
Mendocino Unified School District



Agenda

Regular Board Meeting

NOVEMBER 19, 2020

**MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460**

4:00 P.M. CLOSED SESSION - VIA TELECONFERENCE

5:00 P.M. OPEN SESSION - VIA TELECONFERENCE

Join Zoom Meeting

<https://zoom.us/j/98947243496?pwd=Y2dQR3BrSUhsQTd2REFWUndOWE5rUT09>

Meeting ID: 989 4724 3496 Passcode: 7Hs1Wf

Dial by your location

+1 669 900 9128 US (San Jose)

Meeting ID: 989 4724 3496 Passcode: 456683

Please "mute" your device during the meeting.

MUSD is not available for technical support for remote meetings.

If the public wishes to make a comment regarding any closed session item before the Board adjourns to closed session, please email JMorse@mcn.org

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at doerin@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:00 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

- 1.1. Call to order and roll call
- 1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962. Closed session attendees include Board members and Superintendent Jason Morse.

- 3.1. Conference with labor negotiators (Government Code 54957.6)
Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees
- 3.2. Employment/Personnel Changes
- 3.3. Public Employee Performance Evaluation (Government Code 54957)
Title: Superintendent
- 3.4. Public Employee Discipline/Dismissal/Release (Government Code 54957)

4. 5:00 P.M. RECONVENE TO OPEN SESSION

- 4.1. Call to order and roll call
- 4.2. Closed session disclosure
Any reportable action taken during closed session will be disclosed at this time.
- 4.3. Approval of agenda
Items to be removed from the agenda or changes to the agenda should be done at this time.

5. PUBLIC HEARING – SUNSHINING ITEMS TO BE NEGOTIATED BETWEEN MTA AND MUSD

Both the Certificate Employees of Mendocino Unified Schools (MTA) and the District will present their openers for the negotiation of the MTA Contract for the 2020-21 school year.

6. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

- 6.1. Approval of Warrants
6.1.1. 10/8/20, 10/15/20, 10/22/20, 10/29/20, 11/5/20
- 6.2. Approval of Minutes
6.2.1. Board Meeting Minutes: 10/15/20, 11/5/20
- 6.3. Approval of Employment/Personnel Changes
6.3.1. Hire, K-8 Instructional Aide, 3.75 hrs/day, effective 10/7/20
- 6.4. Approval of the Current Budget Change Report

- 6.5. Approval of MCN First Quarter Report
- 6.6. Approval of Public Disclosure of Collective Bargaining Agreement - CEMUS
- 6.7. Approval of Enrollment & Attendance Reports - Months 1 & 2
- 6.8. Approval of correspondence from Mendocino County Office of Education approving the 2020-21 Budget and Local Control Accountability Plan
- 6.9. Approval of the MUSD Emergency Operations Plan for 2020-21
- 6.10. Final Approval of Board Policy/Administrative Regulation/Exhibits
 - 6.10.1. BP/AR 4119.11, 4219.11, 4319.11: Sexual Harassment (personnel)
 - 6.10.2. AR 4119.12, 4219.12, 4319.12: Title IX Harassment Complaint Procedures (personnel)
 - 6.10.3. BP/AR 5145.7: Sexual Harassment (students)
 - 6.10.4. AR 5145.71: Title IX Sexual Harassment Complaint Procedures (students)

7. REPORTS

- 7.1. Student Trustee – Olivia Jung
- 7.2. Administrative
 - 7.2.1. Principal – Kim Humrichouse
 - 7.2.2. Superintendent – Jason Morse
- 7.3. Bargaining Units
 - 7.3.1. Mendocino Teachers Association (MTA)
 - 7.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)
- 7.4. Board Trustee Reports

8. TIMED ITEM 5:30 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

9. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

- 9.1. Superintendent Jason Morse will give a report on interdistrict transfers for the school year 2020-21. This report is sent to the Department of Finance. (action)
- 9.2. Mendocino High School Modernization Project Update
Superintendent Morse will provide an update on the High School Modernization Project (information)

