/Supplies Team:
1.All unassigned staff members, volunteers, substitutes available to be assigned by the Logistics team as needed

Transportation Team:
1. West County Transportation; staff as needed

Security/Fire Inspection/Maintenance:
1. Enrique/Custodian, Juan Pablo Carrillo

PLANNING/INTELLIGENCE

Section Chief/Cood.:
1. Lucelene Jaimes Perez

Situation Status Team:
1. Staff as needed

Crisis Intervention/Care & Comfort:
1. Magali Barajas, Griselda Rivera, Alondra Plancarte, Marygrace Ahern

Documentation Team:
1. Staff as needed

FINANCE/ADMIN

Section Chief/Cood.:
1. Chris Kim or Designee

Record Keeping Team:
1. Staff as needed

Kawana Springs Elementary
Incident Command System
2022-2023

NOTE: *This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.*

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: **Jean Walker**
Principal or Designee
1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):
1. Michael Kellison or Superintendent Designee

Safety Officer:
1. Bill Jereb

Liaison:
1. Julie Synyard

OPERATIONS

Section Chief/Cood.:
1. Suzanne Bethel

Communications Team:
1. Isabel Luna

Search & Rescue Team: Trained S&R personnel who are physically capable.
1. Ted Tolks
2. Martin Calderon
3. Vicente Sosa
4. Kyle Davidson

First Aid Team:
1.Isabel Luna
2. Cyndi Chapman

Student Release/Staff Accounting Team:
1. Natali Ramirez
2 Paula Hernandez

Assembly/Shelter Team:
1.Ildefonso Mondragon
2. Peter Jamarillo

LOGISTICS

Section Chief/Cood.:
1. Ellana Silva
2. Christine Brito

Food/Water/Supplies Team:
1.Donna Rinnel
2. Agueda Becera

Transportation Team:
1. Natali Ramirez

Security/Fire Inspection/Maintenance:
1.Ildefonso Mondragon
2. Peter Jamarillo

PLANNING/INTELLIGENCE

Section Chief/Cood.:
1. Sarah Goodin
2. Suzanne Bethel

Situation Status Team:
1. Isabel Luna

Crisis Team:
1. Mark Bunnell
2. Shari Byers-Gith

Documentation Team:
1. Sofia Diaz

FINANCE/ADMIN

Section Chief/Cood.:
1. Chris Kim or Designee

Record Keeping Team:
1. Ashley Johnson

Meadow View Elementary School
Incident Command System
2022-2023

NOTE: *This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.*

Taylor Mountain Elementary School Incident Command System Leadership 2022-23

MANAGEMENT

Incident Commander: Margaret Jacobson Alternate: Genevieve Walker

OPERATIONS

Section Chief:
Becky Hansen
Alternate 1: Tiffany Kampann

Assembly/Shelter Team:
1.Kelly Evans
2. Dale Killilea
3. Jeremiah Clements
4. Krisitin Roza

Crisis Intervention/Care Comfort Team:
1. Gabby Gachet
2. Colleen Campbell
3. Bettina Miller
4. Jackie Martinez
5. Molly Brown

First Aid Team:
1.Dominic Messimore
2. Gloria de Souza
3. Laura Gomez
4. Mary Des Chenes
5. Janet Lebaro

Maintenance/Fire/Site Security:
1. Bismark Torres
2. Ruben Cuevas

Search & Rescue Team:
1.Chris Wilson
2.Gabe Hernandez

Student Release/Staff Accounting Team:
1. Hope Leon
2. Elida Guerrero
3. Amber Solbakken
4. Katy Edson

Communications Team:
1. Margaret Jacobson

LOGISTICS

Section chief:
Amber Everson
1. Carolyn West
3. Nancy Radcliffe

Supplies & Staffing Team:
1. Olivia Baldwin and Cool School Staff
2.

Transportation Team:
1. Olivia Baldwin and Cool School Staff

PLANNING/INTELLIGENCE

Section Chief:
Tony Pennacchio
Alternate 1: Kelly Fitzgerald-Dimsho

Documentation Team:
1. Julie McMurtrie
2. Rosie O'Brien

Situation Status Team:
1. Julie Roza

FINANCE/ADMIN

Section Chief:
Margaret Jacobson
Alternate 1:Julie Roza

Recordkeeping Team:
Staffed as needed
Julie Roza
Bismark, Custodial Staff

PIO--District office staff

SAFETY OFFICER: Julie Roza, Bismark

LIAISON OFFICER: Julie Roza

Staff to watch students and help with finding students to release:
Reiley Obedin
Kristi Slayback
Linda Jensen
Kailee Silacci
Elysa Bravo
Katie Finkbeiner
Jeanise Eisenmann
Diana Avila
Suzi O'Rear
Mary Ellen Pastorino

Staff to monitor perimeter:
Maria H-- Luz
Maria G Alexa Aquino
Maria C Lorena L
Erika B Bella Hoffman
Melissa M

STOP SIGN at Crosswalk to cross students to off site evac:
Rick Davey/Joe Trombetta
Melissa Maples
Natalia Aguilar

del Distrito Escolar Unido de Bellevue
Firma del plan de seguridad
2022-2023

Los miembros abajo firmantes del Comité de Planificación de Seguridad del Distrito Escolar Unido de Bellevue certifican que se han cumplido los requisitos del Plan Integral de Seguridad Escolar SB 187.

Director de Mantenimiento y Operaciones

Principal

Representante de la Asociación de Maestros (Asociación de Educación de Bellevue)

Representante de la Asociación Clasificada (CSEA)

Representante de los padres

Coordinador de seguridad

Revisado por las fuerzas del orden: Sergeant Summer Gloeckner

Revisado por un oficial del Departamento de Bomberos: Jefe de la División Paul Lowenthal

Comprehensive School Safety Plan
2022-2023
School Year

District: Bellevue Union School District

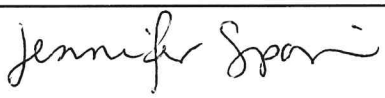
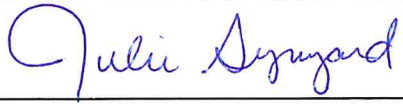
District Code: 49706150000000

Address: 3150 Education Drive, Santa Rosa, CA 95407

Date of Approval: January 25, 2023

Date of Review: January 25, 2023

Approved By:

Name	Title	Signature	Date
Bill Jereb	Director of Maintenance and Operations		1/25/23
Paula Hernandez	Parent		1/25/23
Erika Corrales	Parent		1/25/23
Elida Guerrero	Parent		1/25/23
Rebecca Hansen	Certificated Representative		1/25/23
Jennifer Spain	Classified Representative		1/25/23
Nina Craig	Principal Representative		1/25/23
Jean Walker	Principal Representative		1/25/23
Julie Synyard	Safety Coordinator		1/25/23

Comprehensive School Safety Plan

2022-2023
School Year

School: Meadow View Elementary

CDS Code: 49706156115695

District: Bellevue Union School District

Address: 2665 Dutton Meadow, Santa Rosa, CA 95407

Date of Update: December 12, 2022

Date of Review: December 12, 2022

Approved By:

Name	Title	Signature	Date
Cody Hawkins	President		12/18/22
Nikigiovanni Seems-Rogers	Parent	Nikigiovanni Seems-Rogers	1/19/23
Norma Velarde	Parent		12/16/22
Donna Rinnels	Classified Representative		12/14/22
Karen Corwin	Certificated Representative		
Hugh Brown	Certificated Representative		12/16/22
Paula Hernandez	ELAC Representative		12/13/22

Jean Walker	**Principal**		12/13/22

Comprehensive School Safety Plan

2022-2023
School Year

School: Kawana Springs Elementary

CDS Code: 49706156051593

District: Bellevue Union School District

Address: 2121 Moraga Drive, Santa Rosa, CA 95404

Date of Update: December 15, 2022

Date of Review: December 15, 2022

Approved By:

Name	Title	Signature	Date
Zeke Baker	President		1/26/23
Alanya Navarro	Parent		1/26/23
Holly Cumbie	Parent		1/26/23
Erika Corrales	Classified Representative		1/26
Magali Barajas	Certificated Representative		1/26
Juan Pablo Carrillo	Certificated Representative		1/27
Adriana Zuniga	ELAC Representative		1-27

Denise McCullough	**Principal**		1/26/23

Comprehensive School Safety Plan

2022-2023
School Year

School: Bellevue Elementary

CDS Code: 49 70615 6051585

District: Bellevue Union School District

Address: 3223 Primrose Avenue, Santa Rosa, CA 95407

Date of Update: January 23, 2023

Date of Review: January 23, 2023

Approved By:

Name	Title	Signature	Date
Veronica Hermosillo	President		1/23/23
Lisa Lopez	Parent		1/23/23
	Parent		
Amy Carlisle	Classified Representative		1/23/23
Stephanie Gerke	Certificated Representative		1/23/23
Ashley Bridges	Certificated Representative		1/23/23
	ELAC Representative		

Nina Craig	**Principal**	Nina Craig	1-23-23
Celeste King	Certificated Rep	Celeste K	1-23-23

Comprehensive School Safety Plan

2022-2023
School Year

School: Taylor Mountain Elementary

CDS Code: 49 70615 0113506

District: Bellevue Union School District

Address: 1210 East Bellevue Avenue, Santa Rosa, CA 95407

Date of Update: January 9, 2023

Date of Review: January 9, 2023

Approved By:

Name	Title	Signature	Date
Shana Mendoza	President		1-9-23
Laura Gomez	Parent		
Karina Valencia	Parent	Karina A. Valencia H.	1-9-23
Elida Guerrero	Classified Representative	E Guerrero	
Amber Solbakken	Certificated Representative		
Colleen Campbell	Certificated Representative	Colleen Campbell	1/9/23
Julie McMurtrie	Certificated Representative		

Blanca Orozco Pulido	**ELAC Representative**	Blanca O.	1-9-23
Margaret Jacobson	**Principal**	Margaret	1-9-23

Kawana Springs Elementary
Junta del Concilio Escolar (SSC)

La próxima reunión del Concilio Escolar (SSC) está por pasar:

Cuándo: 15 de diciembre, 2022

Dónde: Biblioteca de Kawana Springs

Hora: 2:50-3:50 PM

AGENDA

1. Revisión/Aprobación del Plan Integral de Seguridad

2. Revisión de datos del estudiante

3. Monitoreo del Plan Escolar para las Metas de Logro Estudiantil

¡Esperamos verles en la reunión! Si desea comentar durante los anuncios públicos, puede unirse a nuestra reunión y compartir su comentario. Los comentarios están limitados a 2 minutos. También puede enviar un comentario (límite de 300 palabras) por escrito a dmccullough@busd.org para que un miembro del SSC lo lea en voz alta.

Distrito Escolar
Unido de Bellevue
Resumen de la discusión/acción(es) tomada(s)
Escuela Primaria Taylor Mountain ~ 2022-23

Artículo	Fecha(s) en que se discutió el tema	Notas/Consejos para padres/Aportación/Comentarios
Aprobación de Actas	11-7-22 1-9-23	ESO 7 Sí 7Sí
Anuncios	11-7-22 1-9-23	Noche de pozole en diciembre Noche de juegos en familia: 20 de enero de 2023 Baile formal familiar: 10 de febrero de 2023
Admin ~Entrenamiento anual para miembros	7-29-22	Capacitación administrativa

Elecciones de Oficiales	9-12-22	Shana Mendoza confirmada como presidenta, 10 síes
Política de participación familiar del Pacto de padres	11-7-22	Votar para afirmar: 7 Sí
Plan Integral de Seguridad Escolar	1-9-23	Presentación del Plan Integral de Seguridad Escolar por Julie Synard. Se plantearon y abordaron preguntas e inquietudes: mantener las puertas aseguradas a la hora de la salida y durante Cool School; las cámaras están en su lugar; Los profesores pueden cerrar las puertas de las aulas desde el interior. Aprobado 7 si
Plan Escolar para el Rendimiento Estudiantil (SPSA)	9-12-22	Revisión de objetivos y presentación de datos de referencia para cada objetivo

Encuesta para padres sobre las necesidades del plantel escolar (evaluación de necesidades)	9-12-22 11-7-22 1-9-23	Revisión de la meta de participación familiar/construcción de la comunidad. Lluvia de ideas sobre actividades mensuales para aumentar la participación familiar/escolar. Comparta el calendario de eventos de participación comunitaria La ventana de la Encuesta de Verdad Juvenil está abierta; Se envió un enlace de mensajería y encuesta a todas las familias a través de Blackboard connect, en el sitio web y en las redes sociales.

Revisión de datos estudiantiles Mejora del rendimiento estudiantil	9-12-22 11-7-22	Presentación de Datos STAR para inicio de año, Gr 1-6; objetivo de reclasificación en números Actualización del progreso del primer trimestre en lectura, reclasificación de EL y calendario de actividades de participación familiar
Reunión Título I	31 de agosto de 2022	Reunión de Bienvenida de Padres - Reunión de Título I
Aporte de ELAC	9-12-22 1-9-23	Presentación de representantes de ELAC y representante de DELAC El superintendente trabajó con el comité ELAC para facilitar la actividad de lluvia de ideas de mesa redonda para mejorar los programas estudiantiles, las instalaciones y la participación comunitaria
Suspendido	9-12-22 11-7-22 1-9-23	15:40 15:35 15:28

Junta del Concilio Escolar (SSC)

La próxima reunión del Concilio Escolar (SSC) está por pasar:

Fecha: Deciembre 12th, 2022

Lugar: COnference Room

Hora: 3:00-4:00 de la tarde.

AGENDA

1. Bienvenidos
2. Revisar y aceptar actas de la reunión de Noviembre
3. Safety Plan
4. Brainstorming
5. Comunicación entre el SSC y ELAC

¡Esperamos verles en la reunión! Si usted tiene alguna pregunta, por favor llame al Sra. Walker 541-3715.

Primaria Bellevue
Reunión del consejo del sitio escolar
23 de enero de 2023
16:00

I. Llamada para ordenar: 4:03 pm 23/01/23 Aimee Carlisle
Hora Fecha Por quién

II. Llamada de función del miembro (hoja de inicio de sesión)

III. Cambios/adiciones a la agenda

IV. Aprobación del Acta de Asamblea del 14 de noviembre de 2023

V. Oportunidad para la opinión pública

VI. Informes del comité - ninguno

VII. Elementos del calendario de la agenda
1. Revisar el Plan Integral de Seguridad
2. Proporcionar información para el plan integral de seguridad
3. Aprobar el Plan Integral de Seguridad del Sitio Escolar
4. Confirmar próximas fechas de reuniones

VIII. Anuncios
a. Próxima reunión: 13 de marzo de 2023

MEMORANDUM OF UNDERSTANDING
BETWEEN THE CITY OF SANTA ROSA AND
THE BELLEVUE UNION SCHOOL DISTRICT FOR EMERGENCY RESPONSE

This Memorandum of Understanding for Emergency Response ("**MOU**") is made on September 13, 2022 ("**Effective Date**") by and between the City of Santa Rosa, a municipal corporation located at 100 Santa Rosa Avenue, Santa Rosa, CA 95404 ("**City**") and the Bellevue Union School District located at 3150 Education Drive, Santa Rosa, CA 95407 ("**District**"). City and District are sometimes referred to individually as "**Party**" and collectively as "**Parties**".

RECITALS

A. This MOU, along with its supporting exhibits and addendum, provide the framework for a collaborative effort between the City and District to provide various Facilities, Equipment and/or Services following and emergency or disaster (both hereinafter referred to as "**Emergency**"), including, without limitation emergency temporary mass care shelters for displaced community members, emergency medical treatment and/or inoculations sites, and logistic staging areas (including for food service and other critical supplies) for emergency response and recovery efforts (collectively, "**Emergency Response**").

B. Now, therefore, City and District agree as follows:

AGREEMENT

Section 1. SCOPE OF EMERGENCY RESPONSE

A. Facilities, Equipment and Services Defined. For purposes of this MOU, "**Facilities**", "**Equipment**" and/or "**Services**" means those locations, items and/or tasks specified on an Emergency Response Request(s).

B. Emergency Response Requests

(i) For purposes of this MOU, an **"Emergency Response Request"** from City is a written request from City, in advance for Emergency Response from District.

(ii) An Emergency Response Request from City may be provided to District substantially in the form of Addendum No.1 or in other written form; provided, however, that District will not provide Emergency Response prior to receiving an Emergency Response Requests from City that, at a minimum:

(a) Is written, and provided by City to District in advance of the provision of Facilities, Equipment and/or Services;

(b) Includes information regarding Facilities and Equipment to be used, and Services to be provided; and

(c) Be signed or expressly initiated (including via email) by an authorized City representative.

(iii) The City is under no obligation to issue Emergency Response Requests under this MOU.

(iv) After the City provides an Emergency Response Request, District agrees to respond with information about its available resources related to the requested Facilities, Equipment and/or Services, including, where possible inventory, delivery timelines and availability.

(v) Where an Emergency Response Request is accepted by City and District, the Parties agree, upon execution of that Emergency Services Request by the Parties, the Emergency Services Request is a separate contract for services and that the Emergency Response Request incorporates all terms and conditions of this MOU.

C. No Self-Deployment Under an Emergency Response Request

(i) For purposes of this MOU, "**Self-Deployment**" means District responds without an Emergency Response Request from City and/or otherwise provides Facilities, Equipment and/or Services beyond those authorized by City in an Emergency Response Request.

(ii) District will only provide disaster related Facilities, Equipment and/or Services upon receiving specific, advance written direction of the City under an Emergency Response Request. District will not engage in Self-Deployment to provide any Facilities, Equipment or Services under this MOU without prior written City authorization using an Emergency Response Request.

(iii) District understands and agrees that City does not take such responsibility for any such self-deployment, and that self-deployment without advance City authorization may result in District costs not being reimbursed, by City; provided, however, that City recognizes that Self-Deployment may occur during chaotic or catastrophic circumstances where District sees a need and has the ability to assist. Under such circumstances, District shall at the earliest opportunity notify the City, and provide any documentation requested by City and the City agrees to cooperate with District to seek reimbursement for such Emergency Response, where it is available.

Section 2. RESPONSIBILITIES UNDER THE MOU

A. For City:

(i) Except as identified in an express cost-allocation set forth in an Emergency Response Request, City agrees to reimburse all actual, reasonable and documented City-incurred, and or District-incurred costs associated with Emergency Response provided subject to an Emergency Response Request. Self-Deployment will not be reimbursed by City.

(ii) City agrees to provide all equipment and supplies necessary for operations, if the District cannot furnish same.

(iii) City agrees to provide additional personnel, as needed, to support District when those resources are available to the City.

(iv) City agrees to reimburse District for actual costs for damage (beyond normal wear and tear) related to Emergency Response, where District provides to City's reasonable satisfaction, inventory information, actual cost information, and/or other information establishing such damage

B. For District:

(i) District, after meeting its Emergency Response needs for its faculty/staff and students, desires to permit, to the extent possible and upon receipt of an Emergency Service Request from City, the use of certain District Facilities and Equipment and/or to provide certain Services for various Emergency Response purposes, as described herein. Such Facilities and Equipment may be used and/or Services provided as Emergency Response.

(ii) District warrants that it is authorized and that the Facilities and/or Equipment are suitable for use for Emergency Response purposes and that District has the skills, training and expertise necessary to perform any Services requested for Emergency Response.

(iii) Except as specified in an Emergency Response Request, District agrees that it will provide its own personnel with necessary Emergency Response training.

(iv) District agrees that prior to releasing a Facility or Equipment for use by City, it will evaluate the Facility, document its current condition (including with photos where possible) and, to the extent possible, secure any valuable property not required for Emergency Response.

(v) All District records submitted to City must clearly identify the Facilities, Equipment, and/or Services (including all goods and supplies) and the date provided, and any other information reasonably requested by City to ensure compliance with local, state and federal recordkeeping and retention requirements.

Section 3. TERM, TERMINATION

A. Term of MOU. The term of this MOU begins on the Effective Date and ends when all Emergency Response Requests have expired or been terminated, or no later than five (5) years from the Effective Date, whichever is longer.

B. Termination. Either party has the right to terminate an Emergency Response Request and/or this MOU at any time by giving thirty (30) days advance written notice of termination to the other party. A notice of termination with respect to the MOU shall effect a termination of any and all outstanding Emergency Response Requests, unless otherwise specified in the notice. A notice of termination with respect to an Emergency Response Request shall not terminate this MOU or any other outstanding Emergency Response Request. If a party gives notice of termination, the other party will take reasonable steps to stop incurring costs.

Section 4. MOU ADMINISTRATOR

For City, this MOU shall be administered by the Director of Emergency Services (City Manager), Emergency Preparedness Manager or designee, who will act as City's representative. For District, this MOU shall be administered by the Superintendent or designee who will act as the District's representative. These points of contact, or their documented designees are the only representatives under this MOU with the authority to act, or to request or deploy Facilities, Equipment and/or Services under this MOU.

Section 5. COMPENSATION & INVOICING

A. Not-to-Exceed Amount. Notwithstanding any other provision of this MOU to the contrary, the total amount City agrees to expend under this MOU shall in no event exceed one hundred and fifty thousand dollars ($150,000).

B. Invoices/Documentation of Costs. District agrees to document all costs related to its Emergency Response in response to a City Emergency Response Request in a form reasonably acceptable to City and to submit such documentation to City on a timeline reasonably requested by City, and as soon as practicable after the Emergency Response has concluded.

Section 6. INDEMNIFICATION

A. District shall, to the fullest extent permitted by law, indemnify, protect, defend and hold harmless City, and its employees, officials and agents ("Indemnified Parties") from all claims, demands, costs or liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, interest, defense costs, and expert witness fees), that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of District, its officers, employees, or agents, in said performance of professional services under this MOU, excepting only liability arising from the sole negligence, active negligence or intentional misconduct of City.

B. The existence or acceptance by City of any of the insurance policies or coverages described in this MOU shall not affect or limit any of City's rights under this Section, nor shall the limits of such insurance limit the liability of District hereunder. The provisions of this Section survive any expiration or termination of this MOU.

Section 7. INSURANCE

District and any District contractors agree to obtain and maintain in full force and effect during the Term of this MOU and/or an Emergency Response Request, insurance types with limits reasonably acceptable to City, including without limitation covering City as an additional insured, to cover the Emergency Response contemplated under this MOU. District agrees to provide City with documentation reasonably satisfactory to City to ensure District carries adequate insurance, including through evidence of self-insurance that is provided and deemed satisfactory to City. District agrees to maintain and/or renew such coverage over the Term, (ii) provide the City notice of any changes, modifications, or reductions in coverage, and/or (iii) to provide City with evidence of renewal as requested.

Section 8. FEDERAL PROVISIONS

In its provision of Facilities, Equipment and/or Services under this MOU and/or any Emergency Response Request(s), District is aware of and agrees to comply with all applicable federal and state provisions, including those specifically set forth in Addendum No. 2 to this MOU, and in an Exhibit to an Emergency Response Request (as necessary). In the event of a conflict or inconsistency between any provision in any such Exhibit with federal and state provisions and any other provision of this MOU and/or an Emergency Response Request, the more stringent provision shall control and prevail.

Section 9. **NOTICE.** Any written notices under this MOU should be sent to:

A. For City: Neil Bregman, Emergency Preparedness Manager
2373 Circadian Way
Santa Rosa, CA 95407

With copies to: Office of the City Attorney
ATTN: City Attorney
100 Santa Rosa Avenue
Room 8
Santa Rosa, CA. 95404

B. For District: Michael Kellison, Superintendent
3150 Education Drive
Santa Rosa, CA. 95407

Section 10. **MISCELLANEOUS**

A. Order of Precedence. In the event of any conflict or inconsistency between this MOU and the attached Addenda or Emergency Response Requests, the order of precedence is as follows: this MOU, Addenda and then the Emergency Response Request.

B. Amendments. Changes to the MOU may be authorized only by written amendment to this MOU, signed by both Parties.

C. Compliance with Law. Parties shall comply with all applicable federal, state and local laws, regulations, statutes and policies applicable to the Services provided under this MOU.

D. Assignment and Delegation. Parties shall not assign, delegate, sublet, or transfer any interest in, or duty under, this MOU without the prior written consent of the other Party.

E. Survival of Terms. All express representations, waivers, indemnifications, and limitations of liability included in this MOU will survive its completion or termination for any reason.

F. No Waiver of Breach. The waiver of any breach of any term or promise contained in this MOU shall not be deemed to be a waiver of such term or provision or any subsequent breach of the same or any other term or promise contained in this MOU.

G. Severability. If a court of competent jurisdiction finds any provision of this MOU is invalid, void or unenforceable, the provisions of this MOU not so adjudged will remain in full force and effect.

H. No Third-Party Beneficiaries. Nothing contained in this MOU shall be construed to create and the Parties do not intend to create any rights in third parties.

I. Independent Organization Status. At all times, the District shall be an independent agency working at the request and direction of the City to provide disaster related services for the benefit of disaster survivors.

J. Interpretation. All Recitals set forth above are fully incorporated into this MOU. The captions in this MOU are for convenience only and shall have no effect upon the construction or interpretation of the MOU.

K. Counterparts & Electronic Signature. This MOU and future documents relating thereto may be executed in two or more counterparts, each of which will be deemed an original and all of which together constitute one agreement. Counterparts and/or signatures delivered by facsimile, pdf or City-approved electronic means have the same force and effect as the use of a manual signature. Both City and District wish to permit this MOU and future documents relating thereto to be electronically signed in accordance with applicable federal and California law. Either party to this MOU may revoke its permission to use electronic signatures at any time for future documents by providing notice pursuant to the MOU. The Parties agree that electronic signatures, by their respective signatories are intended to authenticate such signatures and to give rise to a valid, enforceable, and fully effective MOU. The City reserves the right to reject any digital signature that cannot be positively verified by the City as an authentic electronic signature.

IN WITNESS WHEREOF, City and District have executed this MOU as set forth below.

CITY:

CITY OF SANTA ROSA,
a municipal corporation

By: _____

Date: _____

APPROVED AS TO FORM FOR CITY:

By: _____
Office of the City Attorney

DISTRICT:

By: _____

Date: 9/15/22

APPROVED AS TO FORM FOR DISTRICT:

By: _____
District Counsel

Addendum No. 1 – Form of Emergency Response Request
Exhibit A - Additional Description of Scope (*Optional*)
Addendum No. 2 – Applicable Federal and/or State Provisions (*If any*)

ADDENDUM NO. 1 - Form of City Emergency Response Request

EMERGENCY RESPONSE REQUEST ("ERR")
ERR No. _____

A State of Emergency due to {enter name of specific disaster; and FEMA DR number, if available} and the City has determined that extraordinary assistance is needed to provide life critical services to disaster survivors and has submitted a request for support to District.

City Contact with Authority to Act Under this ERR:
District Contract with Authority to Act Under this ERR:

Target Start Date:_____ **Target End Date:**_____

Not-to-Exceed Amount for ERR: _____

ERR Scope of Services: See Exhibit A to this ERR. DISTRICT WILL NOT SELF-DEPLOY AND PROVIDE FACILITIES, EQUIPMENT AND/OR SERVICES BEYOND THOSE SET FORTH IN EXHIBIT A.

TERMS AND CONDITIONS: This ERR is issued and entered into as of _____ ("ERR Effective Date") in accordance with the terms and conditions set forth in the "Memorandum of Understanding between the City of Santa Rosa and the Bellevue Union School District for Emergency Response" dated September 13, 2022, which is hereby incorporated and made part of this ERR.

Any other written requests related to this ERR are incorporated into this ERR by attachment as Exhibit A to this ERR. The Parties agree all Facilities, Equipment and/or Services will be provided in accordance with all applicable local, state and/or federal requirements, including, without limitation those attached to the MOU as Addendum No. 2. Where there is a conflict between the MOU, this ERR, or the Exhibits, the stronger provision will control.

IN WITNESS WHEREOF, City and District have executed this MOU as set forth below.

CITY OF SANTA ROSA,
a municipal corporation

By: _____

Date: _____

APPROVED AS TO FORM FOR CITY:

By: _____
Office of the City Attorney

BELLEVUE UNION SCHOOL DISTRICT

By: Michael Kellison

Date: 9/15/22

APPROVED AS TO FORM FOR DISTRICT:

By: _____
District Counsel

EXHIBIT A - Additional Description of Scope (*Optional – Attach any email or other written request*)

Exhibit A to ERR No. _____

[*to be attached with issuance of ERR*]

ADDENDUM NO. 2

FEDERAL AND/OR STATE PROVISIONS

[By way of example, see City's current FEMA provisions used for prior disaster below, currently under revision to account for 2020 changes to federal regulations]

A. Definitions

1. **Government** means the United States of America and any executive department or agency thereof.

2. **FEMA** means the Federal Emergency Management Agency.

3. **Third Party Subcontract** means a subcontract at any tier entered into by Contractor or subcontractor, financed in whole or in part with Federal assistance originally derived from the Federal Emergency Management Agency.

B. Federal Changes

1. Contractor shall at all times comply with all applicable regulations, policies, procedures, and FEMA Directives as they may be amended or promulgated form time to time during the term of this Agreement, included but not limited to those requirements of 2 C.F.R. §§ 200.317 through 200.326 and more fully set forth in Appendix II to Part 200 – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards, which is included herein by this reference. Contractor's failure to so comply shall constitute a material breach of this Agreement.

2. Contractor agrees to include the above clause in each third-party subcontract financed in whole or in part with Federal assistance provided by FEMA. It is further agreed that the clause shall not be modified, except to identify the subcontractor who will be subject to its provisions.

C. Compliance with the Contract Work Hours and Safety Standards Act.

Pursuant to section 3701 of title 40 of the United States Code, this Section C shall apply to Contractor in the event the amount payable under this Agreement exceeds $100,000 and may involve the employment of mechanics or laborers.

1. Overtime requirements. No contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.

2. Violation; liability for unpaid wages; liquidated damages. In the event of any violation of the clause set forth in paragraph (1) of this section Contractor and any subcontractor responsible therefor shallbe liable for the unpaid wages. In addition, such contractor and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for

liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (1) of this section, in the sum of $10 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (1) of this section.

3. Withholding for unpaid wages and liquidated damages. City shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by Contractor or subcontractor under any such contract or any other Federal contract with the same prime contractor, or any other federally-assisted contract subject to the Contract Work Hours and Safety Standards Act, which is held by the same prime contractor, such sums as may be determined to be necessary to satisfy any liabilities of such contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (2) of this section.

4. Subcontracts. Contractor or subcontractor shall insert in any subcontracts the clauses set forth in paragraphs (1) through (4) of this section and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (1) through (4) of this section.

D. Clean Air Act and Federal Water Pollution Control Act

This Section D shall apply in the event the amount payable under this Agreement exceeds $150,000.

Clean Air Act

1. Contractor agrees to comply with all applicable standards, orders and regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. §§ 7401 *et seq.*
2. Contractor agrees to report each violation to City and understands and agrees that City will, in turn, report each violation as required to assure notification to the State of California, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
3. Contractor agrees to include these requirements in each subcontract exceeding $150,000 financed in whole or in part with Federal assistance provided by FEMA.

Federal Water Pollution Control Act

1. Contractor agrees to comply with all applicable standards, orders and regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. §§ 1251 *et seq.*
2. Contractor agrees to report each violation to City and understands and agrees that City will, in turn, report each violation as required to assure notification to the State of California, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
3. Contractor agrees to include these requirements in each subcontract exceeding $150,000 financed in whole or in partwith Federal assistance provided by FEMA.

E. Suspension and Debarment

1. This Agreement is a covered transaction for purposes of title 2 Code of Federal Regulations parts 180 and 3000. As such, Contractor is required to verify that none of Contractor, its principals (defined at 2 C.F.R. § 180.995), or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R.§ 180.940) or disqualified (defined at 2 C.F.R. § 180.935).

2. Contractor represents and warrants that it is not debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549 "Debarment and Suspension." Contractor agrees that neither Contractor nor any of its third-party subcontractors shall enter into any third-party subcontracts for any of the work under this Agreement with a third-party subcontractor that is debarred, suspended, or otherwise excluded for or ineligible for participation in Federal assistance programs under executive Order 12549.

3. Contractor must comply with title 2 Code of Federal Regulations, part 180, subpart C and title 2 Code of Federal Regulations, part 3000, subpart C and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.

4. This certification is a material representation of fact relied upon by City. If it is later determined that Contractor did not comply with title 2 Code of Federal Regulations, part 180, subpart C or title 2 Code of Federal Regulations, part 3000, subpart C, in addition to remedies available to the State of California and the City of Santa Rosa, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.

F. Procurement of Recovered Materials

1. In the performance of this Agreement, Contractor shall make maximum use of products containing recovered materials that are EPA- designated items unless the product cannot be acquired—

   (a) Competitively within a timeframe providing for compliance with the Agreement performanceschedule;
   (b) Meeting Agreement performance requirements; or
   (c) At a reasonable price.

2. Information about this requirement, along with the list of EPA- designate items, is available at EPA's Comprehensive Procurement Guidelines web site, https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program.

G. Byrd Anti-Lobbying Amendment, 31 U.S.C. § 1352 (as amended)

Contractors who apply or bid for an award of $100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by section 1352 of title 31 of the United States Code. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient.

H. MBE/WBE REQUIREMENTS

1. Contractor shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible through the "Good Faith Effort" process in 2 C.F.R. § 200.321. Contractor shall document and report its Good Faith Effort processes. Contractor shall also ensure that all of its subcontractors take the affirmative steps required under 2 C.F.R. § 200.321. Affirmative steps must include:

   (a) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
   (b) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
   (c) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
   (d) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
   (e) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
   (f) Requiring all subcontractors to take the affirmative steps listed in paragraphs (a) through (e) above.

I. MISCELLANEOUS PROVISIONS

1. DHS Seal. Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA pre- approval.

2. FEMA Assistance. Contractor acknowledges that FEMA financial assistance will be used to fund this Agreement only. Contractor shall comply will all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.

3. Federal Government Not Party. The Federal Government is not a party to this Agreement and is not subject to any obligations or liabilities to City, Contractor, or any other party pertaining to any matter resulting from this Agreement.

4. False Claims. Contractor acknowledges that Title 31 United States Code Chapter 38 (Administrative Remedies for False Claims and Statements) applies to Contractor's actions pertaining to this Agreement.

J. EQUAL EMPLOYMENT OPPORTUNITY

During the performance of this Agreement, Contractor agrees as follows:

1. Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. Contractor will take affirmative

action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.

2. Contractor will, in all solicitations or advertisements for employees placed by or on behalf of Contractor, state that all qualified applicants will receive considerations for employment without regard to race, color, religion, sex, or national origin.

3. Contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of Contractor's commitments under this section, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

4. Contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

5. Contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

6. In the event of Contractor's noncompliance with the nondiscrimination clauses of this Agreement or with any of the said rules, regulations, or orders, this Agreement may be canceled, terminated, or suspended in whole or in part and Contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions as may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

7. Contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (7) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. Contractor will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance: Provided, however, that in the event a contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, Contractor may request the United States to enter into such litigation to protect the interests of the United States.

K. PROHIBITION ON CONTRACTING FOR COVERED TELECOMMUNICATIONS EQUIPMENT OR SERVICES

1. Definitions. As used in this clause, the terms backhaul; covered foreign country; covered telecommunications equipment or services; interconnection arrangements; roaming; substantial or essential component; and telecommunications equipment or services have the meaning as defined in FEMA Policy 405-143-1, Prohibitions on Expending FEMA Award Funds for Covered Telecommunications Equipment or Services (Interim), as used in this clause—

2. Prohibitions.

   (a) Section 889(b) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019, Pub. L. No. 115-232, and 2 C.F.R. § 200.216 prohibit the head of an executive agency on or after Aug.13, 2020, from obligating or expending grant, cooperative agreement, loan, or loan guarantee funds on certain telecommunications products or from certain entities for national security reasons.

   (b) Unless an exception in paragraph (c) of this clause applies, the contractor and its subcontractors may not use grant, cooperative agreement, loan, or loan guarantee funds from the Federal Emergency Management Agency to:

      (i) Procure or obtain any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology of any system;

      (ii) Enter into, extend, or renew a contract to procure or obtain any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology of any system;

      (iii) Enter into, extend, or renew contracts with entities that use covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system; or

      (iv) Provide, as part of its performance of this contract, subcontract, or other contractual instrument, any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system.

3. Exceptions.

   (a) This clause does not prohibit contractors from providing—

      (i) A service that connects to the facilities of a third-party, such as backhaul, roaming, or interconnection arrangements; or

      (ii) Telecommunications equipment that cannot route or redirect user data traffic or permit visibility into any user data or packets that such equipment transmits or otherwise handles.

(b) By necessary implication and regulation, the prohibitions also do not apply to:

(i) Covered telecommunications equipment or services that:

(I) Are not used as a substantial or essential component of any system; and

(II) Are not used as critical technology of any system.

(ii) Other telecommunications equipment or services that are not considered covered telecommunications equipment or services.

4. Reporting requirement.

(a) In the event the contractor identifies covered telecommunications equipment or services used as a substantial or essential component of any system, or as critical technology as part of any system, during contract performance, or the contractor is notified of such by a subcontractor at any tier or by any other source, the contractor shall report the information in paragraph (d)(2) of this clause to the recipient or subrecipient, unless elsewhere in this contract are established procedures for reporting the information.

(b) The Contractor shall report the following information pursuant to paragraph (4)(a) of this clause:

(i) Within one business day from the date of such identification or notification: The contract number; the order number(s), if applicable; supplier name; supplier unique entity identifier (if known); supplier Commercial and Government Entity (CAGE) code (if known); brand; model number (original equipment manufacturer number, manufacturer part number, or wholesaler number); item description; and any readily available information about mitigation actions undertaken or recommended.

(ii) Within 10 business days of submitting the information in paragraph (4)(b)(i) of this clause: Any further available information about mitigation actions undertaken or recommended. In addition, the contractor shall describe the efforts it undertook to prevent use or submission of covered telecommunications equipment or services, and any additional efforts that will be incorporated to prevent future use or submission of covered telecommunications equipment or services.

5. Subcontracts. The Contractor shall insert the substance of this clause, including this paragraph (5), in all subcontracts and other contractual instruments.

L. DOMESTIC PREFERENCE FOR PROCUREMENTS

1. As appropriate, and to the extent consistent with law, the contractor should, to the greatest extent practicable, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. This includes, but is not limited to

iron, aluminum, steel, cement, and other manufactured products.

2. For purposes of this clause:

   (a) Produced in the United States means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

   (b) Manufactured products mean items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

Bellevue Union School District

COMPREHENSIVE SCHOOL SAFETY PLAN
2022-2023

3150 Education Drive
Santa Rosa, CA 95407
707-542-5197

Bellevue Elementary, Meadow View Elementary & Annex, Kawana Springs Elementary, Early Learning Center, Taylor Mountain Elementary, and District Office

Standardized Emergency Management System (SEMS)
National Incident Command System (NIMS)
Title IV Safe and Drug Free School Compliant

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CHAPTER 1: INTRODUCTION

The Bellevue Union School District is committed to fostering a culture of safety. The District has established a Comprehensive School Safety Plan that is reviewed and revised by each school site and approved by the Board of Trustees annually. The Comprehensive School Safety Plan addresses safety concerns and issues through a collaborative, systematic planning process. Throughout the revision process, staff consults with law enforcement agencies, local fire departments, safety experts, and educational partners for the most current guidance and safety updates. The districtwide Comprehensive School Safety Plan is applicable to all of the school sites, and each campus's School Site Council reviews and approves the plan prior to board approval.

BUSD works to maintain high levels of school safety and has established policies and procedures to comply with existing laws and best practices. In addition to physical safety, Bellevue strives to continue to increase its response to the social-emotional safety of all of its students. The Bellevue Union School District provides a positive and safe learning environment for all students so they can flourish and reach their full academic and social potential.

BUSD focuses upon five major components in the Comprehensive School Safety Plan:

- Prevention - Build a positive school climate
- Protection - Set policies and rules
- Mitigation - Educate students, teachers, staff, and families
- Response - Stop an incident
- Recovery - Support students, teachers, staff, and families impacted in an incident

Every school district is responsible for the creation of a comprehensive school safety plan for its schools. (Ed. Code 32281) Bellevue Union School District has developed a districtwide comprehensive school safety plan that is applicable to each of its school sites. Bellevue Union is considered a small school district, as its overall enrollment is under 2,501 students, allowing for the creation of a districtwide safety plan. The Comprehensive School Safety Plan is updated and reviewed annually by each site's School Site Council. Upon completion of the review, the plan is presented to the Board of Trustees for review and approval by March 1.

A Comprehensive School Safety Plans is required under SB 719 & AB 115 and contain the following elements:

1. An assessment by the Safety Planning Committee and the School Site Councils of the school climates as they relate to the current status of school crime committed on school campuses and at school-related functions. This assessment may include office referrals, attendance rates, discipline data, California Healthy Kids survey data, property damage data, and local juvenile

crime data. This assessment will shape the safety goals for the upcoming school year.

2. The annual review and evaluation of the comprehensive school safety plan which is certified by the Safety Planning Committee, the School Site Council Presidents, and the school principals before its presentation to the Board of Trustees for final review and approval. This review includes the following mandated components:

    - Child abuse reporting procedures
    - Disaster procedures
    - Suspension and expulsion policies
    - Procedures to notify teachers of dangerous pupils
    - Discrimination and harassment policies
    - School wide dress code policies
    - Procedures for safe ingress and egress
    - Policies enacted to maintain a safe and orderly environment
    - Rules and procedures on school discipline
    - Hate crime reporting procedures

IMPLEMENTATION OF THE PLAN

The BUSD Comprehensive School Safety Plan is posted on the district's and each school's website, and is available to all staff, students, parents, and the community. A copy of the BUSD Comprehensive School Safety Plan will be located at each school site's main office.

CHAPTER 2: SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The Safety Planning Committee shall be composed of the following members: a principal/designee, teacher, parent of child who attends school, classified employee, and others. (Ed. Code 32281 (b)(2)).

The School Site Councils/Safety Planning Committee must consult with a law enforcement agency, a fire department, and other first responders each year when updating the Comprehensive School Safety Plan and notify each entity of any updates that occur during the year. (Ed. Code 32281(b)(3)).

The School Site Councils/Safety Planning Committee may include additional members including the following individuals:

- A representative from the local law enforcement agency (Fire and emergency agencies)
- School Resource Officers
- Guidance Counselor
- Special Education Educator
- Mental Health Specialist
- Nurse
- Multilingual Community Liaison
- Food Staff
- Custodian
- Transportation Specialist
- Local Business and/or Nonprofit Representative

Bellevue Union School District
Safety Plan Signature Page
2022-2023

The undersigned members of the Bellevue Union School District Safety Planning Committee certify that the requirements of the SB 187 Comprehensive School Safety Plan have been met.

_____

Director of Maintenance and Operations

_____

Principal

_____

Teachers Association Representative (Bellevue Education Association)

_____

Classified Association Representative (CSEA)

_____

Parent Representative

_____

Safety Coordinator

Reviewed by Law Enforcement: Sergeant Summer Gloeckner

Reviewed by Fire Department Official: Division Chief Paul Lowenthal

CHAPTER 3: ANNUAL SAFETY GOALS

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 35924.2)

While the School Safety Planning Committee reviews school, district, and community crime data trends, other data is utilized to enhance the functionality of the safety plan. Such data may include:

- State, District, or Site Surveys (such as the Youth Truth Survey)
- Disciplinary Data
- Mental Health Data
- Information from the Readiness and Emergency Management for Schools Technical Assistance Center
- Research Regarding Policies and Procedures Related to Active Shooter Protocols

Based on data analysis, the School Safety Planning Committee identifies one to two safety-related goals for the school year and identifies the strategies and/or programs that will be used to accomplish those goals. The objective is to create goals to improve school climate.

The goals are detailed in the Comprehensive School Safety Plan and presented to the Board of Trustees. The goals are shared with the district staff and community.

The goals and objectives are discussed throughout the school year and progress is reported to the School Site Councils. The discussions will help shape the goals and objectives for the following school year.

SAFETY PLAN GOALS: 2022-2023

GOAL 1

All schools will implement the districtwide social-emotional learning curriculum to help foster a safe school environment and reduce incidents of school discipline.

Baseline Data: As measured by staff participation in professional development training.

Action 1.1: Train staff on the elements of the Character Strong curriculum.

Action 1.2: Implement the daily and monthly components of the curriculum.

Action 1.3: Review current discipline data to determine areas of concern.

Action 1.4: Administer the Youth Truth Survey to students and analyze results.

Action 1.5: Meet with staff to determine levels of need and areas for improvement.

Assessment: Student and staff surveys; school discipline data; empathy interviews

GOAL 2

All schools will engage in increasing student attendance and reduce the number of students who are considered chronically absent/truant.

Baseline Data: Chronic Absenteeism

School Data	Chronic Absentee Rate (20-21)	Chronic Absentee Rate (21-22)
Bellevue Elementary	18.9%	39.5% (156 students)
Kawana Springs Elementary	20.7%	39.1% (111 students)
Meadow View Elementary	23.2%	39.6% (153 students)
Taylor Mountain Elementary	18.1%	43.4% (181 students)

Action 2.1: Sites will focus on creating a positive attendance program.

Action 2.2: Sites will look to partner with local agencies for attendance support.

Action 2.3: Sites will utilize their Family Engagement Facilitators to increase communication and focus on attendance.

Action 2.4: Attendance improvements will be celebrated and acknowledged.

Action 2.5: District will research A2A to support attendance monitoring.

Assessment: Site attendance data, student engagement data, and staff feedback regarding school climate will be gathered and analyzed

GOAL 3

All schools will collaborate to research and discuss alternative actions and responses to suspension to ensure students do not miss key instructional learning.

Action 3.1: Sites will focus on alternative means to suspension to correct student behavior.

Action 3.2: Sites will study current research and best practices regarding alternatives to suspension and discuss possible applications.

Action 3.3: Sites will utilize their counselors to enhance and reinforce appropriate behavior expectations.

Action 3.4: Sites will develop protocols and processes that address the personal, collective, and systemic levels to address the unmet needs and underlying issues of students in difficulty.

Action 3.5: Sites will continue to be proactive in centering strong relationships and belonging in their daily practices and policies to reduce harm, conflict, and misbehavior schoolwide.

Assessment: Site suspension data, Youth Truth survey data, implementation of social-emotional learning curriculum, and staff feedback regarding student behavior will be gathered and analyzed.

CHAPTER 4 : ASSESSMENT OF SCHOOL CRIME

SCHOOL CRIME

The District has conducted a thorough analysis of the current status of school crime and crimes at school related functions. The most significant school crimes that have occurred on the school campuses are related to minor graffiti issues and occasional window breakage. The District installed fencing and comprehensive security camera systems at all of the campuses which has served as a significant deterrent to major destructive events, crimes, or incidents.

SCHOOL IMPROVEMENT

In order to ensure safe and well-maintained facilities at all of the sites, the District reviews its campuses annually through the use of the Facilities Inspection Tool (FIT). The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2).

During June and July of 2021, three of the District's campuses were rated in the "Exemplary" status category (Bellevue Elementary, Meadow View Elementary, and Taylor Mountain), and Kawana Springs Elementary received a "Good" status rating. Kawana Springs Elementary is currently experiencing substantial construction and renovation, and the projects under construction are scheduled to be completed during the 2023-2024 school year.

STUDENT DISCIPLINE (SUSPENSION AND EXPULSION)

As an elementary district, student discipline issues have been minimal. The office referrals that most commonly surface at all of the sites are behavioral infractions. These infractions are predominantly related to the students' inability to keep their hands to themselves and manage conflict. The infractions include minor physical altercations, inappropriate words directed towards others, and refusals to follow behavioral expectations. In the past two school years, there have been minimal suspensions and 0 expulsions. The sites are implementing the Positive Behavioral Interventions and Supports (PBIS) framework, and as a result, suspensions and expulsions have not been a significant issue.

Through parent, staff, and student surveys, a request for additional support for social emotional learning curriculum surfaced. The District appropriately responded to the need, and in the 2022-2023 school year, the Character Strong curriculum was purchased. Professional development was provided for the staff to build capacity with the curriculum and enhance the PBIS support. Teachers are utilizing the curriculum to support a positive learning environment and develop important character traits that focus upon respect, kindness, accountability, and conflict resolution.

SCHOOL ATTENDANCE

To support school engagement, the Bellevue Union School District employs the use of School Attendance Review Teams (SART) and School Attendance Review Board (SARB) meetings to address issues of truancy and absenteeism. Monthly meetings are held with families to discuss solutions to attendance challenges and any impediments that are preventing students from attending school. The District has procured the A2A (Attention 2 Attendance) program to help notify families regarding absences and school attendance. This program helps the District monitor attendance trends and engage in proactive notification of attendance concerns. In addition to proactive notification, A2A may be used to send home positive reinforcement letters to students who have improved attendance or exemplary attendance.

The District has noted an issue with chronic absenteeism as reported in the 2020-2021 school year with a chronic absentee rate of 20.1%. COVID-related illnesses and mandated quarantines have obviously been a major factor in attendance rates but this is a tremendous area of concern for the District. Data is obviously lagging for the 2021-2022 school year, but the District is aware of the attendance challenges from that year as well.

YOUTH TRUTH SURVEY DATA

In January 2022, the District implemented the Youth Truth Survey. Students in grades 3-6, parents throughout the District, and all staff completed the survey or were provided the opportunity to do so. The response rates were as follows:

Group	**Survey Population**	**Responses Received**	**Response Rate**
Family	1461	571	39%
Student	771	721	94%
Staff	155	161*	104%*

*At the time this survey was given, the District had hired additional staff members that were not counted in the initial 155 survey population when data was provided to Youth Truth.

The survey sought to gather information regarding student, family, and staff perceptions in a variety of areas including school safety, student engagement, relationships, and school culture. Survey data indicated that 81% of families had positive perceptions of school safety.

Perceptions of school safety for students and staff was encompassed in a variety of areas including relationships, respect, and orderly classroom environments. The staff and students

were very closely aligned with the perceptions of school safety and strong supportive relationships with their teachers.

Students have indicated that school culture and belonging are areas of growth for the District. Student responses highlight that greater attention needs to be focused on establishing orderly and respectful classroom environments. Students also reported that they desire a greater sense of belonging to the school community. For elementary students, belonging refers to a sense of feeling welcome at their school campuses. With the information from these two indicators, the District has taken steps to increase both school culture and belonging through the implementation of a social/emotional learning curriculum, increased instruction of conflict management strategies, and additional counseling services. The District has also employed four Family Engagement Facilitators to help with communication for both students and families.

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Each of the schools in the District creates a School Plan for Student Achievement. The plans utilize the goals of the Local Control Accountability Plan to ensure they are in alignment with the District's mission and vision of improving student outcomes. The School Plan for Student Achievement (SPSA) seeks to increase the overall effectiveness of the school programs and support student achievement. Data across the school sites indicate a need for enhancing support for school attendance, improving academic instruction and intervention, increasing the number of Multi-language Learners/English Learners eligible for reclassification, and bolstering the opportunities for students and families to engage in school-related activities and events.

The District and school sites are making a concerted effort to address these issues that have surfaced through data reviews, feedback surveys from students, staff, and families, and input from various stakeholders involved in school-connected organizations such as the Parent Teacher Associations, School Site Councils, and both the English Language Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC). Goals and action steps have been created to better serve our students and community. These goals and steps are detailed in the LCAP and site SPSAs. These plans are monitored annually and reports are provided to the community regarding the District's progress on meeting the learning targets and objectives specified in the plans.

CHAPTER 5: POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the Comprehensive School Safety Plan and made the necessary updates and revisions. (Ed. Code 35294.2). The CSSP contains the following components:

CHILD ABUSE REPORTING

- Child abuse reporting is consistent with Penal Code 11164
- Administrative Regulation 5141.1: Child Abuse Prevention And Reporting
- Additional Resources from the Office of Child Abuse Prevention

SUSPENSIONS & EXPULSIONS

- Policies pursuant to Education Code 48915 and other school-designated serious acts which would result in suspension, expulsion, or mandatory expulsion recommendations
- Administrative Regulation 5144.1: Suspension And Expulsion/Due Process
- Administrative Regulation 5144.2: Suspension And Expulsion/Due Process (Students with Disabilities)

NOTIFICATION OF DANGEROUS STUDENTS

- Procedures to notify teachers (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079; Board Policy 4112.9: Employee Notifications
- All teachers participate in training and are given notice of students with prior suspensions at the start of the academic year as well as when new students enroll in the school.

DISCRIMINATION AND HARASSMENT

- Administrative Regulation 5145.3: Nondiscrimination/Harassment
- Board Policy 5145.9: Hate-Motivated Behavior

DRESS CODE

- Administrative Regulation 5132: Dress And Grooming
- Students in the Bellevue Union School District dress for success in Common Dress.

BULLYING

- Policies pursuant to Education Code 234.1
- Administrative Regulation 5131.2: Bullying

SAFE INGRESS and EGRESS

- Students arrive safely to school and return home under supervised conditions.
  Parking lots are monitored by staff as students walk/bike to and from school, parents drop-off and pick-up children, and school bus transportation deliver and retrieve students. Local law enforcement partners with the District to support student safety as they regularly enforce the speed limit in the school zone areas. Signage regarding directing traffic and prohibiting turning in a particular direction during morning drop-off and afternoon pick-up are prominently displayed in the campus parking areas.

  Select staff supervises all students after school, whether they are waiting to be picked-up by a parent, taking a bus home, or starting the afterschool program on-site. Parents/Guardians or other adults who pick-up students must be identified on the student's emergency card. School office staff look at the ID cards of adults signing-out students.

  Thirty minutes before school, all students are supervised on the playground, or while eating breakfast in designated locations.

  Campus supervision includes playground/after-school supervisors.

  Students and staff who require assistance with safe ingress and egress to the campus have been identified, and staff have been trained to assist these individuals.

- Campus Visitor Procedures; Information about the crossing guard program; Pedestrian/Vehicle/Bicycle policies/Traffic Safety Information;
  Campus visitors must report to the main office of each school site. Visitors are required to sign in at the office and will receive a sticker identifying their visitor status. Visitors are required to sign out from the office once they leave the campus.

MAINTENANCE OF A SAFE AND ORDERLY ENVIRONMENT

- Administrative Regulation 5144: Discipline
- Board Policy 5131: Conduct

SCHOOL DISCIPLINE

- Administrative Regulation 5144: Discipline

ROUTINE AND EMERGENCY DISASTER PROCEDURES

- Emergency and Disaster Preparedness Plan
- Fire Drills
- Bomb Threats
- Earthquake Emergency Procedure System

- Transportation Safety and Emergencies
- Coordination with American Red Cross/Public Agencies

The Safety Committee and School Site Councils review the mandated components and utilize the following questions to ensure the components meet appropriate compliance standards:

- What is the policy of procedure?
- How are the staff, students, and/or parents notified that this policy exists?
- How are the staff, students, and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

CHAPTER 6: DISASTER PROCEDURES - DRILLS

Disaster procedures, routine and emergency crisis response training, and required drills are implemented, practiced, and reviewed.

The Bellevue Union School District maintains an Emergency Response Plan that is separate from the Comprehensive School Safety Plan. The Emergency Response Plan details responses and action steps that encompass school emergencies and threats. The Emergency Response Plan is kept confidential and is not for public viewing. The plan is not shared as the District maintains its right to keep evacuation locations and tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses, confidential.

Each school site maintains a copy of the Emergency Response Plan that is specific to the respective school. The Emergency Response Plan details evacuation locations, protocols for specific emergency situations, codes for radio communications and law enforcement numbers, and maps that indicate target locations for emergency procedures.

EARTHQUAKE DRILLS

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

An Emergency Operations Response Plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

A drop procedure. A drop procedure is an activity in which students and staff take cover under a desk or table, dropping to his/her knees, the head protected by the arms, and back to the windows. A drop procedure practice shall be held at least once each quarter in elementary schools.

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

A program to ensure that the students and that the staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Code of Regulations, Section 35297)

FIRE DRILLS

Principals shall conduct a fire drill at least once every calendar month at the elementary level. (*Education Code 32001).*

1. Whenever the fire alarm sounds, all students, teachers, and other site employees shall follow the prescribed steps and procedures outlined in the District's Emergency Response Plan.

2. The appropriate evacuation information and instructions are posted in the respective classrooms and buildings.

3. Staff is responsible for the safety of all students and will follow all necessary procedures for accounting for students and release to family members if required.

4. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent or designee.

ACTIVE SHOOTER DRILLS

Active shooter training/drills are conducted annually with the school staff. Prior to the training/drill, a staff meeting is conducted and expectations and standards are reviewed and discussed. The staff engages in scenario situations and reviews the following information:

1. Locking Doors
2. Covering Windows
3. Turning Off Lights
4. Building Barricades
5. Reviewing Classroom and All-Clear Procedures
6. Discussing Evacuation Expectations and Reunification Procedures

THREAT ASSESSMENT TEAM

The District has also created a District Threat Assessment Team that is composed of district and school administrators, counselors, the district psychologist, staff familiar with the student/incident, and law enforcement. The Threat Assessment Team works to ensure that incidents that arise on school campuses are immediately addressed and consultation with law enforcement occurs. The Threat Assessment Team responds to a variety of issues and situations to ensure students or families experiencing difficulty or having significant challenges are either served or provided with referrals to the appropriate agencies to ameliorate the situation.

SCHOOL BUILDING DISASTER PLANS

School building disaster plans that are detailed in the Emergency Response Plan include responses to the following additional emergencies:

- Bomb Threats

- Bioterrorism/Hazardous Materials
- Flood/Fire
- Power Failure/Blackouts
- Intruders on Campus
- Weapons/Assault/Hostage
- Explosions/Gas/Fumes

CHAPTER 7: DISASTER PROCEDURES - OVERVIEW

THE BASIC PLAN

The Basic Plan (Emergency Operations Plan) addresses the Bellevue Union Elementary School District's responsibilities in emergency situations associated with natural disasters, emergencies, and technological incidents. It details coordination responses and recovery efforts within the District in conjunction with local, state, and federal agencies. The Plan establishes an emergency organizational structure to direct and control operations at all sites during a period of emergency by assigning specific responsibilities to staff.

The Emergency Operations Plan:

- Conforms to the federally mandated National Incident Management System (NIMS), the state mandated Standardized Emergency Management System (SEMS), and details the emergency response at all levels in compliance with the Incident Command System (ICS)
- Establishes response policies and procedures, providing sites with clear guidance for planning purposes
- Describes and details procedures to protect students and staff and mitigate loss of life and damage
- Outlines coordination requirements
- Provides a basis for unified training and response to exercises to ensure compliance

REQUIREMENTS

The Emergency Operations Plan meets the requirements of Sonoma County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and outlines the roles of the District and schools in after-incident damage assessment and reporting requirements.

OBJECTIVES

- Protect the safety and welfare of students, staff, and family
- Provide for a safe and coordinated response to emergencies
- Protect the District's facilities and property
- Enable rapid responses to incidents
- Provide coordination between the District and sites
- Provide the American Red Cross access to District facilities if necessary
    - Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross has access to schools in impacted areas to establish mass care facilities, and local governments have a

right to use schools for the same purpose. This is arranged through the superintendent/designee at the District office.

AUTHORITIES AND REFERENCES

California Emergency Services Act (Chapter 7, Title 2, California Government Code)

The Act provides authorities the basis for conducting emergency operations following a proclamation of Local Emergency, State Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of the Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their supervisors or by law.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

The law has two ramifications for School District employees:

1. It is likely that public school employees will be required to serve as Disaster Service Workers by their supervisors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the District. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042

Requires that a school site disaster plan outlines roles, responsibilities, and procedures for students and staff. It also requires that the school site's emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

INCIDENT

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be large or small. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

EMERGENCY

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

DISASTER

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

EARTHQUAKE OVERVIEW

MAJOR EARTHQUAKE THREAT SUMMARY

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expendable, if not predictable, events. Every occupant and developer in Sonoma County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooking may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geological effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

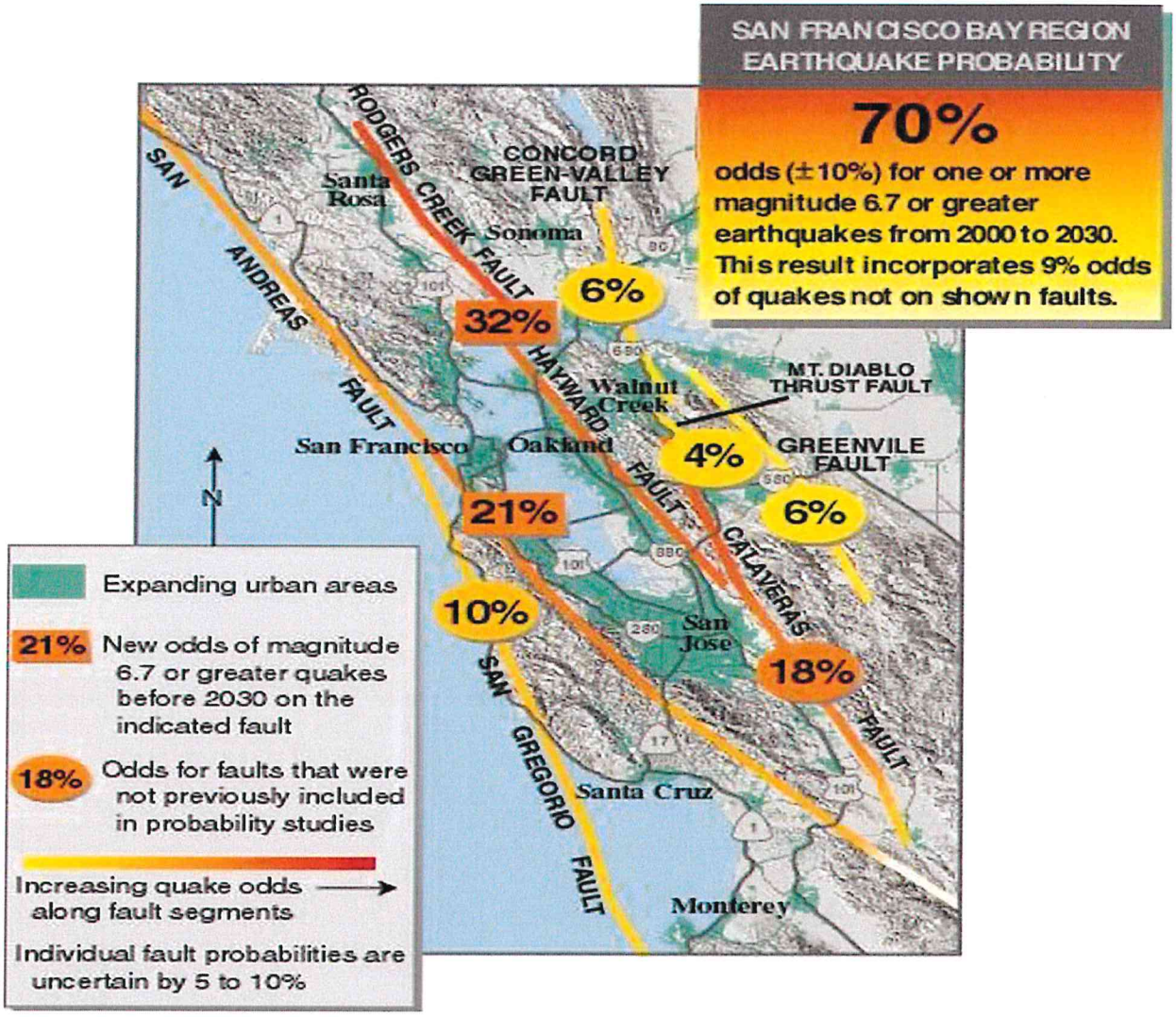
A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions

Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.

Moderate Earthquake	**6 to 6.9**	**Moderate to severe earthquake range; fault rupture probable.**
Major Earthquake	**7 to 7.9**	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	**8 to 8+**	Damage extends over a broad area, depending on magnitude and other factors.



LEVELS OF RESPONSE

RESPONSE LEVELS ARE USED TO DESCRIBE THE TYPE OF EVENT:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to Emergency Proclamations issued by the head of the local government.

Response Level 0 - Readiness & Routine Phase

Ongoing routine response by the school district to daily emergencies or incidents. Stand-by alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, medical emergency, bomb threat, toxic spill, shooting, etc. occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Bellevue Union School District to respond. The affected cities and the county will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive state and federal resources are required. The cities and the County of Sonoma will proclaim a local emergency. The State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. When local jurisdictions declare a State of Emergency, the district board can declare the same.

EMERGENCY PHASES

Some emergencies will be preceded by a warning period, providing sufficient time to warn the population and implement mitigation measures designed to reduce the loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must

be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. Not every disaster necessarily includes all indicated phases.

PREVENTION/MITIGATION PHASE

Prevention/Mitigation is perhaps the most important phase of emergency preparedness and management. Mitigation includes taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of students, staff, and families.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in fewer casualties and lower response costs.

PREPAREDNESS PHASE

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and are trained in activation and execution.

RESPONSE PHASE

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained Impact: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce the secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

RECOVERY PHASE

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. Planning for recovery is a part of the response phase.

FIRST THINGS FIRST

Preparing the District and school sites for emergencies begins with staff preparedness. As district employees are considered emergency responders, personal preparedness for such situations helps during emergencies.

Staff members should prepare their families for an extended absence in the event of an emergency and students are unable to be retrieved by their guardians or emergency contacts. Staff should/may consider being in possession or planning the following items:

- A 72-hour supply kit for the home
- A Car Kit or To-Go-Bag, including comfortable clothes/shoes and medications
- Non-perishable food items for both the home and classroom/office
- A plan for reunification for family members or arranging child care during an absence

Preparedness brochures are available at www.redcross.org, www.prepare.org, and www.ready.gov

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

DISTRICT RESPONSIBILITIES

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATIVE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
    a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.

b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized persons may be taken by district personnel to another site where consolidated care facilities are provided. This information will be given to the media stations and posted on the district website to keep families informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents/Guardians are responsible for ensuring that information on the Student Health/Emergency Form is current at all times.

Families are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents/Guardians need to give specific directions to each student to follow the policy outlined above and to follow all directions of school personnel.

School authorities will do everything possible to care for each student while he/she/they are under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy at school and authorized release in case of a severe emergency.

CHAPTER 8: EMERGENCY RESPONSE PROCEDURES

BASIC ACTIONS

Most emergency responses are covered by the following basic actions:

Action: STAND BY

STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: LEAVE BUILDING

LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety.

LEAVE BUILDING may apply to the following situations:

- Fire
- Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake

Other similar occurrences that might make a building uninhabitable.

Action: TAKE COVER

TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **TAKE COVER** consists of hiding behind any solid object or moving immediately to a location which is upwind and uphill in the event of a chemical threat

TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Active Shooter
- Rabid/Dangerous Animal on School Grounds

Action: DROP WARNING

The warning for this type of emergency is the beginning of the disaster itself.

DROP WARNING (INSIDE SCHOOL BUILDINGS)

Immediately **TAKE COVER** under desks or tables and turn away from all windows.

Remain in a sheltered position for at least 60 seconds. Be silent and listen to/for instructions.

DROP WARNING (OUTSIDE)

Earthquake: Move away from buildings, take a protective position if possible.

Explosion/Chemical Attack: Take a protective position, or get behind any solid object; lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by authorized school personnel: maintenance and school administrators, and if applicable, police, fire, or city inspectors.

In the event the drinking water is unsafe, water valves will be turned off and the drinking fountains will be sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and the lead custodian.

ACTION: DIRECTED TRANSPORTATION

Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a danger area to a designated safety area. **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the superintendent or designee, site administrator, police, fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

GO HOME consists of :

- Dismissal of all classes
- Return of students to their homes in the most expedient manner possible

GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, NIXLE alert, phone distribution lists, and district communications will occur.

ACTION: CONVERT SCHOOL

The District will engage in school or facility conversion to support the American Red Cross.

BUSD has established a Memorandum of Understanding (MOU) with the City of Santa Rosa. This MOU establishes the framework for a collaborative effort between the City and District to provide various facilities, equipment, and/or services following an emergency or disaster, including, without limitation emergency temporary mass care shelters for displaced community members, emergency medical treatment and/or inoculation sites, and logistic staging areas (including for food service and other critical supplies) for emergency response and recovery efforts.

The duration of this MOU has been established for five years from the date of signature.

The MOU appears in the Appendix of this document.

EARTHQUAKES

EARTHQUAKE PROCEDURES IN THE CLASSROOM OR OFFICE

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until the ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

EARTHQUAKE PROCEDURES IN OTHER PARTS OF THE BUILDING

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

EARTHQUAKE PROCEDURES WHILE OUTSIDE

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school building and individual classrooms:

1. The teacher or other person in authority shall implement the DUCK, COVER, AND HOLD ON action. Each student shall:

    a. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
    b. Drop to knees with back to the windows and knees together.
    c. Hold onto the desk.
    d. Bury face in arms, protecting the head. Close the eyes tightly.
    e. Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.

2. As soon as possible, teachers shall move the students away from windows and out from under heavy suspended light fixtures.

3. Teachers shall implement an action to LEAVE THE BUILDING when the earthquake is over, unlock and close the door, and make their way to the designated area on the blacktop. Teachers will take with them their class roll sheets and emergency supplies. Teachers shall ensure that students walk quietly and do not run.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher, instructional aide or other person in authority shall direct the students to WALK away from buildings, trees, poles, or exposed wires.

2. The teacher shall implement the DUCK, COVER, AND HOLD ON action. Teachers and students shall cover their heads as much as possible, and close their eyes.

3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

4. Teachers/Instructional Aides will walk the children to the designated area on the blacktop. Students will be instructed to line up on their classroom numbers. Under no circumstances will students be allowed to return to the classrooms.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.

2. Teachers or students shall not turn on/off any light after the earthquake until the area is declared safe.

3. Teachers shall render first aid if necessary.

4. Teachers shall take roll of their classes.

5. The principal shall see that guards are posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.

6. The principal shall direct the custodian to shut off water and gas to facilities, as necessary.

7. The principal shall request assistance as needed, through appropriate channels, from the county or city Office of Emergency Services or fire and police departments.