9.3. Board Calendar Update

The Board will discuss the December 2020 Board meeting date (discussion/action)

9.4. Board Policies and Administrative Regulations (as a first reading) (action)

9.4.1. BP/AR 1340.0: Access to District Records (community relations)

9.4.2. BP/AR 4113.0: Assignment (personnel)

9.5. Board Policies and Administrative Regulations (for information only)

9.5.1. BP/AR 5145.3: Nondiscrimination/Harassment (students)

9.5.2. BP/AR 6174: Education for English Learners (instruction)

10. FUTURE AGENDA ITEMS

First Interim Report, Developer Fee Accounting, Distance Learning Update

11. ADJOURNMENT

The next Board meeting is scheduled for **December 10, 2020**.

Register 000129 - 10/08/2020

Bank Account COUNTY - AP Checks

Payment Id	Check #	Check Amt	Status	Cleared	Comment	107.52	193.73	15.00	113.85	720.00	897.66	2,270.71	1,625.35	747.50	519.00	9,200.00	340.00	3,197.33	1,419.42
	798421																		
	EP21-00055	Mileage 9/16 - 9/30	63-0000-0-5200-001-0000-6000-0000	Printed	FRIEDLEY, ZACHARY R (001527 - Emp)	107.52													
	798422																		
	EP21-00054	Classroom Supplies	01-0000-0-4300-150-1110-1000-9009	Printed	HAAS, PENNY H (000007 - Emp)	193.73													
	798423																		
	EP21-00053	TB Test Reimbursement	01-0000-0-5812-001-0000-7200-0000	Printed	MUELLER, BARBARA L (000150 - Emp)	15.00													
	798424																		
	EP21-00056	Maintenance Mileage 9/21 - 9/25	01-8150-0-5200-001-0000-8110-0000	Cleared	RICE, OTTOPASKAL D (000242 - Emp)	113.85													
	EP21-00057	Maintenance Mileage 9/28 - 10/2	01-8150-0-5200-001-0000-8110-0000	Cleared		23.00													
	798425																		
	93348-MENUUSD	Open P.O. Water Testing	01-8150-0-5800-001-0000-8110-2096	Cleared	ALPHA ANALYTICAL LABS INC (ALPHAA/1)	720.00													
	94076-MENUUSD	Open P.O. Water Testing	01-8150-0-5800-001-0000-8110-2096	Cleared		395.00													
	798426																		
	444539656384	Horticulture Supplies	01-6387-0-4300-150-1110-1000-0000	Cleared	SYNCS/AMAZON (AMAZON/2)	897.66													
	493689747455	Culinary Supplies	01-0000-0-4300-150-1110-1000-9009	Cleared		83.95													
	598959483843	Scanner for Otto	01-8150-0-4300-001-0000-8110-0000	Cleared		107.02													
	753846586569	"Amplify Your Impact" Books	01-0000-0-4300-150-1110-1000-9009	Cleared		461.71													
	934983553668	Arvok 11.6 in Laptop Sleeve Bags	01-0000-0-4300-150-1110-1000-9009	Cleared		104.88													
	798427																		
	836342																		
	798428																		
	AD03230481	Replacement Computer for Jesse	01-0000-0-4400-220-1110-1000-1171	Cleared	APPLE INC (APPLEC/2)	2,270.71													
	AD04991860	MacBook Pro with Accessories	01-0000-0-4400-220-1110-1000-9009	Cleared		1,258.47													
	AD05061554	MacBook Pro with Accessories	63-0000-0-4400-001-0000-6000-0000	Cleared		38.95													
	798429																		
	DP21-00137	Vision Claims 8/17 - 9/18	69-0000-0-5800-000-0000-6000-0000	Printed	ARROW BENEFITS GROUP (009731/1)	747.50													
	798430																		
	DP21-00131	Services Through 8/31/20	63-0000-0-5802-001-0000-6000-0000	Cleared	BEST BEST & KRIEGER (BESTBE/1)	519.00													
	798431																		
	0022557	Topographic Survey of High School	21-0000-0-5800-150-0000-8500-9911	Printed	BRELJE & RACE CONSULTING (BRELJE/1)	9,200.00													
	798432																		
	75531	Advertising	63-0000-0-5811-001-0000-6000-0000	Cleared	CENTRAL CALIFORNIA DIRECTORIES (CENTRA/1)	340.00													
	798433																		
	1667-2561-4	Garbage Collection	01-0000-0-5540-150-0000-8200-0000	Cleared	WASTE MANAGEMENT-JUKIAH (0EMPWM/2)	3,197.33													