8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.

9. The principal shall, if possible, contact the district office for further instructions.

10. The principal (in consultation with the superintendent) shall determine the advisability of closing the school, with the advice of the City Building Inspector, Fire Department, etc.

11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.

12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.

13. Until such time as the buildings are safe for use, the principal shall provide educational facilities outside so that the educational program may be continued with as little interruption as possible.

FIRE

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

FIRE (INDOORS)

In the event that a fire is detected within a school building, use the following procedures:

a. The Principal or Designee will:
- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.

e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

FIRE (NEAR A SCHOOL)

The Principal or designee shall:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.

- Notify the Fire Department by calling 911.

- Notify the superintendent's office.

- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to the (KSRO) 1350 AM, 96.9 FM, or 103.5 FM or (KCBS) 740 AM or 106.9 radio stations as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- ❑ Print each student's emergency card including contacts, allergies, and medication.
- ❑ Print attendance rosters for each class.
- ❑ Determine availability of portable lighting at site, i.e. flashlights & batteries.
- ❑ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- ❑ Clear away materials and boxes from hallways and pathways.
- ❑ Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- ❑ Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- ❑ Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- ❑ Plan alternative communication methods such as runners, cell phones, or radios.
- ❑ Develop a site plan such as a buddy system or chaperone, for restrooms or any other

necessary leave during this period.

- ❑ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ❑ Ask your staff and students to have seasonal warm clothing available.
- ❑ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ❑ Organize a team to check the status of individuals in buildings and fires during the blackout.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

- ❑ Sites are equipped with emergency cell phones and radios.
- ❑ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building including checking for fires.
- ❑ Use a buddy system when going to the restrooms.
- ❑ DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- ❑ DO NOT USE candles or gas lanterns.
- ❑ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ❑ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

SHELTER-IN-PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- ❑ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

- ❑ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

- ❑ **LISTEN.** Remain quiet to hear critical instructions from school officials.

    - o If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

❑ Advise students to cover their mouths and nose with a damp cloth or handkerchief to protect from any airborne hazards.

❑ A school official (or student if no official present) should close all vents and turn off ventilation systems. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*

❑ Turn off all motors and fans. *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*

❑ Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

BOMB THREAT

THE PERSON RECEIVING THE BOMB THREAT WILL:

❑ Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "**bomb threat checklist**" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions ❑ about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

❑ **When will the bomb explode and where is the bomb located?**

❑ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).

❑ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

❑ Call 9-1-1. Give the following information:

- ✔ Your name
- ✔ Your call-back phone number
- ✔ Exact street location with the nearest cross street
- ✔ Nature of incident
- ✔ Number and location of people involved and/or injured

❑ Notify the Superintendent's Office.

❑ Evacuate involved <u>buildings</u> using fire drill procedures. Principal must have the Superintendent's permission to evacuate the entire site.

❑ Implement a systematic inspection of the facilities to determine if everyone is out.

❑ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

❑ Maintain an open telephone line for communications.

- ❑ Secure all exits to prevent re-entry to buildings during the search period.

- ❑ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.

- ❑ Re-occupy buildings only when proper authorities give clearance

INTRUDER ON CAMPUS

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ❑ Have the person(s) under suspicion kept under constant covert surveillance.
- ❑ Approach and greet the intruder in a polite and non-threatening manner.
- ❑ Identify yourself as a school official.
- ❑ Ask the intruder for identification.
- ❑ Ask them what their purpose is for being on campus.
- ❑ Advise intruder of the trespass laws.
- ❑ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- ❑ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- ❑ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- ❑ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ❑ Lock exit doors to the cafeteria/gym.
- ❑ Spread SHELTER IN PLACE or LOCKDOWN alarm throughout the rest of school as appropriate.

HOSTAGE SITUATION

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

❑ **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are In an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

❑ If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

❑ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room, they should, depending on the situation, initiate Action **"TAKE COVER"** position or run in a zig-zag fashion to the staging areas and **STAY CALM**.

❑ If and when possible, call Administration and/or 9-1-1.

LOCKDOWN: ACTIVE SHOOTER

A Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active Shooter training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Lockdown response is a partnership with local law enforcement.

Immediate actions should include:

- ❑ Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- ❑ LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- ❑ Notify administration.
- ❑ Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- ❑ Administration notifies the Superintendent.

Intermediate activities:

- ❑ Place a red card under the door/in a window if you have a serious injury in the classroom.
- ❑ Take roll
- ❑ Conduct anxiety-reducing activities

Evacuation:

- ❑ Prepare students and yourself for a quick evacuation
- ❑ Follow directions of law enforcement when they arrive

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING

If a student ingested a poisonous substance:

- ❑ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ❑ Call parents.
- ❑ Notify the Superintendent.

Following any emergency, notify the District Superintendent's Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- ❑ Evacuate the immediate area of students and staff
- ❑ Determine whether to initiate Shelter In Place Protocol
- ❑ Secure the area (block points of entry)
- ❑ Identify the chemical and follow the procedures for that particular chemical.
- ❑ Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- ❑ Notify the District Office with the following information:
  - ✔ Date, time, and exact location of the release or threatened release
  - ✔ Name and telephone number of person reporting
  - ✔ Type of chemical involved and the estimated quantity
  - ✔ Description of potential hazards presented by the spill
  - ✔ Document time and date notification made
  - ✔ Emergency personnel responding (Highway Patrol, CALTRANS, etc.)
  - ❑ Locate a fire extinguisher and have present, should the need arise
  - ❑ Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!

- ❑ If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office for directions. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline, Solvents, Motor Oil, Diesel Fuel, Kerosene, Anti-Freeze, Airborne Gasses/Fumes, Lacquer Thinner, Paint, Agricultural Spray, Paint Thinner, Stain, and Brake Fluid

Always call for assistance and:

- ❑ Extinguish all ignition sources
- ❑ Shut off main emergency switch to fuel pump, if appropriate
- ❑ Move appropriate fire extinguishing equipment to area
- ❑ If possible, contain the spill to prevent further contamination
- ❑ Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Maintenance Department.

Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- ❑ Shut off emergency switch
- ❑ Avoid skin contact

- ❑ Isolate the spill from people and vehicles by blocking all points of entry
- ❑ Stop and evaluate any hazards
- ❑ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- ❑ Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- ❑ Take care of any injured
- ❑ Notify the District Office.
- ❑ If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- ❑ Date, time, and exact location of the release
- ❑ Name and telephone number of persons reporting the release
- ❑ The type of fuel spilled and the estimated quantity
- ❑ Description of potential hazards presented by the fuel spill
- ❑ Document the time and date notification was made and the information provided
- ❑ A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this Report.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation all employees will:

- ❑ Upon emergency alert, secure work area and depart/report to assigned area.
- ❑ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ❑ DO NOT re-enter the building without permission or request of emergency service authorities.
- ❑ Remain in the general assembly areas and calm students if not assigned another duty.
- ❑ When signaled to re-enter safe areas of the school, quickly do so.
- ❑ Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- ❑ Upon alert, assemble students for evacuation using designated routes and account for all students.
- ❑ Secure room.
- ❑ If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ❑ Upon arrival at the assembly area, account for all students.
- ❑ Secure medical treatment for injured students.
- ❑ Report any students missing or left behind because of serious injuries.
- ❑ Stay with and calm students.

- ❑ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ❑ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ❑ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ❑ Notify the Superintendent of the campus evacuation.
- ❑ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ❑ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

RESCUE BREATHING

- ❑ Gently tilt the head back and lift the chin to open the airway.
- ❑ Pinch the nose closed.
- ❑ Give two slow breaths into the mouth.
- ❑ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ❑ If you are doing the procedure correctly, you should see the chest rise and fall.

TO STOP BLEEDING

- ❑ Apply direct pressure to the wound.
- ❑ Maintain the pressure until the bleeding stops.
- ❑ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ❑ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

TREATMENT FOR SHOCK

- ❑ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ❑ Attempt to rule out a broken neck or back.
- ❑ If no back or neck injury is present, slightly elevate the person's legs.

CHOKING

- ❑ Stand behind the person.
- ❑ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ❑ Grasp your fist with your other hand, give an abdominal thrust.
- ❑ Repeat until the object comes out.
- ❑ If required, begin rescue breathing.

TRIAGE GUIDELINES

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the emergency medical services response time, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage

Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ❑ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ❑ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ❑ If absent, open airway to see if breathing begins
- ❑ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ❑ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ❑ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ❑ Use the capillary refill test to check radial (wrist) pulse
- ❑ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ❑ If capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- ❑ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ❑ Use simple commands/tasks to assess
- ❑ If patient cannot follow simple commands, tag **RED**
- ❑ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ❑ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

SUICIDE

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

Get Help by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

Stay with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don't

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

MASS CASUALTY

In the event of a Mass Casualty Incident (MCI):

- ❑ Determine what the problem is and **call 9-1-1** for local emergency services.

Note: A casualty is a victim of an accident or disaster.

- ❑ Identify the problem and give the school address.
- ❑ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ❑ Determine if the problem will continue or if it is over.
- ❑ Notify the Superintendent's Office.
- ❑ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
- ❑ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ❑ Keep calm, reassure students.
- ❑ Fire Department will notify appropriate agencies for additional help.
- ❑ Crisis Team will convene.
- ❑ Contact the Superintendent to determine the need to send students home.

PATIENT TRACKING SHEET
MASS CASUALTY

Page _____

Hospitals:

KSR -	**Kaiser Santa Rosa**
SSR -	**Sutter Santa Rosa**
SJM -	**Saint Joseph Memorial Santa Rosa**
PV -	**Petaluma Valley**
PDHS -	**Palm Drive Hospital Sebastopol**

Paramedic Tag #	Victim Name	Student ID #	Time of Departure	Hospital

SIGNED:

DATE:

BIO TERRORISM

ANTHRAX THREAT

How to identify suspicious letters or packages:

- ✔ Excessive postage
- ✔ Handwritten or poorly typed addresses
- ✔ Incorrect titles
- ✔ Title, but no name
- ✔ Misspellings of common words
- ✔ Oily stains, discolorations or odors
- ✔ No return address
- ✔ Excessive weight
- ✔ Lopsided or uneven envelop
- ✔ Protruding wires or aluminum foil
- ✔ Excessive security material such as masking tape, string, etc.
- ✔ Visual distractions
- ✔ Ticking sound
- ✔ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✔ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax":

❑ Do not shake or empty the contents of any suspicious envelope or package.

❑ Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

❑ If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

❑ Then leave the room and close the door, or section off the area to prevent others from entering.

❑ Wash your hands with soap and water to prevent spreading any powder to your face.

- ❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ❑ List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface:

- ❑ Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- ❑ Leave the room and close the door or section off the area to prevent others from entering.
- ❑ Wash your hands with soap and water to prevent spreading any powder to your face.
- ❑ If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- ❑ Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- ❑ Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- ❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol:

(Examples: small devices triggered warning that air handling systems are contaminated, or warning that a biological agent is released in a public space.)

- ❑ Turn off local fans or ventilation units in the area.
- ❑ Leave the area immediately.
- ❑ Close the door or section off the area to prevent others from entering.
- ❑ **Move upwind, uphill, upstream.**
- ❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ❑ Shut down air handling systems in the building if possible.
- ❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

BOTULISM

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

SMALLPOX

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

CHAPTER 9: STUDENTS WITH SPECIAL NEEDS

EMERGENCY PLANNING

Planning for students with special needs before, during and after an emergency is essential to ensure both student and staff safety while mitigating hazardous situations. School staff, which may include administrators, teachers, education specialists, psychologists, paraprofessionals, nurses, and maintenance personnel, work collectively to consider the visual, communication-related, mobility-related, cognitive, attentional and emotional needs of students with special needs during emergency situations. Teams takes the following course of action when planning and preparing for students with special needs during an emergency:

- Identify students' special needs
- Maintain a confidential roster of students with special needs
- Build upon current accommodations, modifications, and services
- Teach students with special needs emergency response strategies
- Inform and train adults

IDENTIFYING STUDENTS' SPECIAL NEEDS & CREATION OF A CONFIDENTIAL ROSTER

The staff planning team determines which students will require additional support during emergency situations and determines the specific needs of the individual students at their respective school sites. A confidential roster is created that describes each student's physical and emotional needs during an emergency. This roster is critical as it details the specific medications, accommodations, and accessories required by the student during the emergency event. Once the team has created the list, the education specialist and/or teacher creates an Emergency Go-Kit that contains the emergency items in addition to the necessary sensory toys, soundproof headphones, medications, and activity materials/toys (books, coloring books, crayons, stress balls, etc.). This roster and Emergency Go-Kit accompany the staff and students in the event of an emergency.

BUILDING UPON CURRENT ACCOMMODATIONS, MODIFICATIONS, AND SERVICES

The planning team considers the students' Individualized Education Plan and 504 accommodations when developing goals, objectives, and courses of action. Teams discusses potential accommodations including:

- Supervision during transitions; adult one-to-one assigned to student
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Fidget items/Sensory toys
- Food items
- Access to sanitation/handwashing stations and hand sanitizer
- A peer buddy system

- Access to emergency medications/medication management
- Access to noise-canceling headphones
- Assigned seating accommodations during an emergency situation

Teams will also consult with parents, caregivers, and the students with special needs to help them best meet the needs of the identified student. Creating a partnership among the student, family, and school team to ensure safety is a crucial factor in the safety plan.

TEACHING EMERGENCY RESPONSE STRATEGIES

Emergency response training will be provided to students with special needs and the staff responsible for their care. Students and staff must learn ways to communicate with safety partners in case of a separation from their caregivers; be able to communicate specifics regarding their special needs; and use any necessary tools, such as evacuation equipment, visual aids, administration of medication, and use of accessory items.

Routine drills will be administered to allow for ample time to practice responses to emergency scenarios. To the greatest extent possible, these drills will be discussed at an age-appropriate level with the students prior to their administration. Teachers may use assistive technology, social stories, picture cards, sensory materials and other tools to teach students what to expect and how to respond during an emergency.

Staff must consider the unique needs of children with special needs when conducting drills. Staff must take into account that students in motorized wheelchairs will require practice with evacuation routes, and students on the spectrum or students with sensory integration issues may require extra support dealing with loud noises, bright lights, etc.

Sites may collaborate with community partners in non-emergency settings to allow for opportunities of interaction and relationship building to help students become comfortable and at ease prior to drills.

INFORM AND TRAIN ADULTS

Staff is trained on the courses of action required to support students with special needs during an emergency. Staff is made aware of their responsibilities in meeting the students' needs and how to communicate with community partners in the event of an emergency. Staff review the safety procedures and discuss how specific actions will affect the students in regards to access, functional needs including required medications, wayfinding, evacuation assistance, personal assistance services, and supporting those who may experience severe anxiety during traumatic events. Training includes discussions regarding all types of emergency scenarios. The team discusses the possible threats and hazards of these scenarios and assesses the risks and vulnerabilities of the situation. Supporting children with special needs during an emergency requires a multifaceted and collaborative approach that involves all key stakeholders.

SCHOOL EMERGENCY EVACUATION PLANNING CHECKLIST STUDENTS WITH SPECIAL NEEDS		
Please answer the following questions to help you prepare for an emergency.	**YES**	**NO**
Is your roster of your students with special needs complete and up-to-date?		
Have you identified the medical needs of your students and their medication schedules?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Have multiple evacuation sites been identified that are accessible to students/staff?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for students?		
Have you identified any necessary tools such as personal response plans, evacuation equipment, or visual aids for students?		
Have you identified all of your communication needs for your students?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Has a "peer support system" been developed for students?		
Have you been trained, trained staff on proper lifting techniques?		
Have students and families been encouraged to provide 72 hour medications?		
Is your Emergency Go-Kit equipped with all of the necessary tools and items including sensory toys, soundproof headphones, medications, and activity materials?		
Have you contacted additional support staff to help provide services to students during an emergency (school counselor, psychologist, nurse)?		
Have you contacted your site administrator with any additional needs you may have to support your students in an emergency?		

CHAPTER 10: INCIDENT COMMAND SYSTEM

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

MAJOR CONCEPTS AND COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics,* and *Finance/Administration.*

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander.*

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

HOW ICS FUNCTIONS

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and

avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the school district. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The 'thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

INCIDENT COMMAND CENTER TEAMS

Each designated site is responsible for the continual updating and review of their respective Incident Command System's Organizational Chart. Each of the site's ICS Chart is included in the appendix of this document.

The sites have designated locations for Command Posts, Mass Care Centers, and Evacuation Centers. Emergency Response Teams oversee Operations, Student Staging Areas, Planning, Logistics, and Finance.

In the event of an emergency, the District and Sites' emergency communications system will be activated.

EMERGENCY COMMUNICATIONS

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

EMERGENCIES WITHIN A SCHOOL:

Internal communications will be via:

- ❑ Public address systems
- ❑ Emails
- ❑ Message runner
- ❑ District telephone/emergency radio to administration offices

External communications will be via:

- ❑ The main communications network
- ❑ News bulletins, as needed, by appointed personnel only

EMERGENCIES AFFECTING TWO OR MORE SCHOOLS:

In-district communications will be via:

- ❑ Telephone, if operable
- ❑ District internal communications
- ❑ Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- ❑ Use established communication channels to keep employees, students, parents, essential communicators and community informed.

❑ Keep secretaries briefed on situation changes and what to tell people who phone the School District.

❑ Hold briefings with employees, labor association leaders, Board President, school site leadership and other key communicators.

❑ Enact telephone tree in order to communicate updates.

❑ Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.

❑ Supply Superintendent's office and public information offices with a copy of each bulletin.

WORKING WITH THE NEWS MEDIA

- Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.
- News media personnel are not to be on school grounds, except in designated areas.
- Staff is to report any news media personnel that appear elsewhere on campus to the principal/incident commander.

RECOVERY

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Sonoma County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the Sonoma County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase, faith-based, private and public school have agreed that:

(1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Sonoma County Mental Health Department before reporting to their assigned campuses.

(2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or designee can notify the Sonoma County Mental Health Department.

(3) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

(4) The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

(5) In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Sonoma County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

(6) In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

MENTAL/SOCIAL SUPPORTS CONTACTS

ORGANIZATION	PHONE NUMBER
Sonoma County Department of Health Services; Mental Health Services	(707) 565-6900 (800) 870-8786
Sonoma County Department of Health Services; 24 Hour Crisis Services	(707) 576-8181
24 Hour Suicide Prevention Hotline	(855) 587-6373
Sonoma County Sheriff	Call 911 or Non-Emergency (707) 565-2121
Santa Rosa Police Department	Call 911 or (707) 543-3600 or Non-Emergency: (707) 528-5222

APPENDICES

Emergency Responder Contact Information	
In the event of an **EMERGENCY** dial **9-1-1**	
Non-Emergency Contact Information	
(707) 543-3600	Santa Rosa Police Department
(707) 528-5222	SRPD Non-Emergency Dispatch Line *Treated like 911 if calling from a cell phone
(707) 565-2121	Sonoma County Sheriff
(707) 641-8300	Sonoma County CHP
(707) 565-7100	Animal Control
(707) 543-3500	Santa Rosa Fire Department
(707) 528-5151	SRFD/Ambulance Non-Emergency Dispatch Line
(707) 543-3525	Santa Rosa City Emergency Management
(707) 565-1152	Sonoma County Department of Emergency Management
(707) 565-4304	Child Protective Services
(800) 222-1222	Poison Control

Bellevue and Taylor Mountain Elementary are under the County of Sonoma jurisdiction and would call the Sonoma County Sheriff or Sonoma County Department of Emergency Management.

Meadow View and Kawana Springs Elementary are under the City of Santa Rosa jurisdiction and would call Santa Rosa Police Department or Santa Rosa Fire Department/Ambulance.

***Note:** The surrounding neighborhoods to Taylor Mountain Elementary are under the City of Santa Rosa jurisdiction. Some of the surrounding neighborhoods to Kawana Springs Elementary are under the County of Sonoma jurisdiction.

Emergency Go-Kits for Classrooms

https://rems.ed.gov/docs/EmergencyGoKitsFactSheet_508C.pdf

OPERATIONS

ion Chief/Cood.:
ina Craig
rnate: Angela Grenier

munications Team:
ina Craig
atasha Simpson

ch & Rescue Team: Trained S&R
onnel who are physically capable.
lardonio Mondragon
mber MacLean

t Aid Team:
lly Ramirez
lanca Ramirez
ned in CPR/First Aid:
a Pelot

lent Release/Staff Accounting Team:
arina Martinez
ny Flores

mbly/Shelter Team:
ardonio Mondragon
ctavio Mondragon

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: **Nina Craig**
Principal or Designee
1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):
1. Michael Kellison or Superintendent Designee

Safety Officer:
1. Bill Jerub
2. Carrie Boyce

Liaison:
1. Julie Synyard
2. Angela Grenier

LOGISTICS

Section Chief/Cood.:
1.Gustavo Hernandez

Food/Water/Supplies Team:
1.Gustavo Hernandez
2. Chelsy Carillo
3. Student Supervisors

Transportation Team:
1. Gina Barnes
2. Emma McBride

Security/Fire Inspection/Maintenance:
1.Mardonio Mondragon

PLANNING/INTELLIGENCE

Section Chief/Cood.:
1. Angela Grenier
Alternate: Carrie Boyce

Situation Status Team:
1. Nina Craig
2. Karina Martinez

Documentation Team:
1. Ashley Bridges

FINANCE/ADMIN

Section Chief/Cood.:
1. Chris Kim or Designee

Record Keeping Team:
1. District Office

Bellevue Elementary School
Incident Command System
2022-2023

NOTE: *This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.*

OPERATIONS

ion Chief/Cood.:
- Gennifer Caven
- Alternate: Lucelene Jaimes Perez

mmunications Team:
isana Bradley
nise McCullough
istrict Office

ch & Rescue Team: Trained S&R
onnel who are physically capable.
ustodians and PE teachers

t Aid Team:
ka Corrales, Michelle Williams, Dayana
a, Jasmine Hernandez, Lizette Gopar
eno, Griselda Rivera, Anahi Partida

lent Release/Staff Accounting Team:
isana Bradley
ichelle Williams
ika Corrales

mbly/Shelter Team:
elby Soriano
ny Duarte
urel Duncan
da Martin
mon Baeza Calderon

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: **Denise McCullough**, Principal
Alternate: **Gennifer Caven**
1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):
1. Michael Kellison - Supt. or Designee

Safety Officer:
1. Bill Jereb

Liaison:
1. Julie Synyard

LOGISTICS

Section Chief/Cood.:
1. Susana Bradley
Alternate: Michelle Williams

Food/Water/Supplies Team:
1.All unassigned staff members, volunteers, substitutes available to be assigned by the Logistics team as needed

Transportation Team:
1. West County Transportation; staff as needed

Security/Fire Inspection/Maintenance:
1. Enrique/Custodian, Juan Pablo Carrillo

PLANNING/INTELLIGENCE

Section Chief/Cood.:
1. Lucelene Jaimes Perez

Situation Status Team:
1. Staff as needed

Crisis Intervention/Care & Comfort:
1. Magali Barajas, Griselda Rivera, Alondra Plancarte, Marygrace Ahern

Documentation Team:
1. Staff as needed

FINANCE/ADMIN

Section Chief/Cood.:
1. Chris Kim or Designee

Record Keeping Team:
1. Staff as needed

Kawana Springs Elementary
Incident Command System
2022-2023

NOTE: *This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.*

OPERATIONS

ion Chief/Cood.:
uzanne Bethel

munications Team:
abel Luna

ch & Rescue Team: Trained S&R
onnel who are physically capable.
ed Tolks
lartin Calderon
icente Sosa
yle Davidson

t Aid Team:
ıbel Luna
yndi Chapman

lent Release/Staff Accounting Team:
atali Ramirez
ula Hernandez

mbly/Shelter Team:
efonso Mondragon
ter Jamarillo

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: Jean Walker
Principal or Designee
1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):
1. Michael Kellison or Superintendent Designee

Safety Officer:
1. Bill Jereb

Liaison:
1. Julie Synyard

LOGISTICS

Section Chief/Cood.:
1. Ellana Silva
2. Christine Brito

Food/Water/Supplies Team:
1.Donna Rinnel
2. Agueda Becera

Transportation Team:
1. Natali Ramirez

Security/Fire Inspection/Maintenance:
1.Ildefonso Mondragon
2. Peter Jamarillo

PLANNING/INTELLIGENCE

Section Chief/Cood.:
1. Sarah Goodin
2. Suzanne Bethel

Situation Status Team:
1. Isabel Luna

Crisis Team:
1. Mark Bunnell
2. Shari Byers-Gith

Documentation Team:
1. Sofia Diaz

FINANCE/ADMIN

Section Chief/Cood.:
1. Chris Kim or Designee

Record Keeping Team:
1. Ashley Johnson

Meadow View Elementary School
Incident Command System
2022-2023

NOTE: *This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.*

Taylor Mountain Elementary School Incident Command System Leadership 2022-23

MANAGEMENT

Incident Commander: Margaret Jacobson Alternate: Genevieve Walker

OPERATIONS

Section Chief:
Becky Hansen
Alternate 1: Tiffany Kampann

Assembly/Shelter Team:
1.Kelly Evans
2. Dale Killilea
3. Jeremiah Clements
4. Krisitin Roza

Crisis Intervention/Care Comfort Team:
1. Gabby Gachet
2. Colleen Campbell
3. Bettina Miller
4. Jackie Martinez
5. Molly Brown

First Aid Team:
1.Dominic Messimore
2. Gloria de Souza
3. Laura Gomez
4. Mary Des Chenes
5. Janet Lebaro

Maintenance/Fire/Site Security:
1. Bismark Torres
2. Ruben Cuevas

Search & Rescue Team:
1.Chris Wilson
2.Gabe Hernandez

Student Release/Staff Accounting Team:
1. Hope Leon
2. Elida Guerrero
3. Amber Solbakken
4. Katy Edson

Communications Team:
1. Margaret Jacobson
2. Julie Roza

LOGISTICS

Section chief:
Amber Everson
1. Carolyn West
3. Nancy Radcliffe

Supplies & Staffing Team:
1. Olivia Baldwin and Cool School Staff
2.

Transportation Team:
1. Olivia Baldwin and Cool School Staff

PLANNING/INTELLIGENCE

Section Chief:
Tony Pennacchio
Alternate 1: Kelly Fitzgerald-Dimsho

Documentation Team:
1. Julie McMurtrie
2. Rosie O'Brien

Situation Status Team:
1. Julie Roza

FINANCE/ADMIN

Section Chief:
Margaret Jacobson
Alternate 1:Julie Roza

Recordkeeping Team:
Staffed as needed
Julie Roza
Bismark, Custodial Staff

PIO--District office staff

SAFETY OFFICER: Julie Roza, Bismark

LIAISON OFFICER: Julie Roza

Staff to watch students and help with finding students to release:
Reiley Obedin
Kristi Slayback
Linda Jensen
Kailee Silacci
Elysa Bravo
Katie Finkbeiner
Jeanise Eisenmann
Diana Avila
Suzi O'Rear
Mary Ellen Pastorino

Staff to monitor perimeter:
Maria H--
Maria G
Maria C
Erika B
Melissa M
Luz
Alexa Aquino
Lorena L
Bella Hoffman

STOP SIGN at Crosswalk to cross students to off site evac:
Rick Davey/Joe Trombetta
Melissa Maples
Natalia Aguilar

Bellevue Union School District
Safety Plan Signature Page
2022-2023

The undersigned members of the Bellevue Union School District Safety Planning Committee certify that the requirements of the SB 187 Comprehensive School Safety Plan have been met.



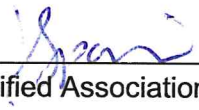
Director of Maintenance and Operations



Principal



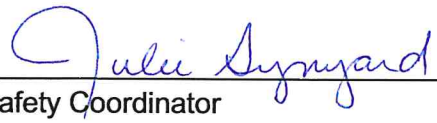
Teachers Association Representative (Bellevue Education Association)



Classified Association Representative (CSEA)



Parent Representative



Safety Coordinator

Reviewed by Law Enforcement: Sergeant Summer Gloeckner

Reviewed by Fire Department Official: Division Chief Paul Lowenthal

Comprehensive School Safety Plan
2022-2023
School Year

District: Bellevue Union School District

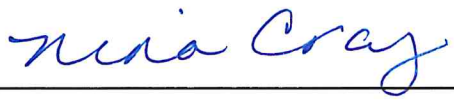
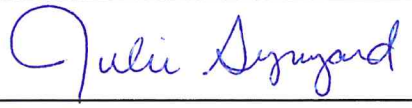
District Code: 49706150000000

Address: 3150 Education Drive, Santa Rosa, CA 95407

Date of Approval: January 25, 2023

Date of Review: January 25, 2023

Approved By:

Name	Title	Signature	Date
Bill Jereb	Director of Maintenance and Operations		1/25/23
Paula Hernandez	Parent		1/25/23
Erika Corrales	Parent		1/25/23
Elida Guerrero	Parent		1/25/23
Rebecca Hansen	Certificated Representative		1/25/23
Jennifer Spain	Classified Representative		1/25/23
Nina Craig	Principal Representative		1/25/23
Jean Walker	Principal Representative		1/25/23
Julie Synyard	Safety Coordinator		1/25/23

Comprehensive School Safety Plan

2022-2023
School Year

School: Meadow View Elementary

CDS Code: 49706156115695

District: Bellevue Union School District

Address: 2665 Dutton Meadow, Santa Rosa, CA 95407

Date of Update: December 12, 2022

Date of Review: December 12, 2022

Approved By:

Name	Title	Signature	Date
Cody Hawkins	President		12/18/23
Nikigiovanni Seems-Rogers	Parent	Nikigiovanni Seems-Rogers	1/19/23
Norma Velarde	Parent		12/16/22
Donna Rinnels	Classified Representative	Donna M. Rinnels	12/14/22
Karen Corwin	Certificated Representative		
Hugh Brown	Certificated Representative		12/16/22
Paula Hernandez	ELAC Representative		12/13/22

Jean Walker	**Principal**		12/13/22

Comprehensive School Safety Plan

2022-2023
School Year

School: Kawana Springs Elementary

CDS Code: 49706156051593

District: Bellevue Union School District

Address: 2121 Moraga Drive, Santa Rosa, CA 95404

Date of Update: December 15, 2022

Date of Review: December 15, 2022

Approved By:

Name	Title	Signature	Date
Zeke Beke	President		1/26/23
Alanya Navarro	Parent		1/26/23
Holly Cumbie	Parent		1/26/23
Erika Corrales	Classified Representative		1/26
Magali Barajas	Certificated Representative		1/26
Juan Pablo Carrillo	Certificated Representative		1/27
Adriana Zuniga	ELAC Representative		1-27

Denise McCullough	**Principal**		1/26/23

Comprehensive School Safety Plan

2022-2023
School Year

School: Bellevue Elementary

CDS Code: 49 70615 6051585

District: Bellevue Union School District

Address: 3223 Primrose Avenue, Santa Rosa, CA 95407

Date of Update: January 23, 2023

Date of Review: January 23, 2023

Approved By:

Name	Title	Signature	Date
Veronica Hermosillo	President		1/23/23
Lisa Lopez	Parent		1/23/23
	Parent		
Amy Carlisle	Classified Representative		1/23/23
Stephanie Gerke	Certificated Representative		1/23/23
Ashley Bridges	Certificated Representative		1/23/23
	ELAC Representative		

Nina Craig	**Principal**	Nina Craig	1-23-23
Celeste King	Certificated Rep	Celeste King	1-23-23

Comprehensive School Safety Plan

2022-2023
School Year

School: Taylor Mountain Elementary

CDS Code: 49 70615 0113506

District: Bellevue Union School District

Address: 1210 East Bellevue Avenue, Santa Rosa, CA 95407

Date of Update: January 9, 2023

Date of Review: January 9, 2023

Approved By:

Name	Title	Signature	Date
Shana Mendoza	President		1-9-23
Laura Gomez	Parent		
Karina Valencia	Parent	Karina A. Valencia H.	1-9-23
Elida Guerrero	Classified Representative		
Amber Solbakken	Certificated Representative		
Colleen Campbell	Certificated Representative		1/9/23
Julie McMurtrie	Certificated Representative		

Blanca Orozco Pulido	**ELAC Representative**	Blanca O.	1-9-23
Margaret Jacobson	**Principal**	Margaret	1-9-23

Kawana Spring Elementary School Site Council (SSC) Meeting

The meeting of the School Site Council (SSC) will be held on:

When: December 15, 2022

Where: Kawana Springs Library

Time: 2:50-3:50 P.M.

AGENDA

1. Review/Approval of Comprehensive Safety Plan
2. Student Data Review
3. Monitoring of School Plan for Student Achievement Goals

We are looking forward to seeing you at the meeting! If you would like to comment during Public Announcements, you may join our meeting and share your comment. Comments are limited to 2 minutes. You may also submit a comment (300 word limit) in writing to dmccullough@busd.org to be read aloud by an SSC member.

Bellevue Union School District

School Site Council

Summary of discussion/action(s) taken

Taylor Mountain Elementary ~ 2022-23

Item	Date(s) when item discussed	Notes/ Parent Advice/Input/Comments
Approval of Minutes	11-7-22 1-9-23	NA 7 Ayes 7Ayes
Announcements	11-7-22 1-9-23	Pozole Night in December Family Game Night: Jan. 20, 2023 Family Formal Dance: Feb. 10, 2023
Admin ~Member Annual Training	7-29-22	Admin Training
Officer Elections	9-12-22	Shana Mendoza confirmed as President , 10 ayes
Parent Compact Family Engagement Policy	11-7-22	Vote to affirm: 7 Ayes
Comprehensive School Safety Plan	1-9-23	Comprehensive School Safety Plan Presentation by Julie Synard. Questions and concerns were brought up and addressed: keeping gates secured at dismissal and during Cool School; cameras are in place; classroom doors can be locked by teachers from the inside. Approved 7 ayes
School Plan for Student Achievement (SPSA)	9-12-22	Review of Goals and presentation of baseline data for each goal

Bellevue Union School District

School Site Council

School Site Needs (Needs Assessment) Parent Survey	9-12-22 11-7-22 1-9-23	Review of Family Engagement Goal/Building Community. Brainstorm of monthly activities to increase family/school engagement. Share community engagement calendar of events Youth Truth Survey window is open; messaging and survey link has been sent to all families via Blackboard connect, on website and and on social media.
Student Data Review Improving Student Achievement	9-12-22 11-7-22	Presentation of STAR Data for beginning of year, Gr 1-6; reclassification goal in numbers Update of 1st trimester progress in reading, EL reclassification, and family engagement activity calendar
Title I Meeting	August 31, 2022	Parent Welcome Meeting- Title I Meeting
Input from ELAC	9-12-22 1-9-23	Introduction of ELAC reps and DELAC representative Superintendent worked with ELAC committee to facilitate roundtable brainstorm activity for improvement for student programs, facilities, and community engagement
Adjourned	9-12-22 11-7-22 1-9-23	3:40 pm 3:35 pm 3:28 pm

School Site Council (SSC) Meeting

The meeting of the School Site Council (SSC) will be held on:

When: December 12th, 2022

Where: Conference room

Time: 3:00-4:00 P.M.

AGENDA

1. Welcome
2. Review and accepts,minutes from Nov meeting
3. Comprehensive Safety Plan
4. Brainstorm needs assessment
5. Communication to and from the English Learner Advisory Committee (ELAC)

We are looking forward to seeing you at the meeting! If you have any questions, please call Mrs. Walker @ 541-3715.

Bellevue Elementary
School Site Council Meeting
January 23, 2023
4pm

I. Call to Order: 4:03 pm (Time) 1/23/23 (Date) Aimee Carlisle (By Whom)

II. Role Call of member (sign in sheet)

III. Changes/additions to agenda

IV. Approval of Minutes of Meeting of November 14, 2023

V. Opportunity for Public Input

VI. Committee Reports - none

VII. Agenda Calendar Items
1. Review Comprehensive Safety Plan
2. Provide Input for Comprehensive Safety Plan
3. Approve Comprehensive School Site Safety Plan
4. Confirm Upcoming Meeting Dates

VIII. Announcements
a. Next meeting: March 13, 2023

MEMORANDUM OF UNDERSTANDING
BETWEEN THE CITY OF SANTA ROSA AND
THE BELLEVUE UNION SCHOOL DISTRICT FOR EMERGENCY RESPONSE

This Memorandum of Understanding for Emergency Response ("**MOU**") is made on September 13, 2022 ("**Effective Date**") by and between the City of Santa Rosa, a municipal corporation located at 100 Santa Rosa Avenue, Santa Rosa, CA 95404 ("**City**") and the Bellevue Union School District located at 3150 Education Drive, Santa Rosa, CA 95407 ("**District**"). City and District are sometimes referred to individually as "**Party**" and collectively as "**Parties**".

RECITALS

A. This MOU, along with its supporting exhibits and addendum, provide the framework for a collaborative effort between the City and District to provide various Facilities, Equipment and/or Services following and emergency or disaster (both hereinafter referred to as "**Emergency**"), including, without limitation emergency temporary mass care shelters for displaced community members, emergency medical treatment and/or inoculations sites, and logistic staging areas (including for food service and other critical supplies) for emergency response and recovery efforts (collectively, "**Emergency Response**").

B. Now, therefore, City and District agree as follows:

AGREEMENT

Section 1. SCOPE OF EMERGENCY RESPONSE

A. Facilities, Equipment and Services Defined. For purposes of this MOU, "**Facilities**", "**Equipment**" and/or "**Services**" means those locations, items and/or tasks specified on an Emergency Response Request(s).

B. Emergency Response Requests

(i) For purposes of this MOU, an **"Emergency Response Request"** from City is a written request from City, in advance for Emergency Response from District.

(ii) An Emergency Response Request from City may be provided to District substantially in the form of Addendum No.1 or in other written form; provided, however, that District will not provide Emergency Response prior to receiving an Emergency Response Requests from City that, at a minimum:

(a) Is written, and provided by City to District in advance of the provision of Facilities, Equipment and/or Services;

(b) Includes information regarding Facilities and Equipment to be used, and Services to be provided; and

(c) Be signed or expressly initiated (including via email) by an authorized City representative.

(iii) The City is under no obligation to issue Emergency Response Requests under this MOU.

(iv) After the City provides an Emergency Response Request, District agrees to respond with information about its available resources related to the requested Facilities, Equipment and/or Services, including, where possible inventory, delivery timelines and availability.

(v) Where an Emergency Response Request is accepted by City and District, the Parties agree, upon execution of that Emergency Services Request by the Parties, the Emergency Services Request is a separate contract for services and that the Emergency Response Request incorporates all terms and conditions of this MOU.

C. No Self-Deployment Under an Emergency Response Request

(i) For purposes of this MOU, "**Self-Deployment**" means District responds without an Emergency Response Request from City and/or otherwise provides Facilities, Equipment and/or Services beyond those authorized by City in an Emergency Response Request.

(ii) District will only provide disaster related Facilities, Equipment and/or Services upon receiving specific, advance written direction of the City under an Emergency Response Request. District will not engage in Self-Deployment to provide any Facilities, Equipment or Services under this MOU without prior written City authorization using an Emergency Response Request.

(iii) District understands and agrees that City does not take such responsibility for any such self-deployment, and that self-deployment without advance City authorization may result in District costs not being reimbursed, by City; provided, however, that City recognizes that Self-Deployment may occur during chaotic or catastrophic circumstances where District sees a need and has the ability to assist. Under such circumstances, District shall at the earliest opportunity notify the City, and provide any documentation requested by City and the City agrees to cooperate with District to seek reimbursement for such Emergency Response, where it is available.

Section 2. RESPONSIBILITIES UNDER THE MOU

A. For City:

(i) Except as identified in an express cost-allocation set forth in an Emergency Response Request, City agrees to reimburse all actual, reasonable and documented City-incurred, and or District-incurred costs associated with Emergency Response provided subject to an Emergency Response Request. Self-Deployment will not be reimbursed by City.

(ii) City agrees to provide all equipment and supplies necessary for operations, if the District cannot furnish same.

(iii) City agrees to provide additional personnel, as needed, to support District when those resources are available to the City.

(iv) City agrees to reimburse District for actual costs for damage (beyond normal wear and tear) related to Emergency Response, where District provides to City's reasonable satisfaction, inventory information, actual cost information, and/or other information establishing such damage

B. For District:

(i) District, after meeting its Emergency Response needs for its faculty/staff and students, desires to permit, to the extent possible and upon receipt of an Emergency Service Request from City, the use of certain District Facilities and Equipment and/or to provide certain Services for various Emergency Response purposes, as described herein. Such Facilities and Equipment may be used and/or Services provided as Emergency Response.

(ii) District warrants that it is authorized and that the Facilities and/or Equipment are suitable for use for Emergency Response purposes and that District has the skills, training and expertise necessary to perform any Services requested for Emergency Response.

(iii) Except as specified in an Emergency Response Request, District agrees that it will provide its own personnel with necessary Emergency Response training.

(iv) District agrees that prior to releasing a Facility or Equipment for use by City, it will evaluate the Facility, document its current condition (including with photos where possible) and, to the extent possible, secure any valuable property not required for Emergency Response.

(v) All District records submitted to City must clearly identify the Facilities, Equipment, and/or Services (including all goods and supplies) and the date provided, and any other information reasonably requested by City to ensure compliance with local, state and federal recordkeeping and retention requirements.

Section 3. TERM, TERMINATION

A. Term of MOU. The term of this MOU begins on the Effective Date and ends when all Emergency Response Requests have expired or been terminated, or no later than five (5) years from the Effective Date, whichever is longer.

B. Termination. Either party has the right to terminate an Emergency Response Request and/or this MOU at any time by giving thirty (30) days advance written notice of termination to the other party. A notice of termination with respect to the MOU shall effect a termination of any and all outstanding Emergency Response Requests, unless otherwise specified in the notice. A notice of termination with respect to an Emergency Response Request shall not terminate this MOU or any other outstanding Emergency Response Request. If a party gives notice of termination, the other party will take reasonable steps to stop incurring costs.

Section 4. MOU ADMINISTRATOR

For City, this MOU shall be administered by the Director of Emergency Services (City Manager), Emergency Preparedness Manager or designee, who will act as City's representative. For District, this MOU shall be administered by the Superintendent or designee who will act as the District's representative. These points of contact, or their documented designees are the only representatives under this MOU with the authority to act, or to request or deploy Facilities, Equipment and/or Services under this MOU.

Section 5. COMPENSATION & INVOICING

A. Not-to-Exceed Amount. Notwithstanding any other provision of this MOU to the contrary, the total amount City agrees to expend under this MOU shall in no event exceed one hundred and fifty thousand dollars ($150,000).

B. Invoices/Documentation of Costs. District agrees to document all costs related to its Emergency Response in response to a City Emergency Response Request in a form reasonably acceptable to City and to submit such documentation to City on a timeline reasonably requested by City, and as soon as practicable after the Emergency Response has concluded.

Section 6. INDEMNIFICATION

A. District shall, to the fullest extent permitted by law, indemnify, protect, defend and hold harmless City, and its employees, officials and agents ("Indemnified Parties") from all claims, demands, costs or liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, interest, defense costs, and expert witness fees), that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of District, its officers, employees, or agents, in said performance of professional services under this MOU, excepting only liability arising from the sole negligence, active negligence or intentional misconduct of City.

B. The existence or acceptance by City of any of the insurance policies or coverages described in this MOU shall not affect or limit any of City's rights under this Section, nor shall the limits of such insurance limit the liability of District hereunder. The provisions of this Section survive any expiration or termination of this MOU.

Section 7. INSURANCE

District and any District contractors agree to obtain and maintain in full force and effect during the Term of this MOU and/or an Emergency Response Request, insurance types with limits reasonably acceptable to City, including without limitation covering City as an additional insured, to cover the Emergency Response contemplated under this MOU. District agrees to provide City with documentation reasonably satisfactory to City to ensure District carries adequate insurance, including through evidence of self-insurance that is provided and deemed satisfactory to City. District agrees to maintain and/or renew such coverage over the Term, (ii) provide the City notice of any changes, modifications, or reductions in coverage, and/or (iii) to provide City with evidence of renewal as requested.

Section 8. FEDERAL PROVISIONS

In its provision of Facilities, Equipment and/or Services under this MOU and/or any Emergency Response Request(s), District is aware of and agrees to comply with all applicable federal and state provisions, including those specifically set forth in Addendum No. 2 to this MOU, and in an Exhibit to an Emergency Response Request (as necessary). In the event of a conflict or inconsistency between any provision in any such Exhibit with federal and state provisions and any other provision of this MOU and/or an Emergency Response Request, the more stringent provision shall control and prevail.

Section 9. **NOTICE.** Any written notices under this MOU should be sent to:

A. For City: Neil Bregman, Emergency Preparedness Manager
2373 Circadian Way
Santa Rosa, CA 95407

With copies to: Office of the City Attorney
ATTN: City Attorney
100 Santa Rosa Avenue
Room 8
Santa Rosa, CA. 95404

B. For District: Michael Kellison, Superintendent
3150 Education Drive
Santa Rosa, CA. 95407

Section 10. **MISCELLANEOUS**

A. Order of Precedence. In the event of any conflict or inconsistency between this MOU and the attached Addenda or Emergency Response Requests, the order of precedence is as follows: this MOU, Addenda and then the Emergency Response Request.

B. Amendments. Changes to the MOU may be authorized only by written amendment to this MOU, signed by both Parties.

C. Compliance with Law. Parties shall comply with all applicable federal, state and local laws, regulations, statutes and policies applicable to the Services provided under this MOU.

D. Assignment and Delegation. Parties shall not assign, delegate, sublet, or transfer any interest in, or duty under, this MOU without the prior written consent of the other Party.

E. Survival of Terms. All express representations, waivers, indemnifications, and limitations of liability included in this MOU will survive its completion or termination for any reason.

F. No Waiver of Breach. The waiver of any breach of any term or promise contained in this MOU shall not be deemed to be a waiver of such term or provision or any subsequent breach of the same or any other term or promise contained in this MOU.

G. Severability. If a court of competent jurisdiction finds any provision of this MOU is invalid, void or unenforceable, the provisions of this MOU not so adjudged will remain in full force and effect.

H. No Third-Party Beneficiaries. Nothing contained in this MOU shall be construed to create and the Parties do not intend to create any rights in third parties.

I. Independent Organization Status. At all times, the District shall be an independent agency working at the request and direction of the City to provide disaster related services for the benefit of disaster survivors.

J. Interpretation. All Recitals set forth above are fully incorporated into this MOU. The captions in this MOU are for convenience only and shall have no effect upon the construction or interpretation of the MOU.

K. Counterparts & Electronic Signature. This MOU and future documents relating thereto may be executed in two or more counterparts, each of which will be deemed an original and all of which together constitute one agreement. Counterparts and/or signatures delivered by facsimile, pdf or City-approved electronic means have the same force and effect as the use of a manual signature. Both City and District wish to permit this MOU and future documents relating thereto to be electronically signed in accordance with applicable federal and California law. Either party to this MOU may revoke its permission to use electronic signatures at any time for future documents by providing notice pursuant to the MOU. The Parties agree that electronic signatures, by their respective signatories are intended to authenticate such signatures and to give rise to a valid, enforceable, and fully effective MOU. The City reserves the right to reject any digital signature that cannot be positively verified by the City as an authentic electronic signature.

IN WITNESS WHEREOF, City and District have executed this MOU as set forth below.

CITY:

CITY OF SANTA ROSA,
a municipal corporation

By: _____

Date: _____

APPROVED AS TO FORM FOR CITY:

By: _____
Office of the City Attorney

DISTRICT:

By: _____

Date: 9/15/22

APPROVED AS TO FORM FOR DISTRICT:

By: _____
District Counsel

Addendum No. 1 – Form of Emergency Response Request
Exhibit A - Additional Description of Scope (*Optional*)
Addendum No. 2 – Applicable Federal and/or State Provisions (*If any*)

ADDENDUM NO. 1 - Form of City Emergency Response Request

EMERGENCY RESPONSE REQUEST ("ERR")
ERR No. _____

A State of Emergency due to {enter name of specific disaster; and FEMA DR number, if available} and the City has determined that extraordinary assistance is needed to provide life critical services to disaster survivors and has submitted a request for support to District.

City Contact with Authority to Act Under this ERR:
District Contract with Authority to Act Under this ERR:

Target Start Date:_____ **Target End Date:**_____

Not-to-Exceed Amount for ERR: _____

ERR Scope of Services: See Exhibit A to this ERR. DISTRICT WILL NOT SELF-DEPLOY AND PROVIDE FACILITIES, EQUIPMENT AND/OR SERVICES BEYOND THOSE SET FORTH IN EXHIBIT A.

TERMS AND CONDITIONS: This ERR is issued and entered into as of _____ ("ERR Effective Date") in accordance with the terms and conditions set forth in the "Memorandum of Understanding between the City of Santa Rosa and the Bellevue Union School District for Emergency Response" dated September 13, 2022, which is hereby incorporated and made part of this ERR.

Any other written requests related to this ERR are incorporated into this ERR by attachment as Exhibit A to this ERR. The Parties agree all Facilities, Equipment and/or Services will be provided in accordance with all applicable local, state and/or federal requirements, including, without limitation those attached to the MOU as Addendum No. 2. Where there is a conflict between the MOU, this ERR, or the Exhibits, the stronger provision will control.

IN WITNESS WHEREOF, City and District have executed this MOU as set forth below.

CITY OF SANTA ROSA,
a municipal corporation

By: _____

Date: _____

APPROVED AS TO FORM FOR CITY:

By: _____
Office of the City Attorney

BELLEVUE UNION SCHOOL DISTRICT

By: Michael Kellison

Date: 9/15/22

APPROVED AS TO FORM FOR DISTRICT:

By: _____
District Counsel

EXHIBIT A - Additional Description of Scope (*Optional – Attach any email or other written request*)

Exhibit A to ERR No. _____

[*to be attached with issuance of ERR*]

ADDENDUM NO. 2

FEDERAL AND/OR STATE PROVISIONS

[By way of example, see City's current FEMA provisions used for prior disaster below, currently under revision to account for 2020 changes to federal regulations]

A. Definitions

1. **Government** means the United States of America and any executive department or agency thereof.

2. **FEMA** means the Federal Emergency Management Agency.

3. **Third Party Subcontract** means a subcontract at any tier entered into by Contractor or subcontractor, financed in whole or in part with Federal assistance originally derived from the Federal Emergency Management Agency.

B. Federal Changes

1. Contractor shall at all times comply with all applicable regulations, policies, procedures, and FEMA Directives as they may be amended or promulgated form time to time during the term of this Agreement, included but not limited to those requirements of 2 C.F.R. §§ 200.317 through 200.326 and more fully set forth in Appendix II to Part 200 – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards, which is included herein by this reference. Contractor's failure to so comply shall constitute a material breach of this Agreement.

2. Contractor agrees to include the above clause in each third-party subcontract financed in whole or in part with Federal assistance provided by FEMA. It is further agreed that the clause shall not be modified, except to identify the subcontractor who will be subject to its provisions.

C. Compliance with the Contract Work Hours and Safety Standards Act.

Pursuant to section 3701 of title 40 of the United States Code, this Section C shall apply to Contractor in the event the amount payable under this Agreement exceeds $100,000 and may involve the employment of mechanics or laborers.

1. Overtime requirements. No contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.

2. Violation; liability for unpaid wages; liquidated damages. In the event of any violation of the clause set forth in paragraph (1) of this section Contractor and any subcontractor responsible therefor shallbe liable for the unpaid wages. In addition, such contractor and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for

liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (1) of this section, in the sum of $10 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (1) of this section.

3. Withholding for unpaid wages and liquidated damages. City shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by Contractor or subcontractor under any such contract or any other Federal contract with the same prime contractor, or any other federally-assisted contract subject to the Contract Work Hours and Safety Standards Act, which is held by the same prime contractor, such sums as may be determined to be necessary to satisfy any liabilities of such contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (2) of this section.

4. Subcontracts. Contractor or subcontractor shall insert in any subcontracts the clauses set forth in paragraphs (1) through (4) of this section and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (1) through (4) of this section.

D. Clean Air Act and Federal Water Pollution Control Act

This Section D shall apply in the event the amount payable under this Agreement exceeds $150,000.

Clean Air Act

1. Contractor agrees to comply with all applicable standards, orders and regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. §§ 7401 *et seq.*
2. Contractor agrees to report each violation to City and understands and agrees that City will, in turn, report each violation as required to assure notification to the State of California, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
3. Contractor agrees to include these requirements in each subcontract exceeding $150,000 financed in whole or in part with Federal assistance provided by FEMA.

Federal Water Pollution Control Act

1. Contractor agrees to comply with all applicable standards, orders and regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. §§ 1251 *et seq.*
2. Contractor agrees to report each violation to City and understands and agrees that City will, in turn, report each violation as required to assure notification to the State of California, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
3. Contractor agrees to include these requirements in each subcontract exceeding $150,000 financed in whole or in partwith Federal assistance provided by FEMA.

E. Suspension and Debarment

1. This Agreement is a covered transaction for purposes of title 2 Code of Federal Regulations parts 180 and 3000. As such, Contractor is required to verify that none of Contractor, its principals (defined at 2 C.F.R. § 180.995), or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R.§ 180.940) or disqualified (defined at 2 C.F.R. § 180.935).

2. Contractor represents and warrants that it is not debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549 "Debarment and Suspension." Contractor agrees that neither Contractor nor any of its third-party subcontractors shall enter into any third-party subcontracts for any of the work under this Agreement with a third-party subcontractor that is debarred, suspended, or otherwise excluded for or ineligible for participation in Federal assistance programs under executive Order 12549.

3. Contractor must comply with title 2 Code of Federal Regulations, part 180, subpart C and title 2 Code of Federal Regulations, part 3000, subpart C and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.

4. This certification is a material representation of fact relied upon by City. If it is later determined that Contractor did not comply with title 2 Code of Federal Regulations, part 180, subpart C or title 2 Code of Federal Regulations, part 3000, subpart C, in addition to remedies available to the State of California and the City of Santa Rosa, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.

F. Procurement of Recovered Materials

1. In the performance of this Agreement, Contractor shall make maximum use of products containing recovered materials that are EPA- designated items unless the product cannot be acquired—

   (a) Competitively within a timeframe providing for compliance with the Agreement performanceschedule;
   (b) Meeting Agreement performance requirements; or
   (c) At a reasonable price.

2. Information about this requirement, along with the list of EPA- designate items, is available at EPA's Comprehensive Procurement Guidelines web site, https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program.

G. Byrd Anti-Lobbying Amendment, 31 U.S.C. § 1352 (as amended)

Contractors who apply or bid for an award of $100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by section 1352 of title 31 of the United States Code. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient.

H. MBE/WBE REQUIREMENTS

1. Contractor shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible through the "Good Faith Effort" process in 2 C.F.R. § 200.321. Contractor shall document and report its Good Faith Effort processes. Contractor shall also ensure that all of its subcontractors take the affirmative steps required under 2 C.F.R. § 200.321. Affirmative steps must include:

   (a) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
   (b) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
   (c) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
   (d) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
   (e) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
   (f) Requiring all subcontractors to take the affirmative steps listed in paragraphs (a) through (e) above.

I. MISCELLANEOUS PROVISIONS

1. DHS Seal. Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA pre- approval.

2. FEMA Assistance. Contractor acknowledges that FEMA financial assistance will be used to fund this Agreement only. Contractor shall comply will all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.

3. Federal Government Not Party. The Federal Government is not a party to this Agreement and is not subject to any obligations or liabilities to City, Contractor, or any other party pertaining to any matter resulting from this Agreement.

4. False Claims. Contractor acknowledges that Title 31 United States Code Chapter 38 (Administrative Remedies for False Claims and Statements) applies to Contractor's actions pertaining to this Agreement.

J. EQUAL EMPLOYMENT OPPORTUNITY

During the performance of this Agreement, Contractor agrees as follows:

1. Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. Contractor will take affirmative

action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.

2. Contractor will, in all solicitations or advertisements for employees placed by or on behalf of Contractor, state that all qualified applicants will receive considerations for employment without regard to race, color, religion, sex, or national origin.

3. Contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of Contractor's commitments under this section, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

4. Contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

5. Contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

6. In the event of Contractor's noncompliance with the nondiscrimination clauses of this Agreement or with any of the said rules, regulations, or orders, this Agreement may be canceled, terminated, or suspended in whole or in part and Contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions as may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

7. Contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (7) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. Contractor will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance: Provided, however, that in the event a contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, Contractor may request the United States to enter into such litigation to protect the interests of the United States.

K. PROHIBITION ON CONTRACTING FOR COVERED TELECOMMUNICATIONS EQUIPMENT OR SERVICES

1. Definitions. As used in this clause, the terms backhaul; covered foreign country; covered telecommunications equipment or services; interconnection arrangements; roaming; substantial or essential component; and telecommunications equipment or services have the meaning as defined in FEMA Policy 405-143-1, Prohibitions on Expending FEMA Award Funds for Covered Telecommunications Equipment or Services (Interim), as used in this clause—

2. Prohibitions.

   (a) Section 889(b) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019, Pub. L. No. 115-232, and 2 C.F.R. § 200.216 prohibit the head of an executive agency on or after Aug.13, 2020, from obligating or expending grant, cooperative agreement, loan, or loan guarantee funds on certain telecommunications products or from certain entities for national security reasons.

   (b) Unless an exception in paragraph (c) of this clause applies, the contractor and its subcontractors may not use grant, cooperative agreement, loan, or loan guarantee funds from the Federal Emergency Management Agency to:

      (i) Procure or obtain any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology of any system;

      (ii) Enter into, extend, or renew a contract to procure or obtain any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology of any system;

      (iii) Enter into, extend, or renew contracts with entities that use covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system; or

      (iv) Provide, as part of its performance of this contract, subcontract, or other contractual instrument, any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system.

3. Exceptions.

   (a) This clause does not prohibit contractors from providing—

      (i) A service that connects to the facilities of a third-party, such as backhaul, roaming, or interconnection arrangements; or

      (ii) Telecommunications equipment that cannot route or redirect user data traffic or permit visibility into any user data or packets that such equipment transmits or otherwise handles.

(b) By necessary implication and regulation, the prohibitions also do not apply to:

(i) Covered telecommunications equipment or services that:

(I) Are not used as a substantial or essential component of any system; and

(II) Are not used as critical technology of any system.

(ii) Other telecommunications equipment or services that are not considered covered telecommunications equipment or services.

4. Reporting requirement.

(a) In the event the contractor identifies covered telecommunications equipment or services used as a substantial or essential component of any system, or as critical technology as part of any system, during contract performance, or the contractor is notified of such by a subcontractor at any tier or by any other source, the contractor shall report the information in paragraph (d)(2) of this clause to the recipient or subrecipient, unless elsewhere in this contract are established procedures for reporting the information.

(b) The Contractor shall report the following information pursuant to paragraph (4)(a) of this clause:

(i) Within one business day from the date of such identification or notification: The contract number; the order number(s), if applicable; supplier name; supplier unique entity identifier (if known); supplier Commercial and Government Entity (CAGE) code (if known); brand; model number (original equipment manufacturer number, manufacturer part number, or wholesaler number); item description; and any readily available information about mitigation actions undertaken or recommended.

(ii) Within 10 business days of submitting the information in paragraph (4)(b)(i) of this clause: Any further available information about mitigation actions undertaken or recommended. In addition, the contractor shall describe the efforts it undertook to prevent use or submission of covered telecommunications equipment or services, and any additional efforts that will be incorporated to prevent future use or submission of covered telecommunications equipment or services.

5. Subcontracts. The Contractor shall insert the substance of this clause, including this paragraph (5), in all subcontracts and other contractual instruments.

L. DOMESTIC PREFERENCE FOR PROCUREMENTS

1. As appropriate, and to the extent consistent with law, the contractor should, to the greatest extent practicable, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. This includes, but is not limited to

iron, aluminum, steel, cement, and other manufactured products.

2. For purposes of this clause:

   (a) Produced in the United States means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

   (b) Manufactured products mean items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: Consider Approval of Resolution No 15: Recognizing March as Arts Education Month

Prepared By: Moriah Hart, Executive Assistant

Background:

The California Department of Education encourages districts to annually recognize March as Arts Education Month in California.

California Arts in Education Month celebrates arts education including dance, music, theater, literature, design and various visual arts. These experiences encourage creative learning in children and young adults. A well-rounded education should include the stimulation and creative thinking that the arts help to develop. Multiple research studies show arts education not only decreases feelings of anxiety, depression, and isolation, but also positively impacts all-around academic performance. Students with an arts education are: 5 times more likely to stay in school, 3 times more likely to get a bachelor's degree, and 4 times more likely to be recognized for academic achievement!

Recommended Action:

Review and approve.

Supporting Documents:

Resolution No 15: Recognizing March as Arts Education Month

BELLEVUE UNION SCHOOL DISTRICT
SANTA ROSA, CALIFORNIA
RESOLUTION NO. 15

ESTABLISHMENT OF ARTS EDUCATION MONTH

WHEREAS**,** Arts Education, which includes dance, theater, music, and the visual arts, is an essential part of basic education for all students, transitional kindergarten through grade six, to provide for balanced learning and to develop the full potential of their minds; and

WHEREAS**,** through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty, and cross-cultural understandings; and

WHEREAS, experience in the arts develops insights and abilities central to the experience of life, and are collectively one of the most important repositories of culture; and

WHEREAS**,** many national and state professional arts education associations hold celebrations in March focused on students' participation in the arts; and

WHEREAS**,** these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, to focus on careers in the arts available to California students, and to enhance public support for this important part of our curriculum; and

WHEREAS**,** the California State Board of Education states in its Arts Education Policy adopted in July 1989 that each student should receive a high quality, comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve;* now

THEREFORE BE IT RESOLVED**,** by the Bellevue Union School School District, the month of March is designated as *Arts Education Month,* and that all educational sites be encouraged to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

BE IT FURTHER RESOLVED**,** that this resolution be distributed to all schools in the district.

_____	_____
Lisa Reyes	Michael Kellison
President, BUSD Board of Trustees	Secretary to the Board of Education

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of Resolution No 16: Child Care and Development Services Agreement and Designation of Authorized Signers for FY 2023-24

Prepared By: Chris J. Kim, Chief Business Official

Background:

Presented for consideration is an annual Resolution that certifies the approval of the Governing Board to enter into an agreement with the California Department of Social Services for the purpose of providing child care and development services in the upcoming fiscal year (FY 2023-24).

The Resolution likewise authorizes the Superintendent and the Chief Business Official as authorized contract signers for FY 2023-24.

Recommended Action:

It is recommended that the Board approve Resolution No 16 as presented.

Supporting Documents:

Resolution No 16: Child Care and Development Services Agreement and Designation of Authorized Signers for FY 2023-24

Continued Funding Application for Fiscal Year 2023-24

BOARD RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2023-24**.

RESOLUTION

BE IT RESOLVED that the Governing Board of Bellevue Union School District , 7061 , authorizes entering into local agreement with the State of California and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Michael Kellison	Superintendent	
Chris J. Kim	Chief Business Official	

PASSED AND ADOPTED THIS ____ day of _____, 20_____, by the Governing Board of Bellevue Union School District of Sonoma County, California.

I, John Jarvis , Clerk of the Governing Board of Bellevue Union School District , of Sonoma County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Regular Board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____ _____

Clerk's Signature Date

CONTINUED FUNDING APPLICATION FISCAL YEAR 2023-24

1. Introduction

Contractors who wish to be considered for continued funding for Fiscal Year (FY) 2023-24 must read the accompanying instructions and fully and accurately complete this application for continued funding. Please note that contractors have no vested right to a subsequent contract. Failure to respond to this application by the noted due date shall constitute notice to the Child Care and Development Division (CCDD) of the intent to discontinue services at the end of the current contract year unless the contractor has received a written notice of extension of time from the CCDD. If this application is returned to the CCDD by the due date, but is not fully and accurately completed, continued funding for FY 2023-24, may not be awarded, or funding may be delayed. Completion of this Continued Funding Application (CFA) does not guarantee a renewal of funding. Any contractors who are approved for continued funding will be expected to execute a contract with the California Department of Social Services (CDSS) and comply with all applicable federal and state laws as well as all Funding Terms and Conditions and applicable Program Requirements incorporated into the contract.

If your agency does not intend to continue their contract, please contact your Program Quality and Improvement (PQI) Assigned Consultant. Instructions on how to relinquish your contract can be found on the main CFA web page.

Instructions to complete this application may be accessed on the Child Care and Development CFA Web page.

Select Next at the bottom of the screen to begin the application.

2. Section I – Contractor Information

1. Legal Name of Contractor

Bellevue Union School District

2. Contractor "Doing Business As" (DBA)

3. Headquartered County

Sonoma

4. Vendor Number

7061

5. Contact Person Completing Application
The Contact Person listed below will be the point of contact for the CDSS if there are any questions regarding this Continued Funding Application.

Full Name

Cara Colombo-Stuart

Title

Early Learning Center Program Manager

Telephone Number (999-999-9999)

415-883-6222

Email Address

ccolombostuart@busd.org

6. Executive Director Information

Full Name

Chris Kim

Telephone Number (999-999-9999)

415-883-6222

Email Address

ckim@busd.org

7. Program Director Information

Full Name

Kristina Sisseck

Telephone Number (999-999-9999)

415-883-6222

Email Address

ksisseck@nbcc.net

8. Legal Business Address

Street Address

3150 Education Dr.

City

Santa Rosa

Zip Code

95407

9. Mailing Address (if different from above)

Street Address

City

Zip Code

10. Recipients of Federal funding must be registered and be active in SAM.gov. Please provide your SAM.gov unique ID number. https://sam.gov/content/home

none

3. Section II – Contract Types

Check all applicable boxes indicating the programs the contractor intends to continue to administer for FY 2023-24. The contractor agrees to continue implementation of these programs with funds provided by the CDSS.

11. Center-Based Programs:

General Child Care and Development (CCTR) – Infant/Toddler

12. Alternative Payment Programs:

Not applicable

13. Other Programs:

Not applicable

14. For informational purposes only, please indicate if your agency has one of the following programs:

California State Preschool Program (CSPP)

4. Section III – Contractor's Officers and Board of Directors Information

15. Does the contractor have a board of directors?

Yes

16. List all officers and board members/governing individuals (i.e., owner, director, etc.)

Click "Add Another Officer, Board Member, Owner or Governing Individual" as necessary.

First Name

Jamie

Last Name

Padilla

Title

President

Telephone Number *(999-999-9999)*

707-542-5197

Email Address

jpadilla@busd.org

Address

3150 Education Dr. Santa Rosa, CA 95407

Has this individual ever served as an officer, board member, owner or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?

No

First Name

Lisa

Last Name

Reyes

Title

Vice President

Telephone Number *(999-999-9999)*

707-542-5197

Email Address

lreyes@busd.org

Address

3150 Education Dr. Santa Rosa, CA 95407

Has this individual ever served as an officer, board member, owner or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?

No

First Name

John

Last Name

Jarvis

Title

Trustee

Telephone Number *(999-999-9999)*

707-542-5197

Email Address

jjarvis@busd.org

Address

3150 Education Dr. Santa Rosa, CA 95407

Has this individual ever served as an officer, board member, owner or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?

No

First Name

Adele

Last Name

Walker

Title

Trustee

Telephone Number *(999-999-9999)*

707-542-5197

Email Address

awalker@busd.org

Address

3150 Education Dr. Santa Rosa, CA 95407

Has this individual ever served as an officer, board member, owner or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?

No

First Name

Stephanie

Last Name

Merrida-Grant

Title

Trustee

Telephone Number *(999-999-9999)*

707-542-5197

Email Address

smerrida-grant@busd.org

Address

3150 Education Dr. Santa Rosa, CA 95407

Has this individual ever served as an officer, board member, owner or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?

No

5. Section IV – Subcontractor Certification

17. The following types of contracts do not have subcontractors (check all that apply):

Not applicable

18. The following types of contracts do have subcontractors (check all that apply). For each contract type selected, submit a separate form CCD 30B (upload the files in Section VII). The form is available on the CFA web page.

General Child Care and Development (CCTR)

19. By checking the box below, I am self-certifying that my Program Quality and Improvement Consultant has approved the subcontractors identified in the Subcontractor Certification Form.

I certify that my Program Quality and Improvement Consultant has approved the subcontractors.

20. By providing a signature at the end of this section, I certify that all of the above subcontractor certification information is true

Signature of Contractor's Authorized Representative



Signature of: Cara Colombo-Stuart

Title of Contractor's Authorized Representative

Early Learning Center Program Manager

Date of Signature

01/20/2023

Authorized Representative's Telephone Number (999-999-9999)

707-542-5197

Authorized Representative's Email Address

ccolombo-stuart@busd.org

6. Section V – Contractor Certifications

INSTRUCTIONS: Please indicate "Yes" or "No" to the following as they apply to your agency. By providing a signature at the end of this section, the signer certifies and understands the following:

Personnel Certification

Applies only to agencies who are Center-Based Programs and Family Child Care Home Education Networks.

The State of California requires any contractor receiving child care and development funds, disbursed by the CDSS to employ fully qualified personnel as stipulated in California Education Code (EC); California Code of Regulations, Title 5 (5 CCR); and Funding Terms and Conditions.

I certify, as the authorized agent representing this contractor, that I have read and understand the staffing requirements for Program Director, Site Supervisor, and Teacher as stipulated in Welfare and Institution Code (W&IC), EC, 5 CCR, and Funding Terms and Conditions. All child care staff employed in CDSS funded program(s) are fully qualified for their respective positions. The exception to this certification is a person employed as Program Director or Site Supervisor who possesses a current Staffing Qualifications Waiver approved by the CCDD.

21. I am a Center-Based Program or a Family Child Care Home Education Network.

Yes

Contractors with Subcontracts

Applies only to agencies with subcontracts.

I certify that the contractual arrangement(s) listed in Section IV – Subcontract Certification are made in adherence to the required subcontract provisions contained in the 5 CCR, and the Funding Terms and Conditions.

I understand that signing this certificate does not lessen the legal responsibility for the child care and development service contract requirements. As the contractor, it is my responsibility to monitor the performance of the subcontractor to ensure services are provided appropriately through the entire contract term.