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 10/8/2020, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE

ONLINE

Payment Id	Comment	Check Amt	Status	Cleared	WASTE MANAGEMENT-JUKIAH (0EMPWM/2) - continued
Check # 798433		3,197.33			
1667-2561-4	Garbage Collection		01-0000-0-5540-220-0000-8200-0000		1,340.45
1668-2561-2	Garbage Collection		01-0000-0-5540-001-0000-8200-0000		310.11
1675-2561-7	Garbage Collection		01-0000-0-5540-221-0000-8200-0000		43.72
2720325-2561-5	Garbage Collection		01-0000-0-5540-246-0000-8200-0000		83.63
Check # 798434		1,715.00	Printed		FEINER, DONNA (DFEINE/1)
SEPTEMBER 2020	Water Testing, Treatment		01-8150-0-5800-001-0000-8110-2096		1,715.00
Check # 798435		387.74	Printed		GALLERY BOOKSHOP (GALLER/1)
10640418	Textbooks		01-6300-0-4200-150-1110-1000-0000		48.31
10649424	50 Copies of Crossover		01-6300-0-4200-220-1110-1000-0000		339.43
Check # 798436		261.30	Printed		GOOD MORNING GRAPHICS (GOODMO/1)
655	Covid Signage for HS		01-0000-0-4300-150-0000-2700-9987		261.30
Check # 798437		603.36	Cleared		HOPPER DAIRY (HOPPER/1)
67300685A	Dairy for Cafeteria		13-5310-0-4700-001-0000-3700-0000		146.08
67300985	Dairy for Cafeteria		13-5310-0-4700-001-0000-3700-0000		438.78
67301009	Dairy for Cafeteria		13-5310-0-4700-001-0000-3700-0000		18.50
Check # 798438		164.76	Printed		JEZREELA ANDERSON (JANDER/1)
DP21-00130	Internet Access for Student		01-0000-0-5900-001-0000-2420-9987		164.76
Check # 798439		165.00	Cleared		MARCELLA BALTAZAR (MBALTA/1)
DP21-00136	Satellite Wireless Service for Students		01-0000-0-5900-001-0000-2420-9987		165.00
Check # 798440		179.00	Printed		Mendocino Coast Produce (MCOPRO/2)
23334	Produce for Cafeteria		13-5310-0-4700-001-0000-3700-0000		179.00
Check # 798441		209.81	Printed		OFFICE DEPOT (OFFICD/2)
122567832001	3 Cases, Enviro Copy Paper		01-0000-0-4300-150-1110-1000-9009		135.57
123702009001	Pens for Wellspring Classroom		01-0000-0-4300-150-1110-1000-9009		74.24
Check # 798442		1,110.87	Cleared		PG&E (00PG&E/1)
6905412483-4SEPT2020	Electricity for District		01-0000-0-5510-006-0000-8200-0000		1,110.87
Check # 798443		300.00	Cleared		PROMEVO LLC (PROME/2)
154217	Google Licenses for Chromebooks		01-0000-0-4400-220-1110-2420-9987		300.00
Check # 798444		119.50	Cleared		RAINBOW RESOURCE CENTER (RAINBR/1)
3141938	Kindergarten Classroom Supplies		01-0000-0-4300-220-1110-1000-9009		119.50
Check # 798445		2,337.54	Cleared		REDWOOD COAST FUELS (RWCOAS/1)
1078634	Diesel and Regular Fuel for Vehicles		01-0740-0-4361-001-0000-3600-0000		918.74-
			01-1100-0-5520-220-0000-8200-0000		1,096.88
1078640	Diesel and Regular Fuel for Vehicles		01-0740-0-4361-001-0000-3600-0000		1,236.87