I understand the subcontracting requirements, including competitive bidding, CDSS approval, and audit requirements in 5 CCR section 18026 et. seq.

22. I subcontract part of my subsidized funding.

Yes

Board of Directors

Applies only to agencies with a Board of Directors.

I am authorized by the Contractor's Board of Directors or other governing authority to execute this CFA.

On behalf of the Contractor and its governing authority, we understand some information requested in this application is intended for use by CDSS auditors in connection with future audit work and performance reviews and may not be used or even reviewed or considered by the CDSS until well after the contract has expired, if ever. Therefore, we further understand that the information (and any underlying transactions) disclosed by this Application shall not be considered properly noticed to the CDSS nor approved, accepted or authorized by the CDSS, even if our request for continued funding by the CDSS is subsequently approved.

The governing board members have been trained in understanding conflict of interest requirements associated with their positions on the board and have reported all known conflicts of interest.

23. I have a board of directors or other governing authority to execute this CFA.

Yes

Program and Fiscal Operations

Applies to all applying agencies.

I have supervisory authority over the child development program, have actual, personal knowledge of the information provided in this Application and certify that it is true and correct in all material respects.

I am familiar with and will ensure that the Contractor complies with all applicable program requirements, statutes, and regulations, including:

Prohibitions on conflicts of interests, including (i) the assurances required to establish that transactions with officers, directors and other related party transactions are conducted at arm's length, and (ii) employment limitations stated in W&IC 10399.
All audit and fiscal requirements and I take full responsibility for obtaining the required financial and compliance audits for my subcontractor (s).
All subcontractors' audits and fiscal reporting and submission requirements.
All audits and fiscal requirements for subcontractors and I am aware that not meeting reporting timelines can result in apportionment withholding unless an extension is granted.
Cost reimbursement requirements, including reimbursable and non-reimbursable costs, documentation requirements, the provisions for determining the reimbursable amount and other provisions in 5 CCR section 18033 et. seq.
Accounting and reporting requirements in 5 CCR section 18063 et. seq.
Operational and programmatic requirements.

24. By providing a signature at the end of this section, I certify that all of the above information in this section is true.

Signature of Contractor's Authorized Representative



Signature of: Cara Colombo-Stuart

Title of Contractor's Authorized Representative

Early Learning Center Program Manager

Date of Signature

01/20/2023

Authorized Representative's Telephone Number (999-999-9999)

415-883-6222

Authorized Representative's Email Address

ccolombo-stuart@busd.org

7. Section VI – Certification of Contractor Information in the CDMIS

25. Contractors are required to review all information in the Child Development Management Information System (CDMIS) and update any outdated information. To review the information and submit changes, log on to the CDMIS.

By checking the box below, I certify, as the authorized representative of the agency listed below, I have reviewed all the information for Bellevue Union School District and updates, additions, or deletions have been submitted as needed for information in all of the areas below:
Executive Director/Superintendent information
Program Director information
Sites and Licenses and/or Office information
Family Child Care Home summary information
To the best of my knowledge, the information on the CDMIS Web site reflects accurate information for Bellevue Union School District as of the date this certification was signed.

I certify that the above requirements have been met by my agency.

26. Signature of Program Director/Authorized Representative:

Signature & Printed Name



Signature of: Kristina Sisseck

Date Signed

01/20/2023

8. Section VII – Required Attachments

27. Are you a public agency?
The State Administrative Manual defines apublic agency as any state agency, city, county, special district, school district, community college district, county superintendent of schools, or federal agency. Any agency that does not meet this criteria is considered a "non-public agency."

Yes

28. Do you represent a school or school district?

Yes

29. Are you a community college or community college district in California?

No

30. Are you a tax-exempt entity?

No

31. Are you a charitable corporation, unincorporated association, or trustee doing business in or holding property in California?

No

9. Section VII – Required Attachments (Cont'd)

All attachments must be completed and uploaded to the application. For your convenience, links to the required forms are provided below. These links are also located on the CFA web page. Please download, complete, and save a copy of each form for your records.

32. Continued Funding Application Fiscal Year 2023-24 Program Calendar (CCD 33)
Required for all contractors. Complete one calendar for each contract type and upload below.

CCD_33_BUSD_7061.pdf

33. Subcontract Certification (CCD 30B)
Required for agencies with subcontractors. Please upload a separate form CCD 30B for each contract type identified in Section IV (Subcontractor Certification). The form is available on the CFA web page.

CCD30B_BUSD_7061.pdf

34. Verification of School District Name and Address: California School Directory
Required for all public agencies. Print the contractor's information page and upload below.

BUSD_School_Directory.pdf

35. All agencies with a board of directors are required to submit a board resolution authorizing the signer to contract with the California Department of Social Services for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2023-24.
You may upload a copy of your board's resolution below. A sample template is also available at the following link: CCD 44 Board Resolution

Res_13_CDE_Designated_Signers.pdf

10. Section VIII – Self-Certifications

36. Self-Certifications:

By checking this checkbox, the applicant certifies that they are not a delinquent tax payor on the list located on the Franchise Tax Board web page.
By checking this checkbox, the applicant certifies that they are not a delinquent tax payor on the list located on the Department of Tax and Fee Administration web page.
By checking this checkbox, the applicant certifies that they are not the list of sanctioned entities located on the U.S. Treasury web page.

11. Review

37. Would you like to receive a copy of your responses for review purposes prior to submitting your application?
If you select "Yes", an email will your current responses (attached as a PDF) will be sent to this email address: ccolombostuart@busd.org.
Note: to save your progress and receive a link to return to the survey later, please click on the "Save and continue later" button located on the top right corner.

Yes

12. Submission

By clicking 'SUBMIT', Bellevue Union School District is indicating that it wishes to automatically renew their contract for FY 2023-24. Submitting this application, Bellevue Union School District is willing to, and does accept, all of the terms and conditions of their contract. The contract will be provided to the contractor no later than June 1, 2023.

13. Thank You!

Thank you for completing the Continued Funding Application (CFA) for Fiscal Year 2023-24. You will receive an email confirming your submission to the California Department of Social Services, Child Care and Development Division (CCDD). A copy of your responses and any attachments will accompany the confirmation email. If you have any questions, please contact the CCDD CFA Team at CFA@dss.ca.gov.

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: Consider Approval of National School Breakfast Week Proclamation

Prepared By: Lynn Wong, Food Service Program Manager

Background:
National School Breakfast Week (NSBW) was established in 1989 as an annual observance that promotes the value of a healthy school breakfast for students in K-12 schools. Today the program serves nearly 14 million students.

Studies show that students who eat school breakfast are more likely to:

- Reach higher levels of achievement in reading and math
- Score higher on standardized tests
- Have better concentration and memory
- Be more alert
- Maintain a healthy weight

USDA Standards for Healthy Meals

- New regulations, effective in 2012, required cafeterias to offer more fruit, vegetables and whole grains and limit sodium, calories and unhealthy fat in school meals.
- To receive federal reimbursements, "reimbursable" meals must meet strict federal nutrition standards.
- School meals are required to meet the Dietary Guidelines for Americans.

3 Key Goals of the NSBW National Campaign

1. Promote Healthy Meals & Engage Students
    a. Promote nutritious and delicious school menus and engage students through themed activities to increase school breakfast participation.
2. Promote Healthy Meals & Engage Students
    a. Promote nutritious and delicious school menus and engage students through themed activities to increase school breakfast participation.
3. Promote Healthy Meals & Engage Students
    a. Promote nutritious and delicious school menus and engage students through themed activities to increase school breakfast participation.

The 2023 National School Breakfast Week fun theme taps into children's fascination with all things building and construction related, encouraging students to become Breakfast Builders and construct healthy meals to be more successful.

Recommended Action:
Approval of National School Breakfast Week Proclamation as presented

Supporting Documents:
National School Breakfast Week Proclamation

NATIONAL SCHOOL BREAKFAST WEEK
OFFICIAL PROCLAMATION

WHEREAS The School Breakfast Program has served our nation admirably since it was permanently established in 1975; and

WHEREAS the School Breakfast Program is dedicated to the health and well-being of our nation's children; and

WHEREAS the School Breakfast Program joins and has been joined through the years by many other excellent child nutrition programs; and

WHEREAS there is evidence of continued need for nutrition education and awareness of the value of school nutrition programs

THEREFORE, BE IT RESOLVED, that the Bellevue Union School District do hereby proclaim the week of March 6-10, 2023 as NATIONAL SCHOOL BREAKFAST WEEK and we encourage all residents to become aware of the benefits of the National School Breakfast Program and support good nutrition habits for their children, in hope of achieving a more healthful citizenry for today and the future.

THE FOREGOING RESOLUTION, was moved by Trustee _____, seconded by Trustee _____, and adopted at a regular meeting of the Bellevue Union School District on _____2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____ _____

Lisa Reyes, Present of the Board
Bellevue Union School District

Michael Kellison, Superintendent
Bellevue Union School District

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: 2023-2025 CSBA Delegate Assembly Member

Prepared By: Moriah Hart, Executive Assistant

Background:
BUSD is located in the CSBA Subregion 3-A. The Board as a whole votes for one candidate on the ballot.

Recommended Action:
It is recommended that the Board of Trustees discuss and approve one delegate.

Supporting Documents:
Ballot and Delegate Assembly Candidate Biographical Sketch Forms.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote "✕" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-A
(Sonoma County)

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

Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025

**denotes incumbent*

☐ Troy Knox (Sonoma Valley USD)

COPY

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

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

REGION 3 – 8 Delegates (8 elected)

Director: David Gracia (Napa Valley USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 3-A (Sonoma)
Jeremy Brott (Bennett Valley Union SD), term expires 2024
Sheldon Gen (Petaluma City ESD & Joint Union HSD), term expires 2023

Subregion 3-B (Napa)
Vacant, term expires 2023

Subregion 3-C (Solano)
David Isom (Fairfield-Suisun USD), term expires 2023
Vacant, term expires 2023
Vacant, term expires 2024

Subregion 3-D (Marin)
Gina Daly (San Rafael City Schools), term expires 2024

County Delegate:
Dana Dean (Solano COE), term expires 2023

Counties

Sonoma (Subregion A)
Napa (Subregion B)
Solano (Subregion C)
Marin (Subregion D)

Delegate Assembly
Biographical Sketch Form for 2023 Election

Deadline: Saturday, January 7, 2023 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2023. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2023. **It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.**

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

Signature: Troy Knox **Date:** January 31, 2023

Name: Troy Knox **CSBA Region & subregion #:** 3

District or COE: Sonoma Valley Unified School District **Years on board:** 2

Profession: Elementary School Principal **Contact Number (☒ Cell ☐ Home ☐ Bus.):** [redacted]

Primary E-mail: [redacted]

Are you an incumbent Delegate? ☐ Yes ☒ No **If yes, year you became Delegate:** _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am eager to expand my professional growth as an educational leader. I am an elementary principal with 25 years experience in the Napa Valley Unified School District. I would bring a unique perspective as a member of the Delegate Assembly. As a principal at a Title 1 school, and I am a fierce advocate for ensuring equitable access for all students. I will share my perspectives as a site-level leader and fully support the mission, vision, and equity statement of CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I currently serve as Vice President of the Board of Trustees for Sonoma Valley USD. I completed the Masters In Governance program in 2021. Additionally, I am in my 4th year as the Legislative Policy Representative for the Association of California School Administrators (Region 4). I have coordinated the "Every Student Succeeding" award for the past three years for the ACSA Napa charter. I am a proud member of ACSA and I look forward to serving CSBA in a similar capacity.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I see declining enrollment, workforce housing, and state funding as three critical issues facing governing boards for the foreseeable future. School districts must be proactive in addressing these challenges and work in partnership with organizations including ACSA, CTA, and CSEA in promoting advocacy efforts in Sacramento. I am personally connected with two school districts (Napa and Sonoma) that have been impacted by closing/consolidating schools and staffing shortages. This is a trend that is occurring throughout the state. CSBA can be a leader in helping governing boards navigate this difficult process while maintaining a robust educational program for all students.

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: Consider Approval of the Consulting Service Agreement with Andrew DeVeny for Music Lessons During and After School for Spring 2023

Prepared By: Aracely Romo-Flores, Director of Curriculum & English Learners

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Background:
On November 8, Californians overwhelmingly passed Proposition 28, which provides funding for arts and music education in California schools.

Proposition 28 funds are distributed according to enrollment, with 70% based on overall enrollment and 30% based on Title I enrollment. It is estimated that BUSD will receive $264,412 to support the arts next school year, and can expect these funds to be ongoing as part of the Local Control Funding Formula (LCFF).

This spring, BUSD would like to provide its TK-3 grade students at all sites with ***The Joy of Singing*** conducted by music teacher, Andrew DeVeny, on a weekly basis during the school day.

We would also like to use our Expanded Learning Opportunities Program (ELOP) funding to provide ***Marimba*** classes to our intermediate students after school. Mr. DeVeny will provide this opportunity one day per week at all school sites. See Attachment A in the Consulting Service Agreement for specific dates, times, and locations.

Recommended Action:
Approval of the Consulting Service Agreement between Bellevue Union School District and Andrew DeVeny

Supporting Documents:
Consulting Service Agreement

AGREEMENT FOR CONSULTING SERVICES

This Agreement ("Agreement"), made this 14th day of February, 2023, by and between the Bellevue Union School District, a political subdivision of the State of California ("District") and Andrew DeVeny, a duly qualified consultant in the area(s) of Music ("Consultant").

District and Consultant hereby agree as follows:

1. Scope of Services:
   Consultant agrees to provide services to the District as set forth in **Attachment A**.

2. Contract Documents:
   The contract documents consist of the Agreement for Consulting Services, the following General Provisions, any attachments, and completed insurance forms.

3. Compensation:
   As full compensation for all services contemplated by this Agreement, Consultant shall be recompensed as set forth in **Attachment A**.

4. Term of Agreement:
   The term of this Contract shall be from February 24, 2023 to May 26, 2023 inclusive, subject to the provisions of Section 11 of the General Provisions.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

District:	Consultant:
s/_____	s/_____
Superintendent	Andrew DeVeny

Note: Federal Internal Revenue regulations require this office to report all payments to individuals for consultant services.

GENERAL PROVISIONS

1. Consultant's Warranty: District has relied upon the professional ability and training of Consultant as a material inducement to enter into this Agreement. Consultant hereby warrants that all its work will be performed in accordance with generally accepted professional practices and standards as well as the requirements of applicable federal, state and local laws, it being understood that acceptance of Consultant's work by District shall not operate as a waiver or release.

2. Status of Consultant: The parties intend that Consultant, in performing the services herein specified, shall act as an independent consultant and shall have control of the work and the manner in which it is performed. Consultant is not to be considered an agent or employee of District and is not entitled to participate in any pension plans, insurance, bonus or similar benefits District provides its employees.

3. Conflict of Interest: Consultant represents that it presently has no interest which would conflict in any manner or degree with the performance of services contemplated by this Agreement, and Consultant further represents that, during the performance of this Agreement, no such conflict of interest shall exist. If Consultant participates in the planning, development, or negotiation of a contract or other matter for the District, Consultant may not subsequently acquire a financial interest in that contract in violation of Government Code section 1090.

4. Extra (Changed) Work: Only the Superintendent may authorize extra (and/or changed) work. The parties expressly recognize that District and school personnel are without authorization to either order extra (and/or changed) work or waive contract requirements. Failure of the Consultant to secure proper authorization for extra work shall constitute a waiver of any and all right to adjustment in the contract price or contract time due to such unauthorized extra work and the Consultant thereafter shall be entitled to no compensation whatsoever for the performance of such work.

5. Nondiscrimination: Consultant shall comply with all applicable federal, state and local laws, rules and regulations in regard to nondiscrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, handicap or other prohibited basis. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated by this reference.

6. Transfer of Rights: Consultant assigns to District all rights throughout the work in perpetuity in the nature of copyright, trademark, patent, right to ideas, in and to all versions of the plans and specifications now or later prepared by the Consultant in connection with the project, if any. Consultant agrees to take such actions as are necessary to protect the rights assigned to

District in this Agreement, and to refrain from taking any action which would impair those rights. Consultant's responsibilities under this contract include, but are not limited to, placing proper notice of copyright on all versions of the plans and specifications as Consultant may direct, and refraining from disclosing any versions of the plans and specifications to any third party without first obtaining written permission of the District.

7. Ownership of Work Product: District shall be the owner of and shall be entitled to immediate possession of accurate reproducible copies of any design computations, plans, correspondence or other pertinent data and information gathered or computed by Consultant prior to termination of this Agreement by District or upon completion of the work pursuant to this Agreement.

8. Indemnification:

(a) Consultant shall indemnify, defend with counsel acceptable to District, and hold harmless to the full extent permitted by law, District and its Board of Trustees, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including, without limitation, attorney fees and costs and fees of litigation) (collectively, "Liability") of every nature arising out of or in connection with Consultant's performance of the project or its failure to comply with any of its obligations contained in these contract documents, except such Liability cause by the active negligence, sole negligence or willful misconduct of the District. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for Consultant or its agents under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) Consultant shall be liable to District for any loss or damage to District property arising from or in connection with Consultant's performance hereunder.

9. Insurance: With respect to the performance of work under this Agreement, Consultant shall maintain and shall require all of its subcontractors, if any, to maintain insurance as indicated below:

(a) __*Required/* _X_*Not Required:* Worker's compensation insurance with statutory limits as required by the Labor Code or the State of California. The policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the District."

(b) __*Required/*_X_*Not Required:* Commercial or Comprehensive General Liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than $1,000,000 per occurrence, $2,000,000 aggregate.

Such insurance shall include, but not be limited to: premises and operations liability, independent consultant's liability, and personal injury liability.

(c) __*Required/*_X_*Not Required:* Automobile liability insurance covering bodily injury and property damage in an amount no less than $1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and non owned vehicles.

(d) Each such comprehensive or commercial general liability and automobile liability insurance policy shall be endorsed with the following specific language:

(1) District, its officers and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(3) The insurance provided herein is primary coverage to District with respect to any insurance or self-insurance programs maintained by District and no insurance held or owned by District shall be called upon to contribute to a loss.

(4) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the District.

(e) __*Required/*<u>*X*</u>*Not Required:* Professional Liability (Errors and Omissions) Insurance for all activities of the Consultant arising out of or in connection with this Agreement is an amount no less than $1,000,000 combined single limit for each occurrence endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the District."

(f) <u>Documentation</u>: The following documentation shall be submitted to the District:

(1) Properly executed certificates of insurance clearly evidencing all coverages, limits, and endorsements required above. The certificates shall be submitted prior to commencement of services under this Agreement.

(2) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Agreement.

(3) Upon the District's written request, certified copies of insurance policies. Such policy copies shall be submitted within thirty (30) days of District's request.

(g) Policy Obligations: Consultant's indemnity and other obligations shall not be limited by the foregoing insurance requirements.

(h) Material Breach: If Consultant, for any reason, fails to maintain insurance coverage which is required pursuant to this Agreement, the same shall be deemed a material breach of contract. District, at its sole option, may terminate this Agreement and obtain damages from the Consultant resulting from the breach. Alternatively, District may purchase such required insurance coverage, and without further notice to Consultant, County may deduct from sums due to Consultant any premium costs advanced by the District for such insurance. These remedies shall be in addition to any other remedies available to the District.

10. Method and Place of Giving Notice, Submitting Bills and Making Payments: All notices, bills and payments shall be made in writing and may be given by personal delivery or by mail. Notice, bills and payments sent by mail shall be addressed as follows:

District:	Consultant:
Bellevue Union SD	Andrew DeVeny
3150 Education Dr.	PO Box 8301
707-542-5197	Santa Rosa, CA 95407
Attention: Accounts Payable	Attention: Andrew DeVeny

and when so addressed, shall be deemed given upon receipt via United States Mail, postage prepaid, provided it is forwarded certified, or registered with proof of receipt. In all other instances, notices, bills, and payments shall be deemed given at the time of actual personal delivery. Changes may be made in names and addresses of the person to whom notices, bills and payments are to be given by giving notice pursuant to this paragraph.

11. Termination:

(a) District may terminate this Agreement by giving thirty (30) calendar days written notice to Consultant. In the event District elects to terminate the

Agreement without cause, it shall pay Consultant for the reasonable value of services rendered to such date.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the Agreement, either party may terminate this Agreement by giving written notice of such termination, stating the reason for such termination. In such event, Consultant shall be entitled to receive payment for all services satisfactorily rendered provided, however, that there shall be deducted from such amount the amount of liquidated damage, if any, sustained by District by virtue of any breach of the Agreement by Consultant.

12. Security. (K-12 districts only) By execution of the Agreement/Contract, the Consultant acknowledges that Education Code section 45125.1 applies to contracts for the provision of school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, pupil transportation and school site food-related services. Section 45125.1 requires that employees of entities providing such services to school districts must be fingerprinted by the California Department of Justice for a criminal records check, unless the District determines that the Consultant and Consultant's employees will have limited contact with pupils. In making this determination, the District will consider the totality of the circumstances, including factors such as the length of time the Consultant and Consultant's employees will be on school grounds, whether pupils will be in proximity with the site where the Consultant and Consultant's employees will be working, and whether the Consultant and Consultant's employees will be alone or with others. The District further reserves the right to determine, on a case-by-case basis, to require any entity providing school site services to comply with the requirements of this paragraph.

(a) District Determination of Fingerprinting Requirement Application

The District has considered the totality of the circumstances concerning the Project and has determined that the Consultant and Consultant's employees:

__X__ are subject to the fingerprinting requirements of Education Code sections 45125.1 and Paragraph (b) below, is applicable.

(b) If the District has determined that fingerprinting is required, the Consultant expressly acknowledges that: (1) Consultant and all of Consultant's employees working on the school site must submit or have submitted fingerprints in a manner authorized by the Department of Justice, together with the requisite

fee as set forth in Education Code section 45125.1; (2) Consultant shall not permit any employee to come in contact with students until the Department of Justice has ascertained that the employee has not been convicted of a serious or violent felony; (3) Consultant shall certify in writing to the Governing Board of the District that none of its employees who may come in contacts with students have been convicted of a serious or violent felony; and (4) Consultant shall provide to the Governing Board of the District a list of names of its employees who may come in contact with students. The Consultant is required to fulfill these requirements at its own expense.

(c) Even if the District has determined that fingerprinting is not required, the Consultant expressly acknowledges that the following conditions shall apply to any work performed by the Consultant and/or Consultant's employees on a school site: (1) Consultant and Consultant's employees shall check in with the school office each day immediately upon arriving at the school site; (2) Consultant and Consultant's employees shall inform school office staff of their proposed activities and location at the school site; (3) Once at such location, Consultant and Consultant's employees shall not change locations without contacting the school office; (4) Consultant and Consultant's employees shall not use student restroom facilities; and (5) If Consultant and/or Consultant's employees find themselves alone with a student, Consultant and Consultant's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

13. Due Performance: Each party to this Agreement undertakes the obligation that the other's expectation of receiving due performance will not be impaired. When reasonable grounds for insecurity arise with respect to the performance of either party, the other may, in writing, demand adequate assurance of due performance and until such written assurance is received may, if commercially reasonable, suspend any performance for which the agreed return has not been received.

14. Taxes: Consultant agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement. In case District is audited for compliance regarding any applicable taxes, Consultant agrees to furnish District with proof of payment of taxes on those earnings.

15. Dispute Resolution: The parties agree to make a good faith effort to resolve any dispute arising from or relating to this Agreement through mediation prior to commencing litigation. Within sixty (60) days following a written request by either party to mediate a dispute that has not been resolved by informal negotiation, the parties shall mutually agree upon a mediator,

schedule a mediation, and shall share the costs of mediation equally, except costs incurred by each party for representation by legal counsel.

16. Choice of Law and Venue: This Agreement shall be governed by California law, and venue shall be in the Superior Court of the County of Sonoma, California, and no other place.

17. Merger: This writing is intended both as the final expression of the Agreement between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the Agreement. No modification of this Agreement shall be effective unless and until such modification is evidenced by a writing signed by both parties.

18. Assignment/Delegation: Neither party hereto shall assign, sublet or transfer any interest in this Agreement or any duty hereunder without written consent of the other, and no assignment shall be of any force or effect whatsoever unless and until the other party shall have so consented.

19. No Third-Party Beneficiaries: There are no intended third-party beneficiaries to this Agreement.

20. No Waiver of Breach: The waiver by District of any breach of any term or promise contained in this Agreement shall not be deemed to be a waiver of such term or promise or any subsequent breach of the same or any other term or promise contained in this Agreement.

21. Force Majeure: If either party is delayed or hindered in or prevented from the performance of any act required hereunder because of strikes, lockouts, inability to procure labor or materials, failure of power, riots, insurrection, war, fire or other casualty, or other reason beyond the reasonable control of the party delayed, excluding financial inability ("Force Majeure Event"), performance of that act shall be excused for the period during which the Force Majeure Event prevents such performance, and the period for that performance shall be extended for an equivalent period. Delays or failures to perform resulting from lack of funds shall not be Force Majeure Events.

22. Severability: If any provision of this Agreement is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the Agreement shall remain in full force and effect.

23. Headings: The headings in this Agreement are included for convenience only and shall neither affect the construction or interpretation of any provision in this Agreement nor affect any of the rights or obligations of the parties to this Agreement.

24. Execution in Counterparts: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

25. Authorization: Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.

26. Attachments: The following Attachments, attached hereto, are incorporated herein by reference:

Attachment A – Scope of Services & Compensation

Attachment A

Music Program

Spring 2023

During the School Day

Teacher: Andrew DeVeny
What: The Joy of Singing
Who: TK - 3rd
When:

- February 27-May 26, 2023 (12-week program) for KS, MV, TM
- Friday, March 3 - May 26, 2023 for BV

Cost:

- BV - $3,800
- KS - $4,200
- MV - $4,800
- TM - $4,200

TOTAL = $17,000

School	M	T	Th	F
Bellevue				9:00-10:30
Kawana		12:15-2:35		
Meadow View			11:30-2:30	
Taylor Mountain	11:30-2:30			

Attachment A

After School

Teacher: Andrew DeVeny
What: Marimba Lessons
Who: Up to 10 students, recommended to target 5th graders
When: Proposed start date March 6, 2023- May 26, 2023

Cost: $1800 per site for 11 weeks
TOTAL = $7,200

Marimba Class 12 weeks					
	M	**T**	**W**	**Th**	**F**
Meadow View				2:45-3:30	
Kawana		2:45-3:30			
Bellevue					3:25-4:10
Taylor Mountain	2:45-3:30				

TOTAL COST FOR BOTH PROGRAMS = $24, 200

Bellevue Union School District

Agenda Item for Board Meeting of February 21, 2023

Agenda Category: Action

Agenda Item Title: Approval of Kawana Springs MPR Project
Change Order #1 - Project Allowance Account

Prepared By: Bill Jereb, Director of Maintenance & Operations

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Background:

This is Change Order #1 to the Contract dated September 22, 2022 - The approval of this Change Order will allow the District to pay subsequent Change Orders, that are approved by the district, during the course of construction.

Recommended Action:

Approval of Kawana Springs MPR Project Change Order #1 to fund Project Allowance Account.

Supporting Documents:

- **Ridgeview Builders Change Order #1 - Project Allowance $950,000**

CHANGE ORDER

Date: January 23, 2023

CO# 01

Project:
Kawana Springs MPR

2121 Moraga Drive
Santa Rosa, CA 95404

Contractor:
Ridgeview Builders
122 Calistoga Road,
PMB 221
Santa Rosa, Ca. 95409

Owner:
Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407

Construction Manager:
RGM Kramer
1101 College Ave, Suite 215
Santa Rosa, CA 95404

Pursuant to the Contract dated September 22, 2022 you are hereby authorized to make the following changes to the project. Execution of this change order represents full and final costs of all direct, indirect, and delay costs for the scope of services identified herein unless noted otherwise.

Item #	Description		Amount
1	Add Project Allowance	$	950,000.00
	Total Amount of this Change Order:	$	950,000.00

Original contract sum:	$	8,320,000.00
Previous change orders:	$	-
Total amount of this change order	**$**	**950,000.00**
Total amount of contract including this change order	**$**	**9,270,000.00**

The contract time will be adjusted by the following number of days: 0 days

Accepted:
Ridgeview Builders
122 Calistoga Road, PMB 221
Santa Rosa, Ca. 95409

By: Rebecca Langer Digitally signed by Rebecca Langer Date: 2023.01.24 10:38:33 -08'00'

Owner Approval:
Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407

By: _____

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

Background:
Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:
It is recommended the Board ratify these warrants.

Supporting Documents:
Payroll Totals
Board Report of Checks

Bellevue Union School District
2022-2023
January Payroll Totals

Manual Payroll	**1/18/2023**	
Certificated		
Classified		
Total		-
Regular Payroll	**1/31/2023**	
Certificated		856,455.85
Classified		433,205.12
Total		1,289,660.97
Supplemental Payroll	**2/10/2023**	
Certificated		43,040.70
Classified		8,955.69
Total		51,996.39
Total:		1,341,657.36

Checks Dated 01/11/2023 through 02/14/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1938263	01/11/2023	Rushing Hart, Moriah F	01-5825	Meta Ad & Nextdoor		200.13
1938264	01/11/2023	Gomez, Maria T	01-5201	Mail P/U and SCOE(AP checks)		72.13
1938265	01/11/2023	Wong, Lynn M	13-4390	Food Containers		62.97
1938266	01/11/2023	Miller, Bettina	01-5200	ASHA Convention Registation		440.00
1938267	01/11/2023	Advanced Security Systems-SR	01-5800	Burglar Alarm Monitoring: ANNEX	147.00	
				BV : Fire Monitoring/ Security System	226.50	
				BV: Burglar Alarm Monitoring	147.00	
				DO: Monthly Monitoring Services	56.57	
				ELC: Burglar Alarm Monitoring	147.00	
				KW : Fire Monitoring	226.50	
			25-5800	DO: Monthly Monitoring Services	90.43	
				KW: Burglar Alarm Monitoring	147.00	
				Service Call Repair & Replacement	1,555.87	2,743.87
1938268	01/11/2023	AT & T	01-5911	Open PO CALNET3		22.37
1938269	01/11/2023	City Of Santa Rosa	01-5858	False Alarms		381.00
1938270	01/11/2023	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		150.00
1938271	01/11/2023	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	750.00	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	1,875.00
1938272	01/11/2023	Fishman Supply Co	01-4350	School Copy Paper	1,125.36	
			01-4370	M&O: Custodial Supplies @ ELC	171.51	
				M&O: Custodial Supplies @ TM	1,980.25	
				M&O; Custodial Supplies @ KW	1,710.49	4,987.61
1938273	01/11/2023	Friedman's Home Improvement	01-4380	KW: OPEN PO for Supplies	234.36	
				MV: OPEN PO for Supplies	218.64	
				TM: OPEN PO for Supplies	159.60	
			01-4390	Open PO General Dist Maint	63.02	675.62
1938274	01/11/2023	Hansel Auto Group	01-6500	2023 Ford E Transit 350 Cargo Van		63,226.25
1938275	01/11/2023	Home Depot USA INC	01-4380	Home Depot		3,155.27
1938276	01/11/2023	Jacobson Fence Co Inc	25-5800	Iron Fence		8,834.00
1938277	01/11/2023	Janet Gossett	01-4350	DO: OPEN PO:Signature Stamps/ Ink		85.00
1938278	01/11/2023	Office Depot Inc	01-4350	3rd Grade Class/Office Supplies	100.57	
				OPEN PO- District Office Supplies	349.93	450.50
1938279	01/11/2023	Oriental Trading Company Inc.	01-4310	SDC Classroom	101.94	
				Student of Month & Awards	228.53	330.47
1938280	01/11/2023	Lockbox Bartley Pump PMLLC	25-5800	Open PO -Bartley Pump		1,281.43

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

Checks Dated 01/11/2023 through 02/14/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1938281	01/11/2023	RGM Kramer Inc	21-6200	RGMK CM Services Agreement KS Modernization		20,000.00
1938282	01/11/2023	RGM Kramer Inc	21-6200	BUSD Portables MOdernization Cousulting	10,000.00	
				Extension Of Agreement/ Construction Mgmt Services	5,226.50	15,226.50
1938283	01/11/2023	Safari West	01-5833	Field Trip;KS		1,200.00
1938284	01/11/2023	School Specialty LLC	01-4310	SDC Classroom TM & MV		595.02
1938285	01/11/2023	Sonoma Media Investments, LLC	01-5825	Public Hearing		453.00
1938286	01/11/2023	Teaching Strategies	01-4310	TK Curriculum		3,190.00
1938287	01/11/2023	Uline	01-4310	Shelving		1,922.67
1938288	01/11/2023	WEX BANK	01-4362	DO : Fuel Card		392.98
1939682	01/18/2023	Advanced Security Systems-SR	01-5800	MV : Fire Monitoring	226.50	
				MV: Office Alarm Security	147.00	
				MV:Burglar Alarm Monitoring MEDIA & LIBRARY	147.00	
				TM : Fire Monitoring	226.50	
				TM: Burglary Alarm Monitoring Fee	147.00	894.00
1939683	01/18/2023	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	52.36	
			01-5858	DO: FSA Admin Fee 6 Employees	7.64	60.00
1939684	01/18/2023	Crown Awards	01-4350	Metals for Reclassification		275.31
1939685	01/18/2023	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		237.00
1939686	01/18/2023	Discount School Supply	01-4310	Universal Pre-K / Tk Supplies		5,568.47
1939687	01/18/2023	Discovery Office Systems	01-5840	Open PO-Service & Supplies 2022/2023		618.11
1939688	01/18/2023	DMR Builders Corp	21-6200	Backboard Install @ KS & MV		1,897.50
1939689	01/18/2023	EDU Healthcare	01-5100	Speech and Language Services		2,205.00
1939690	01/18/2023	Emerald LLC	01-5800	Behavioral Services: DW	1,636.34	
				Behavioral Services: JLL	3,606.31	
				Behavioral Services: JR	3,154.18	
				Behavioral Services: JV	3,606.31	
				Behavioral Services: LW	2,852.77	
				Behavioral Services: RSV	1,873.11	
				Behavioral Services: VR	1,787.00	
				Behavioral Services: ZC	1,819.31	
				Behavioral Consultation: A.T.G	188.16	
				SDC Behavioral Assistant	7,940.24	28,463.73
1939691	01/18/2023	TIAA Bank	01-5600	DO:Agreement For SF-5130 Account # 20415329-1		312.46

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

Checks Dated 01/11/2023 through 02/14/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1939692	01/18/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		1,510.95
1939693	01/18/2023	The Home Depot Pro	01-4380	Home Depot		161.67
1939694	01/18/2023	I.T.S.	01-5100	Counseling Guidance; JLL	347.63	
				Counseling Guidance; JR	208.58	
				Counseling Services : RL	46.35	
				Counseling Services : DA	208.58	
				Counseling Services : JVT	208.58	
				Counseling Services : SM	208.58	
				Counseling Services: JP	347.63	1,575.93
1939695	01/18/2023	Interstate Battery System of Northbay	01-5800	Open PO-Intestate Battery		45.85
1939696	01/18/2023	John Deere Financial	01-5800	Open PO- Maint and Grounds		369.68
1939697	01/18/2023	Lakeshore Learning	01-4310	Reading Intervention		654.84
1939698	01/18/2023	Mentors Moving & Storage	01-5800	General Moving Services		500.00
1939699	01/18/2023	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2022/2023		5,923.59
1939700	01/18/2023	Presence Learning Inc	01-5800	Speech & Psych Services		52,701.34
1939701	01/18/2023	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	728.38	
				KW/ELC- Garage & Recycling	1,039.24	
				MV: Garage & Recycling Pick up	790.02	
				TM- Garage & Recycling	943.08	3,500.72
1939702	01/18/2023	Redwood Pediatric Therapy Asso	01-5800	Occupational Therapy Services		14,261.17
1939703	01/18/2023	Soliant	01-5100	LPN & SLPA Services		5,546.75
1939704	01/18/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees		76.00
1939705	01/18/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees		74.00
1939706	01/18/2023	The Birch Agency Inc	01-5800	Speech & Language Services		4,800.00
1939707	01/18/2023	Verizon	01-5800	Support Internet Service		266.07
1939708	01/18/2023	West County Transportation	01-5833	Field Trip # 28653	144.96	
				Field Trip # 29364	308.67	453.63
1939709	01/18/2023	Advantage Marketing	01-5825	Advertising		3,414.37
1939710	01/18/2023	Emerald LLC	01-5800	Behavioral Consultation		470.40
1939711	01/18/2023	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 22/23		5,425.50
1939712	01/18/2023	Office Depot Inc	01-4310	School Supplies		628.86
1939713	01/18/2023	Pearson Education, Inc	01-5100	BASC-3 Q Global		284.00
1939714	01/18/2023	School Innovations & Achievement, Inc.	01-5821	A2A Absence Conference		600.00
1939715	01/18/2023	Writing by Design	01-4310	Professional Development	2,100.00	
				Writing curriculum	10,145.16	12,245.16
1940234	01/20/2023	Advanced Security Systems-SR	25-5800	Service Call Repair & Replacement		436.31
1940235	01/20/2023	ALan S Cox Ameriprints	01-5862	FingerPrint Service		940.00

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Checks Dated 01/11/2023 through 02/14/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1940236	01/20/2023	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		255.33
1940237	01/20/2023	AT & T	01-5911	Open PO CALNET3		48.08
1940238	01/20/2023	Crisis Prevention Institute	01-5200	CPI Training		1,334.70
1940239	01/20/2023	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		77.95
1940240	01/20/2023	TIAA Bank	01-5600	Lease Agreement for Copiers Acc# 20399421-1		103.60
1940241	01/20/2023	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	179.03	
				M&O: Custodial Supplies @ TM	2,129.17	
			13-4370	OPEN PO for COOKS	232.81	2,541.01
1940242	01/20/2023	Friedman's Home Improvement	01-4380	KW: OPEN PO for Supplies	171.43	
			01-4390	Open PO General Dist Maint	1,126.52	1,297.95
1940243	01/20/2023	Gardeners Aid, Inc.	01-5800	OPEN PO- Equip Repair		114.61
1940244	01/20/2023	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.27	
			01-5950	OPEN PO-Postbase 45 mail machine	134.29	136.56
1940245	01/20/2023	The Home Depot Pro	01-4380	Home Depot		176.40
1940246	01/20/2023	Mentors Moving & Storage	01-5800	General Moving Services		2,421.00
1940247	01/20/2023	Office Depot Inc	01-4310	Students Supplies		78.27
1940248	01/20/2023	Okapi Educational Publishing	01-4310	Classroom Curriculum		5,686.03
1940249	01/20/2023	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,947.36
1940250	01/20/2023	Ralph's Auto & Truck Services	01-5800	OPEN PO- Districts Truck Services		366.79
1940251	01/20/2023	School Specialty LLC	01-4310	Office Supplies		277.69
1940252	01/20/2023	SHI International Corp	01-4440	TV Toolkits		116.10
1940253	01/20/2023	Soliant	01-5100	LPN & SLPA Services		3,349.25
1940254	01/20/2023	Sound And Signal Inc	01-4345	OPEN PO: For Services		27.21
1940255	01/20/2023	The Birch Agency Inc	01-5800	Speech & Language Services		2,880.00
1940877	01/25/2023	Mulligan-Hirsch, Susan E	01-4310	ACSA Conference		1,208.44
1940878	01/25/2023	McGuire-Ramirez, Kelly M	01-4310	Classroom Teacher Reimbursement		300.00
1940879	01/25/2023	Whitaker, Tracy J	01-5200	Lodging/Food/Transportation/Parking: Conference		1,736.27
1940880	01/25/2023	Pelot, Nora K	01-4310	Classroom Supplies		104.73
1940881	01/25/2023	Wong, Lynn M	01-5200	Book for Menu Planning		59.62
1940882	01/25/2023	Lay, Sarah	01-5860	CTC Permit		102.65
1940883	01/25/2023	Hernandez, Jasmine	01-5860	Short Term Staff Permit		102.65
1940884	01/25/2023	Advanced Security Systems-SR	25-5800	Service Call Repair & Replacement		320.00
1940885	01/25/2023	SYNCB/Amazon	01-4440	ITECH: Supplies		557.18
1940886	01/25/2023	Anova Education & Behavior	01-5800	Bahavior & Speech Occupational Therapy: B.T		3,362.88
1940887	01/25/2023	CONTRA COSTA SELPA	01-5800	ADRTraining		400.00

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1940888	01/25/2023	Discovery Office Systems	01-5840	DO: SF5130 RiscoGraph Consumption Fee		279.80
1940889	01/25/2023	Employment Development Dept	01-5858	Liability Payment	2,393.37	
			01-9555	Acct # 942-0503-6	19,250.25	21,643.62
1940890	01/25/2023	EDU Healthcare	01-5100	Speech and Language Services		3,675.00
1940891	01/25/2023	Emerald LLC	01-5800	INservice Family Connection		282.24
1940892	01/25/2023	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		150.00
1940893	01/25/2023	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies	44.13	
			01-4390	Open PO General Dist Maint	18.57	62.70
1940894	01/25/2023	Gardeners Aid, Inc.	01-5800	OPEN PO- Equip Repair		141.89
1940895	01/25/2023	North Bay Children's Center	12-5100	Sub Contract FY 2022/2023		158,482.98
1940896	01/25/2023	PG&E	01-5520	Open PO -PG & E 2022/2023		4,361.30
1940897	01/25/2023	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,947.36
1940898	01/25/2023	Recology Sonoma Marin	01-5560	BUS BARN: -Garage		2,192.52
1940899	01/25/2023	Regina Rosenzweig	01-4310	Curriculum Instruction		3,500.00
1940900	01/25/2023	Redwood Empire School's Insurance Group	01-5858	Overpayment		553.35
1940901	01/25/2023	RGM Kramer Inc	21-6200	RGMK CM Services Agreement KS Modernization		20,000.00
1940902	01/25/2023	RGM Kramer Inc	21-6200	Extension Of Agreement/ Construction Mgmt Services		3,206.00
1940903	01/25/2023	Ridgeview Builders Inc	21-6200	MPR & Office Improvements		446,752.93
1940904	01/25/2023	Santa Rosa, City Of	01-5530	Open PO for Water bill BV	847.60	
				Open PO for Water bill KW	1,294.75	
				Open PO for Water bill TM	1,322.45	
			01-5560	Open PO for Water bill MV & LC	630.98	4,095.78
1940905	01/25/2023	Sonoma County Office Of Educat ion	01-5200	Multilingual Learner Workshop	175.00	
				Public Research Lesson: Mathematics Social Justice	50.00	
				Science Of Reading Spring Series	1,500.00	1,725.00
1940906	01/25/2023	Soliant	01-5100	LPN & SLPA Services		6,052.75
1940907	01/25/2023	Spurr	01-5510	Open PO Spurr		6,171.11
1940908	01/25/2023	The Bank of NY Mellon Corporate Trust Dept	01-5823	Bond Election 2020		750.00
1941729	01/27/2023	Peraza Guillen, Lizzeth	01-9213	Payroll for Jan 2023		362.80
1941730	01/27/2023	BFEOW	01-5823	Legal Fees		637.50
1941731	01/27/2023	I.T.S.	01-5100	Counseling & Guidance : P.S	1,784.49	
				Individual Counseling: K.G	1,599.09	

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1941731	01/27/2023	I.T.S.		Individual Counseling: O.S	231.75	3,615.33
1941732	01/27/2023	PLTW	01-4310	OPEN PO : PLTW Supplies		3,409.15
1941733	01/27/2023	The Standard Insurance Co	01-9578	CT 503007	3,808.39	
				Policy Number # CT 503007	1,771.86	5,580.25
1941734	01/27/2023	WEX BANK	01-4362	DO : Fuel Card		350.12
1942190	02/01/2023	Hansen, Rebekah K	01-4310	Annual Class Reimbursement		300.00
1942191	02/01/2023	Gomez, Maria T	01-5201	SCOE and Mail Pick up		166.37
1942192	02/01/2023	Maram-Mccullough, Denise	01-4397	Parent Coffee/ ELAC Meetings/ Basketball Tape		157.27
1942193	02/01/2023	Romo-Flores, Aracely	01-4310	Training Supplies	1,788.93	
			01-4397	Various Materials/ Food/Trainings	1,123.33	2,912.26
1942194	02/01/2023	Kellison, Michael J	01-4397	Breakfast for Leadership/DO Coffee		70.05
1942195	02/01/2023	Pope, Lindsey	01-5860	CTC Sub Permit Renewal		102.65
1942196	02/01/2023	Dale M Crane dbaAction Plumbing Maintenance	25-5800	OPEN PO Plumbing Repairs		647.75
1942197	02/01/2023	Alliance Redwoods	01-5833	OutDoor Education Trip		13,371.00
1942198	02/01/2023	City Of Santa Rosa Alarm Progr am	01-5805	M&O Burglary Alarm Fee		425.00
1942199	02/01/2023	Cmrs-fp	01-5950	Open PO-District Postage		1,500.00
1942200	02/01/2023	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ ELC	512.80	
				M&O; Custodial Supplies @ MV	335.94	848.74
1942201	02/01/2023	Friedman's Home Improvement	01-4380	TM: OPEN PO for Supplies	86.67	
			01-4390	Open PO General Dist Maint	54.58	141.25
1942202	02/01/2023	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		170.00
1942203	02/01/2023	The Home Depot Pro	01-4380	Home Depot		454.54
1942204	02/01/2023	Home Depot USA INC	01-4380	Home Depot		611.30
1942205	02/01/2023	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2022/2023		10,300.00
1942206	02/01/2023	Laminator.com	01-4350	Laminator		463.64
1942207	02/01/2023	Patricia Jo London DBA Wholistic Life Renewal	01-5200	Coaching		1,075.00
1942208	02/01/2023	Monoprice	01-4344	OPEN PO: IT Supplies		1,032.05
1942209	02/01/2023	Nemesis Fire	01-5800	BUSD Fire Sprinkler & hydrant Testing		220.00
1942210	02/01/2023	Office Depot Inc	01-4310	Pre-K SDC and Elc Office Supplies	73.40	
				Student Supplies	187.77	
			01-4350	Office/ Student Supplies	428.22	
				OPEN PO- District Office Supplies	230.00	919.39
1942211	02/01/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		1,287.26
1942212	02/01/2023	Primero Edge	13-5800	Software		3,995.00
1942213	02/01/2023	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		93.30

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1942214	02/01/2023	SWRCB Accounting Office ATTN: Drinking Water Program	01-5800	BV Water System		1,873.47
1942215	02/01/2023	TLCD Architecture	21-6200	KS Modernizaton Architecture		40,865.25
1942216	02/01/2023	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		333.21
1942704	02/03/2023	Grenier, Angela C	01-4310	Ziplock bags for Leveled Library		61.14
1942705	02/03/2023	Rushing Hart, Moriah F	01-5825	Nextdoor Ad		97.16
1942706	02/03/2023	Brito, Christine	01-5800	CSHA Convergence 2023		439.00
1942707	02/03/2023	Corrales, Erika	01-4397	Coffee for School Meeting		40.00
1942708	02/03/2023	Kellison, Michael J	01-5200	Superintendents Symposium		961.90
1942709	02/03/2023	Wong, Lynn M	01-5200	Training with Kitchen on Fire		74.66
1942710	02/03/2023	Synyard, Julie A	01-4397	FEF/ED & ELPAC Meetings		80.11
1942711	02/03/2023	Caven, Gennifer A	01-4310	Student Supplies		61.25
1942712	02/03/2023	Sixtos Pena, Maria del Rocio	01-9213	Reissue Payroll Jan 2023		1,371.98
1942713	02/03/2023	AT & T	01-5911	Open PO CALNET3		119.58
1942714	02/03/2023	Discovery Office Systems	01-5840	DO: SF5130 RiscoGraph Consumption Fee		415.49
1942715	02/03/2023	EDU Healthcare	01-5100	Speech and Language Services		2,940.00
1942716	02/03/2023	Emerald LLC	01-5800	Behavioral Services: DW	1,528.68	
				Behavioral Services: JLL	3,121.90	
				Behavioral Services: JR	3,121.90	
				Behavioral Services: JV	3,121.90	
				Behavioral Services: LW	2,852.77	
				Behavioral Services: RSV	1,539.40	
				Behavioral Services: VR	1,571.72	
				Behavioral Services: ZC	1,550.18	
				Behavioral Consultation	94.08	
				Behavioral Consultation: A.T.G	141.12	
				SDC Behavioral Assistant	6,570.27	25,213.92
1942717	02/03/2023	IXL Learning	01-4340	Student Instruction		599.00
1942718	02/03/2023	Kenneth Charles Schwinn	01-5800	Home School Services		2,500.00
1942719	02/03/2023	Language People	01-5803	ELC- OPEN PO Interpreting services		3,344.84
1942720	02/03/2023	Maria Gabriela Porter	01-5800	Speech Services for Preschool Program		9,371.60
1942721	02/03/2023	Napa County Office Of Ed	01-5800	2022-2023 ASES Program	104,220.53	
				2022/23 ELO-P Funding	305,239.64	409,460.17
1942722	02/03/2023	Ken Johnson	01-5860	CPR		1,125.00
1942723	02/03/2023	PLTW	01-4310	OPEN PO : PLTW Supplies		819.56
1942724	02/03/2023	Roy's Sewer Service Inc	01-5800	OPEN PO: Sewer & Storm		840.00
1942725	02/03/2023	Sonoma County Office Of Educat ion	01-4310	Science Of Reading series	100.00	

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1942725	02/03/2023	Sonoma County Office Of Educat ion	01-5800	Teacher Induction	28,000.00	28,100.00
1942726	02/03/2023	Soliant	01-5100	LPN & SLPA Services		5,149.25
1942727	02/03/2023	Sonoma County Regional Parks	01-5833	Field Trip: Habitat & Home	25.00	
				Field Trip: Habitat & Home Cultural Walk	265.00	290.00
1942728	02/03/2023	The Birch Agency Inc	01-5800	Speech & Language Services		8,640.00
1943411	02/08/2023	Spector, Stacy L	01-4390	Professional Development, HR & Office Supplies	343.29	
			01-5200	Professional Development, HR & Office Supplies	2,610.60	
			01-5800	Professional Development, HR & Office Supplies	4,050.60	7,004.49
1943412	02/08/2023	RosevilleTermite & Pest Contro l	01-5800	Pest Management Services		1,365.00
1943413	02/08/2023	Becoming Independent	01-5800	BUSD Shredding Services		80.00
1943414	02/08/2023	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,733.80	
				OPEN PO: TM Food for Food Svc	2,562.48	
				OPEN PO: MV Food for Food Svc	926.70	5,222.98
1943415	02/08/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	2,428.86	
				KW- Student Milk	1,938.50	
				MV- Student Milk	2,092.50	
				TM- Student Milk	2,157.00	8,616.86
1943416	02/08/2023	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	2,311.00	
				OPEN PO- MV - Fruit & Vegetable	2,532.70	
				OPEN PO- TM - Fruit & Vegetable	2,490.89	7,334.59
1943417	02/08/2023	Decker Inc Decker Equipment/School Fix	01-4380	OPEN PO - Parts Only		88.60
1943418	02/08/2023	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	750.00	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	1,875.00
1943419	02/08/2023	Fishman Supply Co	01-4350	Copy Paper	1,127.57	
			01-4370	M&0: Custodial Supplies@BV	3,235.96	
				M&O: Custodial Supplies @ ELC	78.55	
				M&O; Custodial Supplies @ KW	1,185.65	
				M&O; Custodial Supplies @ MV	3,571.26	9,198.99
1943420	02/08/2023	Food Equipment Repair Service	13-5800	Open PO-Food Equipment Repair		415.81
1943421	02/08/2023	Friedman's Home Improvement	01-4380	MV: OPEN PO for Supplies	19.47	
			01-4390	Open PO General Dist Maint	59.81	79.28
1943422	02/08/2023	Gardeners Aid, Inc.	01-5800	OPEN PO- Equip Repair		363.03
1943423	02/08/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	10,708.59	

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1943423	02/08/2023	Gold Star Foods, Inc.		OPEN PO MV Food Supply	9,348.71	
				OPEN PO TM Food Supply	7,646.82	
			13-5800	CAFE: Food Storage	321.30	28,025.42
1943424	02/08/2023	Grainger	01-5800	Open PO:Maintenace Supplies		484.78
1943425	02/08/2023	The Home Depot Pro	01-4380	Home Depot		129.78
1943426	02/08/2023	Home Depot USA INC	01-4380	Home Depot		799.82
1943427	02/08/2023	HR Direct	01-5800	Poster Guard		216.98
1943428	02/08/2023	Jim Coleman Ltd	13-5800	Food Services Program		148.92
1943429	02/08/2023	McGraw-Hill School Education Holdings, LLC	01-4310	Math Instruction		2,780.09
1943430	02/08/2023	Mentors Moving & Storage	13-5800	Kitchen Storage		600.00
1943431	02/08/2023	Myers FoodService Equip	13-4390	OPEN PO: Kitchen Supplies		402.89
1943432	02/08/2023	Office Depot Inc	01-4310	Pre-K SDC and Elc Office Supplies	6.77	
			01-4350	OPEN PO- District Office Supplies	578.52	585.29
1943433	02/08/2023	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2022/2023		829.30
1943434	02/08/2023	Ralph's Auto & Truck Services	01-5800	OPEN PO- Districts Truck Services		206.57
1943435	02/08/2023	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	728.38	
				KW/ELC- Garage & Recycling	943.08	
				MV: Garage & Recycling Pick up	790.02	
				TM- Garage & Recycling	943.08	3,404.56
1943436	02/08/2023	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		14.55
1943437	02/08/2023	Revolution Foods PBC	13-5100	Meals for KS, TM & BV		31,801.60
1943438	02/08/2023	SHI International Corp	01-4345	ITECH: Varies Supplies/ Equipment		198.77
1943439	02/08/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees		76.00
1944220	02/10/2023	Goodin, Sarah R	01-4310	Student Supplies		300.00
1944221	02/10/2023	Everson, Amber R	01-5200	Cook Training		87.12
1944222	02/10/2023	Rushing Hart, Moriah F	01-5950	USPS Certified Return Receipt		20.16
1944223	02/10/2023	Walker, Genevieve L	01-4310	Student Supplies		300.00
1944224	02/10/2023	Jacobson, Margaret	01-4310	IEP Supplies		74.62
1944225	02/10/2023	Caven, Gennifer A	01-4310	Student Supplies		82.90
1944226	02/10/2023	RosevilleTermite & Pest Contro l	01-5800	Pest Management Services		1,365.00
1944227	02/10/2023	Greenback Gambit Inc	01-4350	Manager Chair	726.95	
			01-4390	Lynn's Workstation	2,160.64	2,887.59
1944228	02/10/2023	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	52.36	
			01-5858	DO: FSA Admin Fee 6 Employees	7.64	60.00
1944229	02/10/2023	Advanced Reproduction Center	01-5832	Behavior Tracking		288.85
1944230	02/10/2023	BFEOW	01-5823	Legal Fees		7,101.46

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1944231	02/10/2023	AT & T	01-5911	Open PO CALNET3		22.99
1944232	02/10/2023	Castino Restaurant Equipment & Supply, Inc.	13-4390	Kitchen Equipment Supplies		64.88
1944233	02/10/2023	EDU Healthcare	01-5100	Speech and Language Services		3,675.00
1944234	02/10/2023	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ TM		209.38
1944235	02/10/2023	Friedman's Home Improvement	01-4380	MV: OPEN PO for Supplies		38.19
1944236	02/10/2023	Jocelyn Mitchelmore	01-5800	Glad Training		7,000.00
1944237	02/10/2023	Laminator.com	01-4350	Laminating		424.84
1944238	02/10/2023	Language People	01-5803	ELC- OPEN PO Interpreting services		930.91
1944239	02/10/2023	Lattice Educational Services	01-5800	NPS: J.C 2022/2023		5,619.07
1944240	02/10/2023	School & College Legal Service Sonoma County Office of Ed.	01-5823	OPEN PO - Legal Services 2022/2023		1,624.50
1944241	02/10/2023	Soliant	01-5100	LPN & SLPA Services		6,798.25
1944242	02/10/2023	Verizon	01-5800	Support Internet Service		266.07
1944243	02/10/2023	Westminster Woods Camp and Conference Center	01-5833	Outdoor Ed KW	5,736.50	
				Outdoor Ed TM	7,460.00	13,196.50
				Total Number of Checks	**225**	**1,774,063.54**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	198	967,094.86
12	Child Development Fund	1	158,482.98
13	Cafeteria Fund	15	87,224.73
21	Building Fund	7	547,948.18
25	Capital Facilities Fund	6	13,312.79
	Total Number of Checks	**225**	1,774,063.54
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**1,774,063.54**

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

Bellevue Union School District
February 21, 2023

8. Consent Calendar

8.1. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations: 2nd Reading (1st reading: January 17, 2023)
8.2. 2022-23 Certificated Seniority List
8.3. 2022-23 Classified Seniority List
8.4. Contracts:
8.4.1. Girls on the Run North Bay
8.4.2. Finalsite (website) Order
8.4.3. Ellevation Renewal
8.4.4. Developmental Reading Assessment (DRA) Agreement
8.5. Board Meeting Minutes
8.5.1. Special Board Meeting Minutes January 31, 2023
8.5.2. Regular Board Meeting Minutes January 17, 2023
8.5.3. Special Board Meeting Minutes January 17, 2023
8.6. Acknowledge Donations/Grants
8.6.1. Kawana Student Support Fund of Community Foundation Sonoma County, support organized sports programs, to purchase uniforms for Kawana coed basketball teams and to help students develop skills such as teamwork, leadership, fitness, $750 - Kawana Springs
8.6.2. Donorschoose: MagnaDoodle Writing Center, $278 - Bellevue, King
8.7. Board Personnel Transaction Form

Recommended Action:
It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:
Backup documentation for each item on the Consent Calendar.

BEA Seniority List as of 2-16-23

Seniority	Seniority	Last Name	First Name	Location	Job Class Descr	Permanency	Title	Major 1	Major 2
1	11/1/1990	Mulligan-Hirsch	Susan	ELC	Admin	Permanent			
	11/1/1990	Mulligan-Hirsch	Susan	ELC	Admin	Permanent			
	11/1/1990	Mulligan-Hirsch	Susan	ELC	Admin	Permanent			
	11/1/1990	Mulligan-Hirsch	Susan	ELC	Admin	Permanent			
2	8/28/1996	Corwin	Karen	MEAD	Classroom Teacher	Permanent	TC2	GS	
	8/28/1996	Corwin	Karen	MEAD	Classroom Teacher	Permanent	SA12		
3	9/27/1996	Diaz	Sophia	MEAD	Classroom Teacher	Permanent	TC2	GSX	
	9/27/1996	Diaz	Sophia	MEAD	Classroom Teacher	Permanent	SA12		
4	1/23/1997	Bethel	Suzanne	MEAD	Teacher Sp. Assign	Permanent	TC2	GSX	
	1/23/1997	Bethel	Suzanne	MEAD	Teacher Sp. Assign	Permanent	COC		
	1/23/1997	Bethel	Suzanne	MEAD	Teacher Sp. Assign	Permanent	SA12		
5	8/27/1997	Jensen	Linda	TMNT	Classroom Teacher	Permanent	TC2	GSX	
	8/27/1997	Jensen	Linda	TMNT	Classroom Teacher	Permanent	SA12		
	8/27/1997	Jensen	Linda	TMNT	Classroom Teacher	Permanent	COC		
6	1/26/1998	Anderson	Suzanne	DIST	Teacher Sp. Assign	Permanent	TC2	GSX	SPTE
	1/26/1998	Anderson	Suzanne	DIST	Teacher Sp. Assign	Permanent	SA12		
	1/26/1998	Anderson	Suzanne	DIST	Teacher Sp. Assign	Permanent	COC		
	1/26/1998	Anderson	Suzanne	DIST	Teacher Sp. Assign	Permanent	SC1A		
7	8/26/1999	Boyce	Caroline	BELL	Classroom Teacher	Permanent	TC2	GS	
	8/26/1999	Boyce	Caroline	BELL	Classroom Teacher	Permanent	SA12		
7	8/26/1999	Kampmann	Tiffany	TMNT	Classroom Teacher	Permanent	TC2	GSX	
	8/26/1999	Kampmann	Tiffany	TMNT	Classroom Teacher	Permanent	SA12		
	8/26/1999	Kampmann	Tiffany	TMNT	Classroom Teacher	Permanent	COC		
8	10/1/1999	Jenner	Shirley	MEAD	Classroom Teacher	Permanent	TC2	GS	SPTE
	10/1/1999	Jenner	Shirley	MEAD	Classroom Teacher	Permanent	SA12		
9	8/24/2000	Lewis	Gina	BELL	Classroom Teacher	Permanent	TC2	GS	
	8/24/2000	Lewis	Gina	BELL	Classroom Teacher	Permanent	COC		
10	8/30/2001	Gerke	Stephanie	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/30/2001	Gerke	Stephanie	BELL	Classroom Teacher	Permanent	COC		
10	8/30/2001	Wilson	Christopher	TMNT	Classroom Teacher	Permanent	TC2	SPTE	GSX
	8/30/2001	Wilson	Christopher	TMNT	Classroom Teacher	Permanent	COC		
11	9/19/2001	Slayback	Kristine	TMNT	Classroom Teacher	Permanent	TC2	SPTE	GS
	9/19/2001	Slayback	Kristine	TMNT	Classroom Teacher	Permanent	COC		
12	8/29/2002	Pennacchio	Antonio	TMNT	Classroom Teacher	Permanent	TC2	GSX	

BEA Seniority List as of 2-16-23

Seniority	Seniority	Last Name	First Name	Location	Job Class Descr	Permanency	Title	Major 1	Major 2
	8/29/2002	Pennacchio	Antonio	TMNT	Classroom Teacher	Permanent	COC		
13	12/15/2003	Doolittle	Greta	BELL	Classroom Teacher	Permanent	TC2	GSX	
	12/15/2003	Doolittle	Greta	BELL	Classroom Teacher	Permanent	COC		
14	8/26/2004	Evans	Kelly	TMNT	Classroom Teacher	Permanent	TC2	GS	
	8/26/2004	Evans	Kelly	TMNT	Classroom Teacher	Permanent	COC		
15	11/1/2004	McMurtrie	Julie	TMNT	Classroom Teacher	Permanent	TC2	GSX	
16	8/25/2005	Simpson	Natascha	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/25/2005	Simpson	Natascha	BELL	Classroom Teacher	Permanent	COC		
17	8/17/2006	Campbell-Sapp	Cheryl	MEAD	Classroom Teacher	Permanent	TC2	GSX	
	8/17/2006	Campbell-Sapp	Cheryl	MEAD	Classroom Teacher	Permanent	COC		
17	8/17/2006	Craig	Nina	BELL	Admin	Principal			
17	8/17/2006	Maclean	Amber	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/17/2006	Maclean	Amber	BELL	Classroom Teacher	Permanent	COC		
18	8/16/2007	Albritton	Susan	MEAD	Classroom Teacher	Permanent	TC2	GS	
	8/16/2007	Albritton	Susan	MEAD	Classroom Teacher	Permanent	COC		
18	8/16/2007	Sandhu	Kulbir	MEAD	Classroom Teacher	Permanent	TC2	GSX	
19	8/14/2008	Ballard	Shelby	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/14/2008	Ballard	Shelby	BELL	Classroom Teacher	Permanent	COC		
19	8/14/2008	Duval	Jacinda	MEAD	Classroom Teacher	Permanent	TC2	GSX	
	8/14/2008	Duval	Jacinda	MEAD	Classroom Teacher	Permanent	SA12		
	8/14/2008	Duval	Jacinda	MEAD	Classroom Teacher	Permanent	COC		
19	8/14/2008	Grenier	Angela	BELL	Teacher Sp. Assign	Permanent	TC2	GSX	
	8/14/2008	Grenier	Angela	BELL	Teacher Sp. Assign	Permanent	COC		
19	8/14/2008	King	Celeste	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/14/2008	King	Celeste	BELL	Classroom Teacher	Permanent	COC		
19	8/14/2008	McGuire-Ramirez	Kelly	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/14/2008	McGuire-Ramirez	Kelly	BELL	Classroom Teacher	Permanent	COC		
20	8/16/2010	Bridges	Ashley	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/16/2010	Bridges	Ashley	BELL	Classroom Teacher	Permanent	COC		
20	8/16/2010	O'Brien	Rosalba	TMNT	Classroom Teacher	Permanent	TC2	GSX	
	8/16/2010	O'Brien	Rosalba	TMNT	Classroom Teacher	Permanent	COC		
20	8/16/2010	Toller	Kimberly	BELL	Classroom Teacher	Permanent	TC2	GSX	
	8/16/2010	Toller	Kimberly	BELL	Classroom Teacher	Permanent	COC		
21	8/15/2011	Crawford	Benita	MEAD	Classroom Teacher	Permanent	TC2	GSX	

BEA Seniority List as of 2-16-23

Seniority	Seniority	Last Name	First Name	Location	Job Class Descr	Permanency	Title	Major 1	Major 2
	8/15/2011	Crawford	Benita	MEAD	Classroom Teacher	Permanent	COC		
21	8/15/2011	Fitzgerald-Dimsh	Kelly	TMNT	Teacher Sp. Assign	Permanent	TC2	GSX	
21	8/15/2011	Hansen	Rebekah	TMNT	Classroom Teacher	Permanent	TC2	GSX	
	8/15/2011	Hansen	Rebekah	TMNT	Classroom Teacher	Permanent	COC		
22	8/16/2012	Toth	Michelle	KAWA	SDC Teacher	Permanent	TC2	GSX	
	8/16/2012	Toth	Michelle	KAWA	SDC Teacher	Permanent	TC3H	SH	
	8/16/2012	Toth	Michelle	KAWA	SDC Teacher	Permanent	SA12		
23	8/15/2013	Goodin	Sarah	MEAD	Classroom Teacher	Permanent	TC2	GSX	
	8/15/2013	Goodin	Sarah	MEAD	Classroom Teacher	Permanent	COC		
23	8/15/2013	Logsdon	Stacey	BELL	Classroom Teacher	Permanent	TC2	GSX	
24	8/14/2014	Solbakken	Amber	TMNT	Classroom Teacher	Permanent	TC2	GSX	
25	8/10/2015	DesChenes	Mary	TMNT	Classroom Teacher	Permanent	TC2	GS	
	8/10/2015	DesChenes	Mary	TMNT	Classroom Teacher	Permanent	SA12		
25	8/10/2015	Saechao	Ata	DIST	PE Teacher	Permanent	TC1	PE	
25	8/10/2015	Silva	Ellana	MEAD	Classroom Teacher	Permanent	TC2	GSX	
25	8/10/2015	Walker	Genevieve	TMNT	Classroom Teacher	Permanent	TC2	GSX	
26	8/9/2016	Byers-Gith	Shari Ann	DIST	Psychologist	Permanent	SC5	SP2	
27	8/16/2016	Brown	Hugh	MEAD	Classroom Teacher	Permanent	TC2	GSX	
27	8/16/2016	Davey	Richard	DIST	PE Teacher	Permanent	SC1A		
27	8/16/2016	Duarte	Jennifer	KAWA	Classroom Teacher	Permanent	TC2	GSX	
27	8/16/2016	Simmons	Joshua	BELL	SDC Teacher	Permanent	TC3S	MS	
28	8/9/2017	Brito	Christine	DIST	Speech	Permanent	0023		
29	8/14/2017	Edson	Kathryn	TMNT	SDC Teacher	Permanent	TC3S	MM	
29	8/14/2017	Reidelbach	Kristine	MEAD	RSP Teacher	Permanent	TC3S	MM	
	8/14/2017	Reidelbach	Kristine	MEAD	RSP Teacher	Permanent	TC2	GSX	
	8/14/2017	Reidelbach	Kristine	MEAD	RSP Teacher	Permanent	SA12		
29	8/14/2017	Soriano Castellar	Wuelby	KAWA	Classroom Teacher	Permanent	TC2	GSX	
	8/14/2017	Soriano Castellar	Wuelby	KAWA	Classroom Teacher	Permanent	TC2	GSX	
30	8/13/2018	Duncan	Laurel	KAWA	Classroom Teacher	Permanent	TC2	GSX	
31	7/1/2019	Walker	Jean	MEAD	Principal	Admin			
32	8/12/2019	Griffith	Sarah	BELL	Classroom Teacher	Permanent	TC2	GSX	
32	8/12/2019	Hackelman	Erica	MEAD	Classroom Teacher	Permanent	TC2	GSX	
32	8/12/2019	Hausner Furch	Sara	KAWA	RSP Teacher	Permanent	TC2	GSX	
	8/12/2019	Hausner Furch	Sara	KAWA	RSP Teacher	Permanent	TC3S	MM	