Payment Id	Check #	Check Amt	Status	Cleared	Comment	Check Amt	Status	Cleared	Comment	Check Amt	Status	Cleared
1078753	798445	2,337.54	01	Cleared	Diesel and Regular Fuel for Vehicles	2,337.54	01	Cleared	REDWOOD COAST FUELS (RWCOAS/1) - continued	2,337.54	01	Cleared
3140 SEPT 2020	798446	267.03	01	Cleared	Auto Repair Parts	267.03	01	Cleared	RHOADS AUTO PARTS INC. (RHOADS/1)	267.03	01	Cleared
50320 SEPT 2020	798447	1,742.37	01	Cleared	Maintenance Supplies	1,742.37	01	Cleared	ROSSI BUILDING MATERIALS (ROSSIB/1)	1,742.37	01	Cleared
7027330825	798448	7,224.68	01	Cleared	Biology Textbooks	7,224.68	01	Cleared	SAVVAS LEARNING COMPANY (SAVVAS/1)	7,224.68	01	Cleared
DP21-00132	798449	494.67	01	Printed	Satellite Tree Install and Service	494.67	01	Printed	SHARAF, JOATHAM (JSHARA/1)	494.67	01	Printed
OCTOBER 20-21	798450	114,848.75	01	Printed	Medical Insurance	114,848.75	01	Printed	SISC MEDICAL (SISCME/1)	114,848.75	01	Printed
33-411147-6SEPT2020	798451	231.53	01	Cleared	Dump Run	231.53	01	Cleared	SOLID WASTE OF WILLITS INC (SOLIDW/1)	231.53	01	Cleared
5-220043-1SEPT2020	798452	593.30	01	Cleared	Waste Disposal at Greenwood	593.30	01	Cleared	12-6105-0-5540-222-7110-8200-0000	593.30	01	Cleared
DP21-00112	798453	1,413.14	13	Printed	Multi Room Cell Phone Signal Booster	1,413.14	13	Printed	SPRING, SARA (SSPRIN/1)	1,413.14	13	Printed
014081200-005	798454	6,258.42	01	Cleared	Cafeteria Food and Snack	6,258.42	01	Cleared	WILD OAK DAIRY (UNNATU/2)	6,258.42	01	Cleared
DP21-00111	798455	1,010.20	01	Cleared	AE Week, Air BnB, Could not get full refund	1,010.20	01	Cleared	US BANK CORPORATE PAYMENT SYS (USBANK/2)	1,010.20	01	Cleared
DP21-00113	798456	409.97	01	Cleared	HughesNet Internet for Student	409.97	01	Cleared	01-0000-0-5200-150-1110-1000-9987	409.97	01	Cleared
DP21-00114	798457	100.00	01	Cleared	Viasat Internet for Student	100.00	01	Cleared	01-0000-0-5900-001-0000-2420-9987	100.00	01	Cleared
DP21-00115	798458	100.00	01	Cleared	Viasat Internet for Student	100.00	01	Cleared	01-0000-0-5900-001-0000-2420-9987	100.00	01	Cleared
DP21-00116	798459	100.00	01	Cleared	Viasat Internet for Student	100.00	01	Cleared	01-0000-0-5900-001-0000-2420-9987	100.00	01	Cleared
DP21-00117	798460	22.19	01	Cleared	HughesNet Internet for Student	22.19	01	Cleared	01-0000-0-5900-001-0000-2420-9987	22.19	01	Cleared
DP21-00118	798461	187.13	01	Cleared	Viasat Internet for Student	187.13	01	Cleared	01-0000-0-5900-001-0000-2420-9987	187.13	01	Cleared
DP21-00119	798462	181.45	01	Cleared	Viasat Internet for Student	181.45	01	Cleared	01-0000-0-5900-001-0000-2420-9987	181.45	01	Cleared
DP21-00120	798463	125.00	01	Cleared	Further Reach Internet for Student	125.00	01	Cleared	01-0000-0-5900-001-0000-2420-9987	125.00	01	Cleared
DP21-00121	798464	130.77	01	Cleared	MendocinoSatellite Internet for Student	130.77	01	Cleared	01-0000-0-5900-001-0000-2420-9987	130.77	01	Cleared
DP21-00122	798465	187.24	01	Cleared	Viasat Internet for Student	187.24	01	Cleared	01-0000-0-5900-001-0000-2420-9987	187.24	01	Cleared
DP21-00123	798466	150.00	01	Cleared	MendocinoSatellite Internet for Student	150.00	01	Cleared	01-0000-0-5900-001-0000-2420-9987	150.00	01	Cleared
DP21-00124	798467	187.13	01	Cleared	Viasat Internet for Student	187.13	01	Cleared	01-0000-0-5900-001-0000-2420-9987	187.13	01	Cleared
DP21-00125	798468	130.77	01	Cleared	MendocinoSatellite Internet for Student	130.77	01	Cleared	01-0000-0-5900-001-0000-2420-9987	130.77	01	Cleared
DP21-00126	798469	100.00	01	Cleared	Viasat Internet for Student	100.00	01	Cleared	01-0000-0-5900-001-0000-2420-9987	100.00	01	Cleared
DP21-00127	798470	192.81	01	Cleared	Viasat Internet for Student	192.81	01	Cleared	01-0000-0-5900-001-0000-2420-9987	192.81	01	Cleared

Payment Id	Comment	Check Amt	Status	Cleared	US BANK CORPORATE PAYMENT SYS (USBANK/2) - continued	
Check # 798454	01			6,258.42		
DP21-00128	Xerox Translate and Print				01-0000-0-5600-220-0000-2700-0000	203.00
DP21-00129	Read Naturally Licenses				01-0811-0-4200-220-5770-1120-0000	550.00
DP21-00133	Coolers for Lunch Runs				13-5310-0-4300-001-0000-3700-9987	53.48
DP21-00134	Items to Create Barrier for Drivers				13-5310-0-4300-001-0000-3700-9987	62.38
DP21-00135	Bags for Lunch Delivery				13-5310-0-4300-001-0000-3700-9987	199.60
WEB-507431509 A	APC Replacement Batteries				01-0000-0-4300-001-0000-2420-9015	1,875.30
Check # 798455	13			2,408.37	US FOODS//DEPT 34766 (USFOOD/2)	
3957448	Cafeteria Food and Snack				13-5310-0-4700-001-0000-3700-0000	2,408.37
Check # 798456	63			4,732.96	WALKER AND ASSOCIATES INC (WALKE1/2)	
IN00990050	Supplies				63-0000-0-4300-001-0000-6000-0000	1,016.20
IN00990051	Supplies				63-0000-0-4300-001-0000-6000-0000	3,716.76
Check # 798457	01			21.56	WILLITS POWER (WILLIT/2)	
712368 REPLACEMENT	Replace Check #791709				01-8150-0-4300-001-0000-8110-0000	21.56
Check # 798458	12			48.42	XEROX CORPORATION (XEROXC/2)	
011394017	Copy Machine Rental				12-6105-0-5600-222-7110-1000-0000	48.42