BEA Seniority List as of 2-16-23

Seniority	Seniority	Last Name	First Name	Location	Job Class Descr	Permanency	Title	Major 1	Major 2
	8/12/2019	Hausner Furch	Sara	KAWA	RSP Teacher	Permanent	SA12		
32	8/12/2019	McBride	Emma	BELL	Classroom Teacher	Permanent	TC2	GSX	
32	8/12/2019	Trombetta	Joseph	DIST	PE Teacher	Permanent	TC1	PEX	
	8/12/2019	Trombetta	Joseph	DIST	PE Teacher	Permanent	COC		
33	9/1/2019	Carrillo	Juan	KAWA	Classroom Teacher	Perm	COC		
	9/1/2019	Carrillo	Juan	KAWA	Classroom Teacher	Prob 2	TC2	GSX	
34	8/10/2020	Johnson	Mindy	MEAD	SDC Teacher	Prob 2	TC3S	MM	
	8/10/2020	Johnson	Mindy	MEAD	SDC Teacher	Prob 2	TC3S	MM	
34	8/10/2020	Pelot	Nora	BELL	RSP Teacher	Permanent	TC3S	MM	
34	8/10/2020	Plancarte	Alondra	KAWA	Classroom Teacher	Permanent	COC		
	8/10/2020	Plancarte	Alondra	KAWA	Classroom Teacher	Permanent	TC2	GS	
34	8/10/2020	Prosser	Griselda	KAWA	Classroom Teacher	Permanent	COC		
	8/10/2020	Prosser	Griselda	KAWA	Classroom Teacher	Permanent	TC2	GS	
34	8/10/2020	Strong	Christopher	BELL	SDC Teacher	Prob 1	COC		
	8/10/2020	Strong	Christopher	BELL	SDC Teacher	Prob 1	TC3S	MS	
35	8/9/2021	Atkinson	Gemma	ELC	SDC Teacher	Prob 0	TC3S	STMT	ECSE
	8/9/2021	Atkinson	Gemma	ELC	SDC Teacher	Prob 0	P12E		
	8/9/2021	Atkinson	Gemma	ELC	SDC Teacher	Prob 0	COC		
35	8/9/2021	Barajas Contrera	Magali	KAWA	Classroom Teacher	Prob 2	TC2	GSX	
35	8/9/2021	Bunnell	Mark	MEAD	School Site Counselc	Prob 2	SC5		
35	8/9/2021	Campbell	Colleen	TMNT	Classroom Teacher	Prob 2	TC2	GSX	
35	8/9/2021	De Souza	Gloria	TMNT	SDC Teacher	Prob 2	TC3S	MM	
35	8/9/2021	Finkbeiner	Katelin	TMNT	Classroom Teacher	Prob 2	0003		
	8/9/2021	Finkbeiner	Katelin	TMNT	Classroom Teacher	Prob 2	COC		
	8/9/2021	Finkbeiner	Katelin	TMNT	Classroom Teacher	Prob 2	TC2	GSX	
35	8/9/2021	Jaimes Perez	Lucelene	KAWA	School Site Counselc	Prob 2	COC		
36	1/3/2022	Chapman	Cynthia	MEAD	Classroom Teacher	Prob 2	TC2	GSX	
36	1/3/2022	Silacci	Kailee	TMNT	Classroom Teacher	Prob 2	SUBP		
	1/3/2022	Silacci	Kailee	TMNT	Classroom Teacher	Prob 2	COC		
	1/3/2022	Silacci	Kailee	TMNT	Classroom Teacher	Prob 2	TC2	GSX	
37	8/3/2022	Gopar Carreno	Lizette	KAWA	Classroom Teacher	Prob 1	TC2	GSX	
37	8/3/2022	Partida	Yvanna	KAWA	Classroom Teacher	Prob 1	TC2	GSX	
	8/3/2022	Partida	Yvanna	KAWA	Classroom Teacher	Prob 1	TC2	GSX	
37	8/3/2022	Miller	Brittany	BELL	Classroom Teacher	Prob 1	TC2	GSX	

BEA Seniority List as of 2-16-23

Seniority	Seniority	Last Name	First Name	Location	Job Class Descr	Permanency	Title	Major 1	Major 2
37	8/3/2022	Ahern	Mary Grace	KAWA	Classroom Teacher	Prob 1	1098		
37	8/3/2022	Baeza Calderon	Ramon	KAWA	Classroom Teacher	Prob 1	COC		
	8/3/2022	Baeza Calderon	Ramon	KAWA	Classroom Teacher	Prob 1	TC2	GSX	
37	8/3/2022	Brown	Mary	BELL	Classroom Teacher	Prob 1	COC		
	8/3/2022	Brown	Mary	BELL	Classroom Teacher	Prob 1	TC2	GSX	
37	8/3/2022	Carinalli Barnes	Gina	BELL	Classroom Teacher	Prob 1	TC2	GSX	
37	8/3/2022	Castillejos	Miriam	BELL	School Site Counselc	Prob 1	PPS		
37	8/3/2022	Caven	Gennifer	KAWA	Teacher Sp. Assign	Prob 1	SC1A		
	8/3/2022	Caven	Gennifer	KAWA	Teacher Sp. Assign	Prob 1	COC		
37	8/3/2022	Duncan	Mindy	TMNT	SDC Teacher	Prob 1	TC3S	STMT	MM
	8/3/2022	Duncan	Mindy	TMNT	SDC Teacher	Prob 1	COC		
37	8/3/2022	Gonzalez	Carolyn	ELC	SDC Teacher	Prob 1	TC3S	ECSE	
37	8/3/2022	Halligan	Laura	MEAD	Classroom Teacher	Prob 1	TC2	GSX	
37	8/3/2022	Johnson	Ashley	MEAD	Classroom Teacher	Prob 1	TC2	GSX	
	8/3/2022	Johnson	Ashley	MEAD	Classroom Teacher	Prob 1	TC2	GSX	
37	8/3/2022	Martin	Nada	KAWA	Classroom Teacher	Prob 1	TC2	GSX	
	8/3/2022	Martin	Nada	KAWA	Classroom Teacher	Prob 1	SA12		
37	8/3/2022	Miller	Bettina	DIST	Speech	Prob 1	SC8	LSH	
38	8/8/2002	Tolks	Theodore	DIST	PE Teacher	Prob 1	1098		
39	8/15/22	Palmer	Lisa	Mead	TK/K	Prob 1	TC2		
40	11/14/22	Hernandez	Jasmine	KAWA	Classroom Teacher	Prob 1	TC2		
41	11/14/22	Lay	Sarah	KAWA	SDC Teacher	Prob 1	TC3S		
42	2/14/23	Benefield	Juliane	ELC	Pre School Teacher	Prob 1	TC2		

TEMPS (do not accrue seniority)

Campbell	Maddie	(for Doolittle)
Krenwinkel	Taylor	(for McBride)
Jarman	Anita	(for Logsdon)
Pope	Lindsey	(for Albritton)

Seniority	Cred Title Descr	Term	Cred Term Descr	Issue Date	Expiration	Auth. 1	Auth. 2	Auth. 3
1	Education Specialist Instruction w/ELA	CL	Clear					
	Multiple Subject Teaching Credential	CL	Clear					
	Single Subject Social Science	CL	Clear					
	Administrative Services Credential	CL	Clear					
2	Multiple Subject Teaching Credential	CL	Clear	5/1/2018	5/1/2023	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	5/30/1995		S12		
3	Multiple Subject Teaching Credential	CL	Clear	10/1/2022	10/1/2027	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	9/16/2002		S12		
4	Multiple Subject Teaching Credential	CL	Clear	9/1/2018	9/1/2023	R2B	R2M	
	Certificate of Clearance	NA	Not Applicable	4/22/1988				
	Crosscultural, Language and Academic Development Certificate	C8	Clear	10/2/1997		S12		
5	Multiple Subject Teaching Credential	CL	Clear	2/1/2022	2/1/2027	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	1/9/2004		S12		
	Certificate of Clearance	NA	Not Applicable	8/24/1994				
6	Multiple Subject Teaching Credential	CL	Clear	9/1/2020	9/1/2025	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	5/5/1999		S12		
	Certificate of Clearance	NA	Not Applicable	2/2/1995				
	Administrative Services Credential	CE	Certificate of Eligibility	6/24/2019		R54C		
7	Multiple Subject Teaching Credential	CL	Clear	5/1/2022	5/1/2027	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	8/21/2001		S12		
7	Multiple Subject Teaching Credential	CL	Clear	7/1/2019	7/1/2024	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	11/23/2015		ELA1		
	Certificate of Clearance	NA	Not Applicable	11/3/1993				
8	Multiple Subject Teaching Credential	CL	Clear	2/1/2021	2/1/2026	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	7/15/2004		S12		
9	Multiple Subject Teaching Credential	CL	Clear	2/1/2019	2/1/2024	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	9/1/1998				
10	Multiple Subject Teaching Credential	CL	Clear	6/1/2018	6/1/2023	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	6/25/1999				
10	Multiple Subject Teaching Credential	CL	Clear	1/1/2021	1/1/2026	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	1/5/1999				
11	Multiple Subject Teaching Credential	CL	Clear	9/1/2020	9/1/2025	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	5/27/1999				
12	Multiple Subject Teaching Credential	CL	Clear	7/1/2020	7/1/2025	ELA1	R2M	

Seniority	Cred Title Descr	Term	Cred Term Descr	Issue Date	Expiration	Auth. 1	Auth. 2	Auth. 3
	Certificate of Clearance	NA	Not Applicable	5/19/1999				
13	Multiple Subject Teaching Credential	CL	Clear	2/8/2018	3/1/2023	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	12/14/1999				
14	Multiple Subject Teaching Credential	CL	Clear	7/1/2020	7/1/2025	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	1/25/2002				
15	Multiple Subject Teaching Credential	CL	Clear	7/1/2021	7/1/2026	ELA1	R2B	R2M
16	Multiple Subject Teaching Credential	CL	Clear	6/1/2022	6/1/2027	ELA1	R2B	R2M
	Certificate of Clearance	NA	Not Applicable	5/7/2004				
17	Multiple Subject Teaching Credential	CL	Clear	7/7/2018	8/1/2023	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	9/3/2004				
17	Multiple Subject Teaching Credential (Clear); Administrative Services (Clear)							
17	Multiple Subject Teaching Credential	CL	Clear	4/1/2018	4/1/2023	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	3/7/2002				
18	Multiple Subject Teaching Credential	CL	Clear	1/1/2018	1/1/2023	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	7/12/2001				
18	Multiple Subject Teaching Credential	CL	Clear	7/1/2019	7/1/2024	ELA1	R2M	SMAA
19	Multiple Subject Teaching Credential	CL	Clear	7/1/2018	7/1/2023	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	1/26/2005				
19	Multiple Subject Teaching Credential	CL	Clear	9/4/2019	10/1/2024	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	9/12/2001		S12		
	Certificate of Clearance	NA	Not Applicable	4/1/1998				
19	Multiple Subject Teaching Credential	CL	Clear	7/1/2019	7/1/2024	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	7/20/2006				
19	Multiple Subject Teaching Credential	CL	Clear	7/1/2019	7/1/2024	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	9/22/2005				
19	Multiple Subject Teaching Credential	CL	Clear	7/1/2019	7/1/2024	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	12/20/2004				
20	Multiple Subject Teaching Credential	CL	Clear	7/1/2019	7/1/2024	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	8/29/2005				
20	Multiple Subject Teaching Credential	CL	Clear	7/1/2020	7/1/2025	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	3/2/2007				
20	Multiple Subject Teaching Credential	CL	Clear	7/1/2020	7/1/2025	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	2/2/2006				
21	Multiple Subject Teaching Credential	CL	Clear	7/1/2020	7/1/2025	ELA1	R2M	

Seniority	Cred Title Descr	Term	Cred Term Descr	Issue Date	Expiration	Auth. 1	Auth. 2	Auth. 3
	Certificate of Clearance	NA	Not Applicable	5/26/2006				
21	Multiple Subject Teaching Credential	CL	Clear	7/1/2022	7/1/2027	ELA1	R2M	
21	Multiple Subject Teaching Credential	CL	Clear	8/13/2018	9/1/2023	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	5/24/2006				
22	Multiple Subject Teaching Credential	CL	Clear	10/1/2018	10/1/2023	R2M		
	Specialist Instruction Credential in Special Education	CL	Clear	10/1/2018	10/1/2023	R3SH		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	2/1/2004		S12		
23	Multiple Subject Teaching Credential	CL	Clear	7/1/2020	7/1/2025	ELA1	R2M	
	Certificate of Clearance	NA	Not Applicable	1/30/2007				
23	Multiple Subject Teaching Credential	CL	Clear	8/1/2019	8/1/2024	ELA1	R2B	R2M
24	Multiple Subject Teaching Credential	CL	Clear	9/1/2021	9/1/2026	ELA1	R2M	
25	Multiple Subject Teaching Credential	CL	Clear	6/1/2021	6/1/2026	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	7/23/2012		ELA1		
25	Single Subject Teaching Credential	CL	Clear	8/1/2022	8/1/2027	ELAS	R1B	R1S
25	Multiple Subject Teaching Credential	CL	Clear	8/1/2022	8/1/2027	ELAM	R2M	
25	Multiple Subject Teaching Credential	CL	Clear	8/1/2022	8/1/2027	ELA1	R2M	
26	Pupil Personnel Services Credential	CL	Clear	9/1/2019	9/1/2024	R513		
27	Multiple Subject Teaching Credential	CL	Clear	7/1/2022	7/1/2027	ELAM	R2M	
27	Administrative Services Credential	CE	Certificate of Eligibility	10/11/2019		R54C		
27	Multiple Subject Teaching Credential	CL	Clear	6/1/2020	6/1/2025	BASP	R2M	
27	Education Specialist Instruction Credential	L2	Level II	8/1/2018	8/1/2023	ELA1	R3MS	
28	Generic Ed Code				4/30/2024			
29	Education Specialist Instruction Credential	L2	Level II	10/1/2018	10/1/2023	AAAS	ELA1	R3MM
29	Education Specialist Instruction Credential	CL	Clear	8/1/2019	9/1/2024	R3MM		
	Multiple Subject Teaching Credential	CL	Clear	8/1/2019	9/1/2024	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	4/1/2019		ELA1		
29	Multiple Subject Teaching Credential	CL	Clear	5/1/2021	7/1/2024	R2M	BASP	
	Multiple Subject Teaching Credential	CL	Clear	6/15/2019	7/1/2024	ELAM	R2M	
30	Multiple Subject Teaching Credential	CL	Clear	12/1/2021	1/1/2027	ELAM	R2M	
31	Multiple Subject Teaching Credential (clear); Administrative (clear)							
32	Multiple Subject Teaching Credential	CL	Clear	8/1/2018	8/1/2023	ELA1	R2M	
32	Multiple Subject Teaching Credential	P5	Preliminary	5/17/2019	6/1/2024	ELAM	R2M	
32	Multiple Subject Teaching Credential	CL	Clear	8/1/2018	8/1/2023	R2M		
	Education Specialist Instruction Credential	CL	Clear	2/6/2020	3/1/2025	R3MM	AAAS	

Seniority	Cred Title Descr	Term	Cred Term Descr	Issue Date	Expiration	Auth. 1	Auth. 2	Auth. 3
	Crosscultural, Language and Academic Development Certificate	C8	Clear	9/9/1996		S12		
32	Multiple Subject Teaching Credential	CL	Clear	8/1/2022	8/1/2027	ELAM	R2M	
32	Single Subject Teaching Credential	CL	Clear	8/1/2022	8/1/2027	ELAS	R1A	R1S
	Certificate of Clearance	NA	Not Applicable	2/28/2012				
33	Certificate of Clearance	NA	Not Applicable	2/12/2018	3/1/2023			
	Multiple Subject Teaching Credential	P5	Preliminary	3/16/2020	4/1/2025	R2M	BASP	
34	Education Specialist Instruction Credential	P5	Preliminary	6/29/2021	7/1/2026	R3MM	AAAS	ELAE
	Education Specialist Instruction Credential	CL	Clear	6/1/2022	7/1/2027	AAAS	ELAE	R3MM
34	Education Specialist Instruction Credential	CL	Clear	7/1/2018	8/1/2023	AAAS	ELA1	R3MM
34	Certificate of Clearance	NA	Not Applicable	2/16/2019	3/1/2024			
	Multiple Subject Teaching Credential	P5	Preliminary	5/31/2020	6/1/2025	R2M	BASP	
34	Certificate of Clearance	NA	Not Applicable	2/12/2019	3/1/2024			
	Multiple Subject Teaching Credential	P5	Preliminary	5/31/2020	6/1/2025	R2M	BASP	
34	Certificate of Clearance	NA	Not Applicable	5/19/2020	6/1/2025			
	Education Specialist Instruction Credential	P5	Preliminary	4/1/2022	5/1/2027	ELAE	R3MS	
35	Education Specialist Instruction Credential	IN	Intern	8/2/2021	9/1/2023	INTR	ELAE	R3EC
	Child Development Site Supervisor Permit	CD	Child Development Perr	1/10/2019	2/1/2024	12E		
	Certificate of Clearance	NA	Not Applicable	8/27/2020	9/1/2025			
35	Multiple Subject Teaching Credential	P5	Preliminary	7/31/2020	8/1/2025	ELAM	R2M	
35	Pupil Personnel Services Credential	CL	Clear	4/1/2020	4/1/2025	R51A		
35	Multiple Subject Teaching Credential	CL	Clear	7/1/2022	7/1/2027	ELA1	R2M	
35	Education Specialist Instruction Credential	L2	Level II	6/1/2021	7/1/2026	ELA1	R3MM	
35	Sexual Harassment Prevention Training	TY	Two-year Renewable	11/25/2020	11/25/2022			
	Certificate of Clearance	NA	Not Applicable	2/6/2019	3/1/2024			
	Multiple Subject Teaching Credential	P5	Preliminary	7/24/2020	8/1/2025	ELAM	R2M	
35	Certificate of Clearance	NA	Not Applicable	8/21/2019	9/1/2024			
36	Multiple Subject Teaching Credential	CL	Clear	8/1/2021	8/1/2026	ELA1	R2M	SMAA
36	30-Day Substitute Teaching Permit	EM	Emergency	12/22/2021	1/1/2023	P30		
	Certificate of Clearance	NA	Not Applicable	12/2/2020	1/1/2026			
	Multiple Subject Teaching Credential	P5	Preliminary	12/30/2021	1/1/2027	ELAM	R2M	
37	Multiple Subject Teaching Credential	P5	Preliminary	5/18/2018	6/1/2023	ELAM	R2M	
37	Multiple Subject Teaching Credential	P5	Preliminary	1/2/2019	2/1/2024	ELAM	R2M	
	Multiple Subject Teaching Credential	P5	Preliminary	1/2/2019	2/1/2024	R2M	BASP	
37	Multiple Subject Teaching Credential	CL	Clear	7/1/2021	7/1/2026	ELA1	R2M	

Seniority	Cred Title Descr	Term	Cred Term Descr	Issue Date	Expiration	Auth. 1	Auth. 2	Auth. 3
37	TCC - Temporary County Credential	P1	Preliminary	6/28/2022	12/31/2022			
37	Certificate of Clearance	NA	Not Applicable	2/24/2018	3/1/2023			
	Multiple Subject Teaching Credential	P5	Preliminary	8/14/2020	9/1/2025	R2M	BASP	
37	Certificate of Clearance	NA	Not Applicable	9/30/2018	10/1/2023			
	Multiple Subject Teaching Credential	P5	Preliminary	5/31/2020	6/1/2025	ELAM	R2M	
37	Multiple Subject Teaching Credential	CL	Clear	6/1/2022	6/1/2027	ELA1	R2M	
37	Pupil Personnel Services Credential	CL	Clear	6/1/21	7/1/27			
37	Administrative Services Credential	CE	Certificate of Eligibility	6/25/2018		R54C		
	Certificate of Clearance	NA	Not Applicable	1/10/2003				
37	Education Specialist Instruction Credential	P5	Preliminary	8/5/2021	9/1/2023	INTR	ELAE	R3MM
	Certificate of Clearance	NA	Not Applicable	8/4/2021	9/1/2026			
37	Education Specialist Instruction Credential	P5	Preliminary	9/1/2017	10/1/2022	ELAE	R3EC	
37	Multiple Subject Teaching Credential	P5	Preliminary	1/30/2019	2/1/2024	ELAM	R2M	
37	Multiple Subject Teaching Credential	P5	Preliminary	1/31/2018	2/1/2023	ELAM	R2M	
	Multiple Subject Teaching Credential	CL	Clear	6/3/2020	7/1/2025	ELAM	R2M	
37	Multiple Subject Teaching Credential	CL	Clear	2/1/2020	2/1/2025	R2M		
	Crosscultural, Language and Academic Development Certificate	C8	Clear	8/17/2011		ELA1		
37	Speech-Language Pathology Services Credential	CL	Clear	3/9/2022	4/1/2027	LSH		
38	TCC - Temporary County Credential	P1	Preliminary	8/1/2022	2/28/2023			
39	Short Term Staff Permit		Short Term Staff Permit		8-1-23			
40	Short Term Staff Permit		Short Term Staff Permit		8-1-23			
41	Short Term Staff Permit		Short Term Staff Permit		8-1-23			
42	Multiple Subject Teaching Credential	CL	Clear	4/11/22	5/1/27	ELAM	R2M	

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Bellevue USD -- Classified Seniority List -- 2022-2023

RANGE 5: Positions

Instructional Assistant
Child Care Assistant
Student Supervisor Aide
Dishwasher

	Instructional Assistant	Seniority Date		Instructional Assistant	Seniority Date		Instructional Assistant	Seniority Date		Instructional	Seniority Date
1	Jaramillo, Peter	10/01/99	11	Spain, Jennifer	10/03/19	19	Clements, Jeremiah	08/09/22	25	Rivera, Rebeca	10/24/22
2	Matteri, Lori	11/01/00	12	Eisenman, Jean	08/10/20	19	Estrada, Angelina	08/09/22	26	Faria, Eva	11/02/22
3	Cuevas, Rosa	12/01/03	13	Hernandes De Velarde, Norma	09/09/21	19	Ibarra, Juqueline	08/09/22	27	Banuelos, Jessica	11/10/22
4	Everson, Amber	10/01/05	14	Salguero Ortiz, Sandra	10/25/21	19	Ramirez, Elizabeth	08/09/22	28	Avila, Diana	11/28/22
5	Rinnels, Donna	10/01/07	15	Rivera, Rebecca	07/20/22	19	Ramirez, Elizabeth A	08/09/22	28	Bernhardt, Gabrile	11/28/22
6	Chambers, Sandra	09/01/11	16	Calderone, Martin	07/21/22	20	Reyes-Moreno, Mari	08/12/22	29	Brown, Molly	12/01/22
7	Ramirez, Blanca	11/02/12	17	Lazo, Michelle	07/28/22	21	Cervantes, Maria	08/22/22	29	Guerrero, AhasBai	12/01/22
8	DeMello, Gabrielle	08/20/13	18	Cary, Jillian	08/01/22	22	Harrison, Claudia (Stephanie	08/24/22	30	Gomora, Juliza	12/05/22
9	Estrada, Angelina	08/15/18	19	Arenas, Diana	08/09/22	23	Arenas, Perla	08/29/22	30	Haas, Amber	12/05/22
10	Corrales, Erika	01/07/19	19	Cabezas, Natalia	08/09/22	24	Aguilar, Natalia	10/22/22	31	Paredes, Wendy	12/06/22

	Child Care Assistant	Seniority Date
1		

	Student Supervisor Aide	Seniority Date		Student Supervisor Aide	Seniority Date		Student Supervisor Aide	Seniority Date
1	Matteri, Lori	11/01/00	22	Mondragon, Octavio	12/05/16	46	Guerrero, Erica	10/28/22
2	Everson, Amber	10/01/05	23	Gomez-Alcala, Kailani M	09/06/17	47		
3	Williams, Michelle	02/01/07	24	Lujano, Lorena	04/18/18	48		
4	Hernandez, Maria	08/17/07	25	Becerra De Salazar, Agueda	08/27/18	49		
4	West, Carolyn	08/17/07	26	Maples, Melissa	09/17/18	50		
5	Ramirez, Blanca	08/27/07	27	Clements, Jeremiah	09/18/18	51		
6	Rinnels, Donna	10/01/07	28	Corrales, Erika	10/22/18	52		
7	Bradley, Susana	08/29/08	29	Banuelos Sanchez, Erika	02/26/19	53		
8	Cuevas, Rosa	08/14/09	30	Ramirez, Natali	08/12/19	54		
8	Jaramillo, Peter	08/14/09	31	Ibarra Lopez, Jaqueline	10/10/19	55		
8	Schubert, Suzanne	08/14/09	32	Forster, Christine	11/04/19	56		
9	Cervantes, Maria	09/01/10	33	Roza, Kristin	09/21/20	57		
10	Simonson, Mindy	04/01/11	34	Quinonez, Silvia	11/02/20	58		
11	Leon, Hope	08/16/11	35	Davidson, Kyle	04/09/21	59		
12	Chambers, Sandra	09/01/11	35	Messimore, Dominic J	04/09/21	60		
13	DeMello, Gabrielle	10/01/12	36	Carlson, Zina	08/26/21	61		
14	Hass, Amber	12/03/12	37	Olivares Tamayo, Lorena	09/01/21	62		
15	Hernandez, Paula	05/01/13	38	Paredes, Wendy	08/04/22	63		
16	Estrada, Angelina	01/06/14	39	Flores, Lizbeth	08/08/22	64		
17	Gonzalez, Rosa	08/05/14	40	Vega, Maria	08/18/22	65		
17	Valdovinos, Evelia	08/05/14	41	Gutierrez, Georgina	08/24/22	66		
18	Salguero Ortiz, Sandra	10/23/14	42	Valdovinos, Evelia	09/09/22	67		
19	Miron, Kristie	10/22/15	43	Sosa, Xavier	09/12/22	68		
20	Spain, Jennifer	02/18/16	44	Aguilar, Natalia	10/04/22	69		
21	Ruiz, Anita	08/16/16	45	Juarez, Maria	10/22/22	70		

	Dishwasher	Seniority Date		Dishwasher	Seniority Date
1	Becerra De Salazar, Agueda	09/01/16	5	Demello, Gabrielle	8/9/2021
2	Hass, Amber	10/11/16	6	Spain, Jennifer	11/9/2021
3	Matteri, Lori A	11/13/18	7	Quinonez, Silvia	08/09/22

Updated: 2/16/23

4	Radcliffe, Nancy	05/03/21	8	

RANGE 6: Positions

Bilingual Instructional Assistant

	Bilingual Instructinal Assistant	Seniority Date
1	Ramirez, Blanca	08/27/07
2	Corrales, Erika	08/10/20
3	Aquino, Alexa	07/28/22

***R*ANGE 7: Positions**

Health Assistant 1
Inst. Assoc. Reading
SELPA Instructional Assistant
Special Ed. Assistant

	Health Assistant 1	Seniority Date
1	Bradley, Susana	11/01/07
2	Cuevas, Rosa	08/14/08
3	Gomez, Laura	09/14/22

	Special Education Assistant	Seniority Date
1	Schubert, Suzanne	08/29/03
2	Carlson, Zina	12/01/06
3	Carrillo, Savannah	08/16/16
3	Reyes, Gloria	08/16/16
4	Ramirez, Natali	03/09/17
5	Killilea, Dale	08/18/17
6	Angeles, Alicia	08/29/17
7	Fronce, Michelle E	11/13/17
8	DeMello, Gabrielle	08/10/20
8	Maples, Melissa	08/10/20
9	Roza, Kristin	09/21/20
10	Ramirez, Arenas, Damaris	04/19/21
11	Casas, Guadulupe	04/22/21
12	Arteaga, Michelle M	08/10/21
13	Atkinson, Xyth	09/27/21
14	Bailon-Vinagre, Patsy	02/17/2022

RANGE 8: Positions

Kitchen Operator

	Kitchen Operator	Seniority Date
1	Matteri, Lori	11/01/00
2	Mondragon, Ildefonso	10/01/02
3	West, Carolyn	08/17/07
4	Hass, Amber	03/01/14
5	Hernandez, Paula	08/14/17
6	Becerra De Salzar, Agueda	02/05/18

RANGE 9: Positions

Food Service Cashier

	Food Service Cashier	Seniority Date
1	Everson, Amber	01/01/08
2	Rinnels, Donna	08/14/09
3	Quinones, Silvia	12/06/22

RANGE 11: Positions

Health Assistant II

	Health Assistant II	Seniority Date
1	Williams, Michelle	02/01/08

RANGE 13: Positions

Bilingual/ ESL Specialist
Head Child Care Center Operator
Full Inclusion Instructional Assistant
English Learner Technician

	Bilingual/ ESL Specialist	Seniority Date
1		

	Head Child Care	Seniority Date
1		

	Full Inclusion Instructional Assist.	Seniority Date
1	Leon, Hope	10/01/98
2	Williams, Michelle	08/14/09

	English Learner Service Tech (bilingual position)	Seniority Date
1	Bradley, Susana	08/17/10
1	Ramirez, Blanca	08/17/10

Updated: 3/1/2022

RANGE 14: Positions

Health and Wellness Coordinator
Parent Liaison
Program Secretary
School Office Assistant
School Nurse's Assistant

	Parent Liaison	Seniority Date
1	Bradley, Susana	08/05/14
1	Ramirez, Blanca	08/05/14
2	Flores Casares, Amy	08/14/17
3	Ramirez, Natali	08/12/19
4	Corrales, Erika	01/06/20
5	Hueramo, Lilia S	04/27/21
6	Hernandez, Paula	05/06/21

	School Office Assistant	Seniority Date
1	Bradley, Susana	08/14/09
2	Cuevas, Rosa	11/16/09
3	Leon, Hope	08/16/11
4	Williams, Michelle	09/01/12
5	Ramirez, Blanca	05/13/17
6	Luna, Maria	08/08/19

	School Nurse Assistant	Seniority Date
1	Luna, Maria	8/1/2012
2	Perez Corona, Lizbeth	10/14/2019
3	Lebaro-Paniagu, Janet	11/30/22

RANGE 17: Positions

Night Custodian
Library Media Technician
Computer Lab Operator
Groundskeeper

	Night Custodian	Seniority Date
1	Mondragon, Ildefonso	10/01/02
2	Cuevas, Ruben	07/01/06
3	Mondragon, Mardonio	08/01/07
4	Torres Moreno, Bismark	08/01/08
5	Jaramillo, Peter	06/07/10
6	Luna, Enrique	08/05/16
7	Gomez-Alcala, Kailani M	11/13/18
8	Mondragon, Octavio	09/01/20
9	Alcazar Lara, Enrique	08/26/21
10	Atkinson, XYth	09/29/22

	Library Media Technician	Seniority Date
1		

	Computer Laboratory Operator	Seniority Date
1	Jaramillo, Peter	01/04/99

	Groundskeeper	Seniority Date
1	Duarte, Reinel	08/13/18

Updated: 3/1/2022

RANGE 18: Positions *Maintenance Technician*		
	Maintenance Technician	**Seniority Date**
1		

RANGE 19: Positions *Day Custodian (Plant Operation Leader)* *School Cook* *Family Engagement Facilitator*		
	Day Custodian	**Seniority Date**
1	Mondragon, Ildefanso	01/01/06
2	Mondragon, Mardonio	03/01/08
3	Torres Moreno, Bismark	10/02/12
4	Alcazar Lara, Enrique	12/13/2021

	School Cook	**Seniority Date**
1	Everson, Amber	08/03/15
2	Rinnels, Donna	07/01/2021
3	Hernandez, Gustavo	08/21/2022

	Family Engagement Facilitator	**Seniority Date**
1	Flores Casares, Amy	08/14/17
2	Hernandez, Paula	05/06/21
3	Guerrero, Maria Elida	05/09/22
4	Corrales, Erika	08/01/22
5	Lopez, Gerardo	11/14/22

Updated: 3/1/2022

RANGE 20: Positions

Dist. Account Tech/Receptionist
Special Ed Administrative Assist.
Literacy Paraprofessional
School Office Manager

	Distr. Acct. Tech/ Receptionist	Seniority Date
1	Gomez, Maria Teresa	06/21/16

	Special Education Admin. Assist.	Seniority Date
1	Flores Casares, Amy	01/08/18
2	Cuevas, Rosa	07/01/18

	Literacy Paraprofessional	Seniority Date		Literacy Paraprofessional	Seniority Date
1	Chambers, Sandra	08/15/14	9	Eckhardt, Gregory	08/04/22
2	Robertson, Julia	08/11/15	10	Bedi, Ruchita	08/09/22
2	Schalich, Ashley	08/11/15	11	Mora-Enrique, Dayana	8/24/22
2	Schubert, Suzanne	08/11/15	12		
3	Eisenman, Jeanise	09/16/19	13		
4	Burt, Kathryn	09/30/19	14		
5	Gomez-Alcala, Kailani M	12/09/19	15		
6	Messimore, Dominic	08/10/21	16		
7	Hernandez, Gabriel	07/28/22	17		
8	O'Rear, Suzi	07/30/22	18		

	School Office Manager	Seniority Date
1	Martinez, Karina	08/01/11
2	Roza, Julie	07/28/14
3	Cuevas, Rosa	05/07/17
4	Bradley, Susana	08/01/19
5	Ramirez, Natali	04/29/21

RANGE 21: Positions

Bilingual Literacy Paraprofessional

	Bilingual Literacy Paraprofessional	Seniority Date
1		

RANGE 22: Positions

Media Center Specialist

	Media Center Specialist	Seniority Date
1		

Updated: 3/1/2022

Girls on the Run North Bay & Bellevue Union School District
Expanded Learning Opportunities Program Contract
Scope of Work for the Spring 2023

Girls on the Run North Bay (GOTR) will provide social, emotional and physical health programming to the Bellevue Union School District (BUSD) to assist the district in providing access to research-based social and emotional learning and physical-activity based enrichment programs.

Girls on the Run North Bay is a local nonprofit council that is part of the Girls on the Run International movement. Girls on the Run is an empowerment program that uses the research proven curriculum that includes life skill strategies to help with mental and physical health for girls ages 8 to 13 years old (Grades 3rd through 8th). Since the beginning, GOTR North Bay has been committed to ensure girls from under-resourced communities are able to fully participate in an inclusive, diverse and welcoming space.

A team of researchers at the Harvard Graduate School of Education identified Girls on the Run as a leader in social & emotional learning programs in 2017 & 2021. As highlighted in Harvard's review: Girls on the Run is the top program that focuses on mindset (targeted in 49% of program activities), interpersonal skills (35%), and character (20%). The activities that foster mindset primarily focus on building self-confidence by teaching girls how to identify positive traits in themselves and others as well as manage negative thoughts.

Instructional methods are discussions (43% of program activities) and kinesthetic activities (38%). Unique aspects of Girls on the Run are its strong community service component and it is the only physical activity-based afterschool program.

Specific Life Skill/SEL strategies

1. Visualization for mindfulness
2. Each participant identifies a positive adjective that has the same first letter of their name
3. Change negative self-talk to positive
4. Use "I FEEL" statements to express emotions to be heard & resolve conflict
5. Stop & Take BREATHIER to self-regulate when feeling anxious & to stand up to bullies/gossip
6. Listen & trust to cooperate
7. Choose & be a friend that lifts us up
8. Be empathetic by putting yourself in someone else's shoes
9. BeYOUtiful and tools to evaluate media
10. Celebrate that we are all unique
11. POWER of service by completing a community project
12. JOY of achievement by finishing a 5K or 3.1 miles fun run

Scope of Work BUSD Spring 2023

We will offer a Girls on the Run (Elementary) in the Spring from March 6th through May 20th 2023. The program will be delivered by two trained volunteers (community member or BUSD staff/teacher)/GOTR coaches for a total of 30 hours of programing and for up to 15 students per group in the Spring. In the Spring, we aim for up to 60 participants in 4 school groups.

- 20 lessons of 75 minutes of social, emotional and physical health curriculum = 25 hours

- 5K (3.1 mile) Event = 4 hours
- Community impact support work = 1 hour

Participants typically pay between $0 and $185 depending on family's selection of payment amount considering income level guidelines.

1. BUSD will pay for Participant Fees for all participants
    a. In the Spring 2023, Families will be notified that BUSD will cover the program costs and participant fees will be waived 100% and pay $0. BUSD will pay 100% - $185 or $2,775 for a group of 15 participants
2. BUSD will pay GOTR North Bay extra support for any volunteer GOTR life coaches' that are also BUSD employees. An additional $500 per school site that are led by BUSD staff.

GOTR will provide a list of qualifying participants and their attendance at each lesson/activity at the end of the program to BUSD electronically.

Total Fees: $3,275 per school site or up to $13,100 for 4 school groups.

Actual Program Fee Process

1. BUS and GOTR will let families know their participant fees will be paid by BUS.
2. Families will enroll and girls will participant.
3. GOTR will invoice BUSD for the actual BUSD participants and coaches.

Schools and Participants Reach

We expect a high interest with the district paying for participants. We hope this partnership will increase access and volunteer recruitment to our after-school social, emotional and physical enrichment program.

Girls on the Run North Bay

Janet W. Todd / Executive Director
Name/Title

2/10/23
Signature/Date

Bellevue Union School District

Michael Kellison, Superintendent
Name/Title

2/10/23
Signature/Date

FINALSITE

Customer: Bellevue Union School District
Created By: Connor Gallegos
New Contract
2/15/2023
Proposal Valid for 30 days

FINALSITE ORDER

This Finalsite Order (the "**Order**") is entered into by and between Active Internet Technologies, dba Finalsite ("**Finalsite**") and Bellevue Union School District ("Customer") and sets forth the terms of Customer's use of the products and services set forth below ("**Pricing Summary**"). This Order, together with the Master Terms and Conditions for Services (the "**Master Terms**") located at http://www.finalsite.com/masterterms/useducationagencies and incorporated herein by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Each of the individuals executing this Order represent and warrant that he or she is authorized to execute this Order on behalf of Customer or Finalsite, as applicable. Unless otherwise specified herein, any capitalized terms used in this Order shall have the meaning defined in the Master Terms. The "**Effective Date**" of this Order is the date on which both parties have signed this Order as reflected in the signature lines below.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

A. Pricing Summary

Creative and Deployment Services Package
Public School Theme The Statement of Work ('SOW') for this Creative Services Package can be reviewed here https://www.finalsite.com/sowpt

Creative and Deployment Services Package
Blackboard WCM Composer Upgrade The Statement of Work ('SOW') for this Creative Services Package can be reviewed here https://www.finalsite.com/sow-wcm-conv

Composer CMS Platform
Core Communications Platform - Blackboard WCM Conversion View a detailed description of what's included in your software package here https://www.finalsite.com/wcm-conv-pkg

Products Included in Communications Core Platform - Blackboard WCM Conversion	
Finalsite Composer Content Management System	Forms Manager (20 forms pooled)
Admin Users. Editors (15)	Granular Permissions
Admins with ticketing rights (5)	HTTPS Implementation
Bandwidth (5 GB)	Knowledge Base and Product Training Resources
Basic Integrated Site Search	Mobile Friendly, Responsive Designs
Calendar Manager	News / Blogs via Posts (20 boards pooled)
Website cloud storage / 50 GB /mo	Page Based Notifications (Unlimited)
Comprehensive Training Program	Published Pages (Unlimited)
Content Migration for Tiers 1, 2, 3	Resources (Media, Galleries, Document Library)
District Site and 4 Additional Sites	Secure Hosting & CDN
Drag - and - Drop Page Elements	Single Sign-On
Faculty / Staff Directory (public facing)	Social Media Feeds for Districts - Embeds

Faculty / Staff Portal	Standard Support Plan

Composer CMS Platform
Software Setup View a detailed description of what's included in your software package here https://www.finalsite.com/ssu

Mass Notifications	
BC-MN	

Mobile Communications App	
MCA-APP	

Modules	
Weglot Pro (5 languages, 200K words)	

Web Community Manager	
WCM-ESSN	

Services: Initial Term and Fees:
The initial term of this Order is for the (5) year period beginning from the Effective Date, unless otherwise outlined in the schedule below (the "Initial Term").

Fees for the Initial Term for the Services specified in the table above are set forth below:

Total Setup Cost (USD)
$8,000

Schedule	Amount
Period 1 - Jul 01 2023	$ 10,126
Period 2 - Jul 01 2024	$ 10,346
Period 3 - Jul 01 2025	$ 10,586
Period 4 - Jul 01 2026	$ 10,826
Period 5 - Jul 01 2027	$ 11,076

B. Payment Terms

1. **All fees for the initial year of this Order shall be due as follows: (i) Set Up fees shall be invoiced on the Effective Date of this Order and shall be due and payable upon receipt of invoice; (ii) fees for Year 1 (described in the fee table above) shall be invoiced on the Effective Date of this Order or the first day of Year 1, whichever is later, and shall be due and payable upon receipt of invoice; (iii) fees for each subsequent Year of the Initial Term, and for each Renewal Term, shall be invoiced on the commencement of such Year or Renewal Term (as applicable) and shall be due and payable upon receipt of invoice. Fees for any other Services, and for reimbursable expenses, shall be invoiced in accordance with the Master Terms or this Order and shall be due and payable upon receipt of invoice.**
2. **Unless otherwise specified in the Special Provisions above, this Order Form shall be renewed automatically for successive periods of (5) years (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Client provides AIT, or AIT provides Client, with a written notice to the contrary ninety (90) days prior to the end of the Initial Term or Renewal Term, as applicable.**
3. **Unless otherwise specified, all dollars ($) are United States currency.**
4. **Sales/VAT Tax: If applicable, a copy of Customer's Sales/VAT Tax Direct Pay Certificate or its Sales/VAT Tax Exemption Certificate must be returned with this Order Form. Otherwise, Finalsite will invoice Customer for applicable sales, use and other transactional taxes due in connection with the Services or the fees due therefor.**
5. **Except as otherwise specified in this Order, fees are subject to increase in accordance with the applicable provisions of the Master Terms.**

By signing below, Finalsite and Customer each agree to the terms and conditions of this Order and the Master Terms.

Client: Bellevue Union School District	**Active Internet Technologies ("AIT")**
Signature Michael Kellison	**Signature**
Name (printed) Superintendent	**Name (printed)** Jim Calabrese
Title (printed) 2/16/23	**Title (printed)** CFO
Date	**Date** 2/17/2023

☒ **As the Customer Contact, by initialing in this box, I agree on behalf of Customer that I have read the Statement of Work ('SOW') and understand the expected deliverables for Finalsite as well as for Customer's project team. I understand that the project timeline is a good faith estimate which is dependent on, among other factors, Customer's ability to meet respective Customer tasks and deadlines.**

C. Client Contact Information

Please fill out the following information, which will be used by our deployment & accounting teams.

Billing Contact
TERESA GOMEZ
Title
APY
Address
3150 Education Drive
City, State Zip
Santa Rosa, CA 95407
Phone
707-542-5797
Email
APY@BUSD.ORG

Project Contact
MORIAH HART
Title
EXECUTIVE ASSISTANT
Phone
707-542-5797
Email
MHART@BUSD.ORG

*Executive Sponsor (Superintendent, Head of School, CFO, etc.)
MICHAEL KELLISON
Title
SUPERINTENDENT
Email
MKELLISON@BUSD.ORG

*The Executive Sponsor should be separate from the Project Contact and is typically the Superintendent, Head of School, Business Manager, CFO, etc.

Curriculum Associates, LLC Order Form - Q-31802

This Order Form is being entered into between Curriculum Associates, LLC having an address at 153 Rangeway Road, North Billerica, MA 01862 ("Company") and the Customer Name identified as "Customer" below, pursuant to the parties' Master Services Agreement dated 2/1/2022 ("MSA"). In the event of any conflict between this Order Form and the MSA, the terms of this Order Form shall control. This Order Form is effective as of the Subscription Start Date set forth below.

Company:	Curriculum Associates, LLC	Customer:	Bellevue Union School District, CA
Representative:	Aurora Cabrera	Contact Name:	Aracely Romo-Flores
Email:	aurora.cabrera@ellevationeducation.com	Email:	aromoflores@busd.org
Phone:	617-307-5755	Phone:	(707) 542-5197
Address:	153 Rangeway Road, North Billerica, MA 01862	Address:	3150 Education Dr, Santa Rosa,CA 95407
Start Date:	2/1/2023	End Date:	1/31/2024

Subscription Fees

Product	Quantity	Unit Price	Total Fees
Ellevation (CA)	865	$13.50	$11,677.50
		Subscription Total:	$11,677.50

Services Fees

Services Total:	$0.00

Total Investment - Q-31802

Grand Total:	$11,677.50

Invoicing Schedule: Up Front, In Full Payment Term: Net 30 Contract Term:

To the extent your purchase is subject to sales tax, tax will be applied at final invoicing. If tax exempt, please submit valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Curriculum Associates, LLC		**Bellevue Union School District, CA**	
By (Signature):	_____	**By (Signature):**	_____
Name (Print):	_____	**Name (Print):**	_____
Title:	_____	**Title:**	_____
Date:	_____	**Date:**	_____

Pearson

DRA3 BENCHMARKING, PROGRESS MONITORING, AND WORD ANALYSIS ESSENTIALS IN PERSON TRAINING SERVICES AGREEMENT

This Training Services Agreement ("Agreement") is entered into as of **January 23, 2023,** between NCS Pearson, Inc., a Minnesota corporation, with its corporate headquarters located at 5601 Green Valley Drive, Bloomington, MN 55437, and **Bellevue USD** ("Customer") of **Santa Rosa, CA** with respect to training services to be provided by Pearson to Customer.

Pearson and Customer agree as follows:

1. The term of this Agreement begins on the date first written above and shall expire one year past the scheduled date of training below, or unless terminated prior to that date in accordance with the terms of this Agreement.

2. **It is the Customer's responsibility to return this Agreement, fully executed, within 3 business days of receipt. Failure to comply will result in Customer's forfeit of their preferred training date.**

3. The responsibilities of Pearson under this Agreement shall be to provide Customer with a private live on-site training, **for up to six (6) hours in duration scheduled for February 10, 2023.**

4. (a) Customer will maintain, at all times, the confidentiality of all information received in connection with the services performed hereunder regarding the business and activities of Pearson and its affiliated companies.

   (b) Customer acknowledges that it will receive copyright protected materials and information as part of Pearson's performance of this Agreement. These training materials are intended for Customer's use during the training session(s) and for Customer's reference thereafter. Notwithstanding the foregoing, Customer acknowledges that it cannot use the materials outside of Customer's immediate organization and the materials cannot be posted or reproduced at any web or Internet/Intranet site that extends beyond Customer's organization.

   (c) Customer acknowledges that the training provided by Pearson under this Agreement does not authorize or certify the trainees to use the training or materials in any commercial manner.

5. In full consideration hereof and for satisfactory performance of all training services to be rendered hereunder by Pearson, Customer will pay Pearson a fee equal to the following: **Seven thousand ($7,000).** All fees will be invoiced to the Customer by Pearson. Customer will pay any invoices within forty-five (45) days of receipt to the address indicated on the invoices.

6. All copyrightable material prepared by Pearson pursuant to this Agreement will remain the property of Pearson.

7. In-person sessions are not recorded by Pearson. Customer is prohibited from recording the session.

8. Customer acknowledges and agrees that it will provide technology necessary to deliver the training, such as projector/screen, reliable wifi, etc. and that Customer's equipment

will meet any technology requirements by the training date. Failure to comply with Pearson's technology requirements will result in cancellation of the training workshop, and Customer will be invoiced for the minimum fee stated in Paragraph 10.

9. Neither party will be liable to the other for failure to complete the services contemplated hereunder due to force majeure events, including without limitation, strikes, wars, acts of God, acts of terrorism, riots, civil disturbances, epidemics, floods, hurricanes, tornadoes, and any other similar acts, events, omissions or delays beyond the reasonable control of the parties. In the event of such delay, the date of delivery or performance shall be extended for a reasonable period of time.

10. (a) Customer will have the right to terminate this Agreement by written notice, and therefore cancel the training sessions covered by this Agreement, provided that:
(i) if such notice is given fifteen (15) calendar days or less prior to the first scheduled date of the workshop, Pearson will be entitled to payment of a minimum fee of half of the contracted amount, and
(ii) if such notice is given 24 hours or less prior to the first scheduled date of the workshop, Pearson will be entitled to the entire contracted amount.

(b) Should Customer wish to make changes to the training schedule, such requests must be made a minimum of thirty (30) days in advance to avoid an additional fee of one-quarter of the contracted amount.

(c) Customer will be in contact with the Pearson Trainer at least a week prior to the designated training date and Customer is responsible for letting Pearson know if this contact is not made.

(d) Training dates will not be guaranteed by Pearson until this Agreement is signed and returned to: **schedulingmanager@pearson.com** and a PO or another form of payment has been provided.

11. Pearson warrants and represents that Pearson has the full right, power and authority to enter into this Agreement and to perform its terms and that any material prepared by Pearson will be original and will not violate any copyright or personal or proprietary right of any person or entity.

12. Limitation of Liability. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, NEITHER PARTY WILL BE LIABLE FOR ANY INDIRECT, CONSEQUENTIAL, INCIDENTAL, SPECIAL, OR PUNITIVE DAMAGES, OR FOR ANY LOST BUSINESS, LOST PROFITS, OR LOST SAVINGS ARISING OUT OF THIS AGREEMENT, REGARDLESS OF WHETHER EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF ANY SUCH LOSS OR DAMAGE OR WHETHER SUCH LOSS COULD HAVE BEEN REASONABLY FORESEEN. WITHOUT IN ANY WAY LIMITING THE PRECEDING SENTENCE, TO THE FULLEST EXTENT ALLOWED BY LAW, EACH PARTY'S AGGREGATE LIABILITY TO THE OTHER FOR DAMAGES HEREUNDER, REGARDLESS OF LEGAL THEORY OR THE FORM OF ACTION, SHALL NOT EXCEED THE TOTAL FEES PAID BY CUSTOMER TO PEARSON HEREUNDER. AND, TO THE EXTENT PERMITTED BY LAW, ANY STATUTORY REMEDIES THAT ARE INCONSISTENT WITH THE PROVISIONS OF THIS SECTION ARE WAIVED.

13. This Agreement will be deemed made in the State of Minnesota and shall be subject to and construed in accordance with the laws of the State of Minnesota applicable to agreements to be performed wholly therein; merges all prior representations and understandings; and constitutes the entire understanding between the parties concerning the subject matter hereof. No modification of this Agreement shall be effective unless in writing and signed by both parties.

14. This Agreement contains the entire understanding and agreement between the parties related to its subject matter. This Agreement supersedes any and all other agreements and understandings, whether oral or written, related to its subject matter, and may only be amended by a written document signed by both Customer and Pearson. This Agreement will be binding upon the parties and their respective successors and assigns.

EXECUTED as of the date first set forth above.

NCS Pearson, Inc.	**Bellevue USD in Santa Rosa, CA**
Heather Haugse	
Authorized Signature	Authorized Signature
Heather Haugse	Michael Kellison
Name *(printed)*	Name *(printed)*
Supervisor, CAP Educational Consulting	Superintendent
Title	Title
January 23, 2023	1/30/23
Date	Date

BUSD January 31, 2023 Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:30 pm by Lisa Reyes, in person at the Bellevue Union School District Office.

   1.1. Call To Order

   1.2. Public Comment on Closed Session AgendaN/A

2. Adjourn to Closed session 5:38 P.M.

   2.1. Closed Session Agenda
   - 2.1.1. Public Employee Performance Evaluation § 54957
     - 2.1.1.1. Superintendent

3. Reconvene To Regular Session: 6:30 P.M.

   3.1. Flag Salute: NA

Members Present:	Jamie Padilla, Lisa Reyes, Adele Walker, and Michael Kellison
Members Absent:	John Jarvis
Late Arrivals:	None
Early Departures:	None
District Office Staff Present:	Michael Kellison
Others Present:	Babs Cavanaugh

   3.2. Report on Closed Session NA

   3.3. Consider Agenda Adjustment NA

4. Public Comment: NA

5. Study Session

   5.1. 'Planning for Our Future'. The Board will discuss topics in the following categories:
   - 5.1.1. District Facilities
   - 5.1.2. Human Resources
   - 5.1.3. Curriculum and Instruction
   - 5.1.4. Educational Programs
   - 5.1.5. Community Engagement

6. Planning

February 21, 2023	Special Board Meeting: Facilities Tour	1:45 pm	**Meadow View ES** 2665 Dutton Meadow
February 21, 2023	Regular Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive

~~7. Return to Closed session as needed~~

Open Session Adjournment Time: 8:30 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

BUSD January 17, 2023 Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:30 pm by Lisa Reyes, Trustee, in person at the Bellevue Union School District Office.

   1.1. Call To Order

   1.2. Public Comment on Closed Session AgendaN/A

2. Adjourn to Closed session 5:32 P.M.

   2.1. Public Employment § 54957
   2.2. Conference With Labor Negotiator §54957.6
   2.3. Conference With Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1))

   Case Name Unspecified: Disclosure of case name would jeopardize existing settlement negotiations (Legal Counsel Must Be Present - In Room Or Via Telephone)

3. Reconvene To Regular Session: 6:30 P.M.

   3.1. Flag Salute: Michael Kellison led the flag salute.

   Members Present: Jamie Padilla, John Jarvis, Lisa Reyes, Adele Walker, and Michael Kellison

   Members Absent: None

   Late Arrivals: None

   Early Departures: Lisa Reyes

   District Office Staff Present: Michael Kellison, Moriah Hart, Chris Kim, Tracy Whitaker, Aracely Romo-Flores, Stacy Spector, Bill Jereb

   Others Present: See Sign in

   3.2. Report on Closed Session NA

   3.3. Consider Agenda Adjustment NA

4. Public Comment: NA

5. Performances

   5.1. BUSD Chorus (6:30-6:45 pm) - David Kerr instructor

5.2. BUSD/Move Over Mozart Piano (6:45-7:00 pm) - Stefanie Hirayama owner/instructor
Student Piano Performers
Ally Corasco - Meadow View. Song: For My Teacher (Level A)
Juan Carlos Sosa Rico - Bellevue. Song: A Mellow Melody (Level A)
Hailey Martinez - Bellevue. Song: Hand Bells (Level A)
Xander Lara-Martinez - Meadow View. Song: The Clown (Level 1)
Audriana Carrillo - Bellevue. Song: My Clever Pup (Level A)
Izaiah Bernal - Taylor Mountain. Song: Kitty Kat (Level A)
Kaaren Shakya - Meadow View. Song: Dandelions by Ruth B.

6. Public Hearing

6.1. Resolution No. 14 Increasing School Facilities Fees as Authorized by Government Code Section 65995 (b) 3

7. Informational
7.1. Revision of "Personnel Activity Log" to "Board Personnel Transaction Form," Stacy Spector, Human Resources Director
7.2. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations 1st Reading, Michael Kellison, Superintendent

8. Recognition Item

8.1. School Board Recognition Month Proclamation

9. Action

9.1. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Updated COVID-19 Safety Plan

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.2. On a motion by Jamie Padilla, second by Adele Walker, the Board approved BP & AR 5141.21 Administering Medication and Monitoring Health Conditions

Action: Approved

Vote	3	Ayes
	0	Noes

	1	Absent: Lisa Reyes

9.3. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Updated 12 Month Calendar to Include the Mandatory Juneteenth Holiday per Assembly Bill ("AB") 1655

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.4. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Application for Provisional Internship Permit (PIP) and Intent to Employ Elementary Teacher Lindsay Pope

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.5. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the BUSD "Sunshine" Letter Declaring Negotiation Openers for CSEA

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.6. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the BEA Successor Proposal/"Sunshine" Openers for Negotiations 2023-2024

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.7. On a motion by Adele Walker, second by Jamie Padilla, the Board approved Resolution No. 14: Increasing School Facilities Fees as Authorized by Government Code Section 65995 (b) 3

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.8. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the FY 2021/22 Audit Findings by Christy White and Associates

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.9. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the SARCs for Bellevue, Kawana, Meadow View, Taylor Mountain

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.10. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Williams Quarterly Uniform Complaint Report Summary (October 1-December 31, 2022)

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

9.11. Ratification of Bills and warrants

Payroll Totals

Manual Payroll 12/16/2022

Certificated	0000000
Classified	0000000
Total	0000000

Regular Payroll 12/29/2022

Certificated	857,154.99
Classified	428,049.94
Total	1,285,204.93

Supplemental Payroll 1/10/2023

Certificated	48,810.61
Classified	17,588.85
Total	66,399.46

Total: 1,351,604.39

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	972,737.92
12 Child Dev Fund	161,121.28
13 Cafeteria Fund	43,400.48
21 Building Fund	58,530.43
25 Cap Facilities Fund	3,164.40
Total Payables	$1,238,954.51

On a motion by Adele Walker, second by Jamie Padilla, the Board ratified the Bills and Warrants.

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

10. Consent Calendar

10.1. Board Meeting Minutes

10.1.1. Regular Board Meeting Minutes December 13, 2022

10.2. Acknowledge and Accept Grants/Donations
- 10.2.1. Bellevue Parent Club, bimonthly Science lessons, K-6th classes
- 10.2.2. Kawana PTO: $611.48 for Cool Cougar Prizes
- 10.2.3. Kawana PTO: $883.97 for Art Supplies TK-6
- 10.2.4. Kawana PTO: $150.86 TK/K snacks
- 10.2.5. Donors Choose: STEAM supplies, $335, Kawana 3rd grade
- 10.2.6. Donors Choose: 6th Grade Math is Challenging, $280, Bellevue Elementary School - Bridges
- 10.2.7. Donors Choose: A Safe Place to Dry, $558, Bellevue Elementary School - Bridges
- 10.2.8. Donors Choose: Read, Leer, Lis,...READ, $578, Bellevue Elementary School - Toller
- 10.2.9. Donors Choose: Campers Wanna Camp, $390, Bellevue Elementary School - Toller
- 10.2.10. Donors Choose: Our Brains with Books, $620, Bellevue Elementary School - Toller
- 10.2.11. Donors Choose: Mindful Math, $532, Bellevue Elementary School - Toller
- 10.2.12. Donors Choose: Artists Making Art, $432, Bellevue Elementary School - Toller
- 10.2.13. Donors Choose: Chasing the Clouds Away, $311, Bellevue Elementary School - Toller

10.3. Interdistricts 2022-23

10.4. Board Personnel Transaction Form

On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Consent calendar

Action: Approved

Vote	3	Ayes
	0	Noes
	1	Absent: Lisa Reyes

11. Reports

11.1. California School Employees Association, Chapter 501

N/A

11.2. Bellevue Education Association

BEA Co-President Julie McMurtrie reported:

Good evening members of the board and Superintendent Kellison,

Happy belated New Year! We hope you had a wonderful winter break. It was nice to have some time off to refresh and recharge and we are back ready to tackle the rest of the school year.

Our original plan was to show a video of our students playing the recorders, but several of you had the opportunity to see a live performance from my 5th graders -- they were so excited to

play in front of an audience so thank you for coming by and listening to them. Several Taylor Mountain teachers also commented how nice it was to have board members and admin on campus so thank you for coming by!

This year has flown by and we are at the halfway mark. It's a few months away, but as upper grade teachers, we are already getting into test prep mode. We will soon be administering the ELPAC followed by the SBAC at the end of the year.

That's all we have for tonight so we look forward to seeing you next month.

11.3. Principal Reports

Nina Craig, Bellevue Principal, reported:

Good Evening Members of the Board and Superintendent Kellison

We hope you had a wonderful holiday and wish you a Happy New Year. We have all jumped into this New Year ready to continue the good work of the district.

Registration for the 2023/24 school year has opened. Our offices are welcoming new families and supporting them in registering their students. We understand for many families this is their first child in the school system and the process is totally new to them, so our office staff's are as helpful and supportive as possible. We are preparing to begin hosting our first tours later this month.

This past week all grade levels came together to continue their Professional Development as it pertains to our new Writing Program, Writing by Design under the guidance of Aracely Romo-Flores. Teams became more familiar with the Rubrics and potential ways to use them as an instructional tool with their students. They also spent time reading eachothers student writing samples and identified anchor papers to use as examples or models of student writing aligned to the scoring rubrics. Us principals were able to join some of the teams in this work and enjoyed spending time discussing student writing with our teachers!

CPI Training: Certificated and classified staff representatives from all sites are participating in Crisis Prevention Institute training at the end of this month. This CPI training is being hosted by our own BUSD trainers.The training provides de-escalation strategies and behavior interventions that puts student need first. Throughout the spring our staff, led by Tracy Whitaker, Susie Hirsch, and myself, will continue to train members of the special education teams…we have the goal to get all of our sped staff trained by the start of our next school year.

Our district is in the process of taking the Youth Truth Survey. If you have a child in the district you've probably received emails and text messages to take this survey. 3-6th grade students, all staff, and all parents are asked to take this survey. The window closes Jan 27 and we are continuing to remind and nudge these groups to take the survey. We look forward to the results as we take the feedback seriously as we strive for continuous improvement.

Boys Basketball is underway. We are so appreciative of our coaches at each site stepping up to make this happen. Stay tuned for upcoming evening events from all sites.

11.4. Board Reports/Board Items

John Jarvis said today was phenomenal, much better than usual with the facilities walking tour earlier today and then the performances tonight. Becky Hansen's students nailed it with their recorders today. The chorus and piano performances made us proud of the district. The board will be doing school tours at all sites.

Adele Walker said they had a great time today especially seeing students here and Margaret and her team on the facility tour. It was a pleasure to hear Ms. Hansen's students play their recorders and to see and hear our chorus and piano students this evening.

Jamie Padilla said today was a nice reminder why we sit in these seats. That the work we do here is for our students. Thank you for bringing this to us. Such a good reminder.

11.5. Superintendent Report

11.5.1. Enrollment Update

Superintendent Kellison reported:

A new year brings new opportunities. Although 2023 started off a bit wet and stormy, there are nothing but blue skies ahead for the Bellevue Union School District.

State of the District

Enrollment for the 2023-24 school year began January 9th. During Winter Break, we sent home postcards notifying all residents living in the Bellevue Union School District boundaries that enrollment for the upcoming school year was set to begin in early January. So far, we are generating a good amount of foot traffic and phone calls as we begin the process of enrolling students in our schools for the upcoming school year. It is our plan to hold a district-wide enrollment event in early February. We intend to partner with some of our local community organizations to make the event one in which families can enroll their children while also learning more about available resources within our community. More information to come as we firm up plans for this event.

To date, I have met with two of the four parent groups from our campuses to gather their feedback on our "Planning for Our Future: Bellevue 2025 and Beyond" initiative. As you recall, our first session was with BUSD staff in December. During that meeting, I asked staff to envision their ideal school district. I have engaged our parent community with the same prompts focusing on: Programs for Students, Facilities Needs, and Community Partnerships. Within each of these categories, our parents will provide us with valuable feedback as we look to develop a comprehensive plan for our future. I am excited to continue this process with the two remaining campuses and am planning on engaging our staff and students in a similar manner with on-site visits.

Today, we completed the first of our special board meeting site visits. The Board and I had the opportunity to visit Taylor Mountain school. Principal Jacobson led us on a tour of her beautiful

campus where we had the chance to look into some classrooms and watch student learning occur. We saw the tail end of a science lesson on mushrooms, a kindergarten read aloud and were treated to a couple of songs from fifth grade students on the recorder. Additionally, we walked the campus looking at potential areas of improvement. We will hold one site visit per month with the goal of collecting information that will serve as the basis for future decisions by the Board and Superintendent as it relates to budget priorities and program additions/modifications.

In closing, there is so much that we hope to accomplish in the next five months. We will be working hard to develop long-term plans and to implement actions in support of our students. While I am certain that we will encounter both success and challenge, I am confident that our BUSD team is primed and ready to support our students' growth and development.

With great pride.

Submitted by: Michael Kellison, Superintendent

12. Planning

January 31, 2023	Special Board Meeting: Study Session	5:00 pm	**Location: TBD**
February 21, 2023	Special Board Meeting: Facilities Tour	1:45 pm	**Meadow View ES** 2665 Dutton Meadow
February 21, 2023	Regular Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive

~~13. Return to Closed session as needed~~

Open Session Adjournment Time: 7:37 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday Janaury 17, 2023
Sign-in Sheet

	Name	School Site/Community Member
1	Stacy Spector	DO/HR
2	Margaret Jacobson	TM
3	Aracely Romo Flores	LC
4	Julie McMurtrie	BEA
5	Tracy Whitaker	DO
6	Bill Jeres	DO
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BUSD January 17, 2023 Special Board Meeting Minutes

1. Open Session 1:45 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 1:45 pm by Trustee John Jarvis, in person at the Taylor Mountain Elementary School Media Center.

   1.1. Call To Order

Members Present:	Jamie Padilla, John Jarvis, Lisa Reyes, Adele Walker, and Michael Kellison
Members Absent:	None
Late Arrivals:	Lisa Reyes
Early Departures:	None
District Office Staff Present:	Michael Kellison
Others Present:	Margaret Jacobson

2. Information

   2.1. School Facility Tour (Taylor Mountain ES)

3. Planning

January 17, 2023	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive

Open Session Adjournment Time: 3:07 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union Elementary School District

					Current Status						New Status						
Action	**Effective Date**	**Last Name**	**First Name**	**Emp ID**	**Location**	**POS #:**	**Assignment**	**FTE**	**Hrs**	**Position Status**	**Location**	**POS#:**	**Assignment (if applicable)**	**FTE**	**Hrs**	**Position Status**	**Total FTE**
CLASSIFIED																	
Deceased																	
Job Share																	
Unpaid Leave																	
New Hire	2/6/2023	Carillo	Chelsey	2832							BELL	153	Kitchen Operator	0.75	6	Prob	0.75000
New Hire	1/26/2023	DeSantiago Padilla	Regina	2828							KAWA	404	SDC Instructional Assistant	0.75	6	Prob	0.75000
New Hire	1/23/2023	Dominguez	Lizbeth	2826							KAWA	365	Student Supervision	0.5	4	Prob	0.50000
New Hire	1/24/2023	Guerra	Nicole	2827							BELL	369	Student Supervision	0.5	4	Prob	0.50000
New Hire	2/21/23	Krebs	Laura	2833							MEAD	504	Literacy Paraprofessional	0.5	4	Prob	0.50000
Promotion																	
Reduced Work																	
Rehire																	
Resignation	6/2/23	Eckhart	Greg	2776	BELL	462	Literacy paraprofessional	####	4	Prob	BELL	462	Literacy paraprofessional	# #	0	0	0.00000
Resignation	6/2/23	Rose	Richard	2800	TMNT	315	Student	####	3	Perm	TMNT	315	Student Supervision	0	0	0	0.00000
Resignation	1/27/23	Quinonez	Silvia	2526	BELL	153	Kitchen Operator	0.75	6	Prob	BELL	0	Kitchen Operator	0	0	0	0.00000
Resignation	1/17/2023	Sixtos Pena	Maria del Rocio	2822	BELL	411	Dishwasher	0.5	4	Prob	BELL	0	Dishwasher	0	0	0	0.00000
Resignation	1/17/2023	Sixtos Pena	Maria del Rocio	2822	BELL	202	Student Supervisior	0.5	4	Prob	BELL	0	Student Supervision	0	0	0	0.00000
Resignation	1/30/23	Gomora Valdez	Juliza	2821	ELC	23	SDC Instructional Assistant	0.75	6	Prob	ELC	0	SDC Instructional Assistant	0	0	0	0.00000
Resignation	2/8/23	Murray-Chavez	Maria	2773	MEAD	504	Literacy Paraprofessional	0.5	4	prob	MEAD	0	Literacy Paraprofessional	0	0	0	0.00000
Retirement																	
Termination	1/25/2023	Guillen	Lizzeth	2825	KAWA	480	SDC IA	0.75	6	Prob	KAWA	0		0	0		0.00000
Transfer	1/30/23	Quinonez	Silvia	2526	BELL	153	Kitchen Operator	0.75	6	Prob	BELL	0	Dishwasher	0.5	4	Prob	0.00000
Transfer	1/30/23	Quinonez	Silvia	2526	BELL	153	Kitchen Operator	0.75	6	Prob	BELL	0	Student Supervision	0.5	4	Prob	0.00000
Transfer	2/6/23	Guererro	Ahasbai	2819	TMNT	547	1-1 Special Ed Aide	0.75	6	Prob	MEAD		SDC IA	0.75	6	Prob	0.75000
CERTIFICATED																	
Deceased																	
Job Share																	
Unpaid Leave																	

New Hire	2/14/23	Benefield	Juliane	2547							ELC	553	Preschool SDC	1	7	Prob	1.00000
Promotion																	
Reduced Work																	
Rehire																	
Resignation	6/2/23	Johnson	Mindy	2531	MEAD	101	SDC Mild/Mod	1	7	Perm	MEAD	101	SDC Mild/Mod	0	0	0	0.00000
Resignation	6/2/23	Finkbeiner	Katelin	2671	TMNT	57	TK	1	7	Prob	TMNT	57	TK	0	0	0	0.00000
Resignation	6/2/23	Halligan	Laura	2761	MEAD	79	TK	1	7	Prob	MEAD	57	TK	0	0	0	0.00000
Retirement	6/2/23	Doolitte	Greta	314	BELL	11	Grade 4	1	7	Perm	BELL	11	Grade 4	0	0	0	0.00000
Termination																	
Transfer																	

BELLEVUE UNION SCHOOL DISTRICT

Current (Total) Enrollment

School	August	September	October	November	December	January	February	March	April	May	
Bellevue	410	407	419	416	418	420	424				
Kawana	314	309	307	305	304	301	299				
Meadow View	416	421	418	424	421	421	425				
Taylor Mountain	442	443	445	446	444	440	438				
Total Enrollment	**1582**	**1580**	**1589**	**1591**	**1587**	**1582**	**1586**	**0**	**0**	**0**	**0**

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October). Excludes TK Students Non-ADA.

School	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District	1736	1786	1769	1802	1753	1691	1616	1596	1539	1486	1536
Charter	0	37	71	94	145	144	0	0	0	0	0
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**1486**	**1536**

Attendance (P2, Average Attendance over 8 Months) Reported in the Month of April

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	*** *2022/23*	2023/24	2024/25
Bellevue	403	406	391	366	387	397	376	336	*358*		
Kawana	388	381	365	337	337	322	321	253	*267*		
Meadow View	397	409	425	437	406	382	353	340	*371*		
Taylor Mountain	502	503	483	456	413	415	381	352	*392*		
Independent Study	0	0	0	0	0	0	0	19	*0*		
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**1517**	**1430**	**1300**	***1388***	**TBD**	**TBD**
% Attendance to CalPADS Enrollment	*95.52%*	*94.26%*	*94.92%*	*94.41%*	*95.46%*	*95.02%*	*92.94%*	*87.48%*	*90.40%*		
Charter	76	105	131	141	0	0	0	0	*0*	0	0
With Charter	**1765**	**1803**	**1794**	**1737**	**1543**	**1517**	**1430**	**1300**	***0***	**TBD**	**TBD**
% Attendance	*95.94%*	*95.12%*	*94.54%*	*94.69%*	*95.46%*	*95.02%*	*92.94%*	*87.48%*			

*** Attendance as of the Current Month being reported. Official P2 will be reported in the Month of April.

Updated: *2/15/23*