Number of Items 38 Totals for Register 000129 167,786.73

2021 FUND-OBJ Expense Summary / Register 000129

01-4200	8,162.42
01-4300	7,591.94
01-4361	1,240.66
01-4365	267.03
01-4400	1,597.42
01-5200	1,124.05
01-5510	1,110.87
01-5520	1,096.88
01-5540	3,365.45
01-5600	203.00
01-5800	2,435.00
01-5812	15.00
01-5900	3,722.19
01-9110*	146,780.66-
01-9514	114,848.75
Totals for Fund 01	146,780.66

2021 FUND-OBJ Expense Summary / Register 000129 (continued)

12-5540	63.41	
12-5600	48.42	
12-9110*		111.83-
Totals for Fund 12	111.83	111.83-
13-4300	315.46	
13-4700	4,603.87	
13-9110*		4,919.33-
Totals for Fund 13	4,919.33	4,919.33-
21-5800	9,200.00	
21-9110*		9,200.00-
Totals for Fund 21	9,200.00	9,200.00-
63-4300	4,732.96	
63-4400	327.93	
63-5200	107.52	
63-5802	519.00	
63-5811	340.00	
63-9110*		6,027.41-
Totals for Fund 63	6,027.41	6,027.41-
69-5800	747.50	
69-9110*		747.50-
Totals for Fund 69	747.50	747.50-
Totals for Register 000129	167,786.73	167,786.73-

* denotes System Generated entry

Net change to Cash 9110 167,786.73-Credit

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Payment Id	Check #	Check Amt	Status	Printed	Comment	Check Amt
	EP21-00067	105.66	Printed	01-0000-0-4300-220-1110-1000-9009	DUNCAN, PAMELA C (000062 - Emp)	105.66
	EP21-00068	82.20	Printed	01-0000-0-4300-220-1110-1000-9009	FREELING, LINDA F (000072 - Emp)	82.20
	EP21-00069	55.00	Printed	01-0000-0-4300-220-1110-1000-9009	FRIES, SARA L (001501 - Emp)	55.00
	EP21-00070	250.96	Printed	01-6300-0-4200-220-1110-1000-0000	JIMENEZ, MARTHA C (001455 - Emp)	250.96
	EP21-00071	7.58		01-0001-0-4300-001-0000-3130-0814	Food for FRC, Counseling Services	7.58
	EP21-00072	17.91		01-0001-0-4300-150-0000-3120-1137		17.91
	EP21-00073	17.91		01-0001-0-4300-220-0000-3120-1137		17.91
	EP21-00074	89.84		01-0001-0-4300-001-0000-3130-0814	Food for Families, Mileage	89.84
	EP21-00075	66.70		01-0001-0-5200-001-0000-3130-0814		66.70
	EP21-00076	28.02		01-0001-0-4300-001-0000-3130-0814	Business Cards, Food Bank Mileage	28.02
	EP21-00077	23.00		01-0001-0-5200-001-0000-3130-0814		23.00
	EP21-00078	366.40	Printed	01-0000-0-4300-220-1110-1000-9009	MEUSCHKE, HANNAH ROSE M (001525 - Emp)	366.40
	EP21-00079	33.19	Printed	01-0000-0-4300-220-1110-1000-9009	PERRY, MEGAN B (000166 - Emp)	33.19
	EP21-00080	233.50	Printed	01-0000-0-4300-220-1110-1000-9009	PORTER, IANA T (001441 - Emp)	233.50
	EP21-00081	49.45	Printed	01-0000-0-4300-220-1110-1000-9987	TRIPLETT, WILLIAM E (000243 - Emp)	49.45
	EP21-00082	447.34	Printed	01-0001-0-5200-001-0000-3130-0000	ALDRICH, JADE (JALDRU/1)	447.34
	DP21-00140	117.00	Printed	01-0000-0-5900-001-0000-2420-9987	ANDREA PENNEBAKER (APENNE/1)	117.00
	DP21-00139	95.95	Printed	01-0000-0-5900-001-0000-2420-9987	AT&T (00AT&T/1)	95.95
	70793740496539092020	1,321.75	Printed	63-0000-0-5903-001-0000-6000-0000	BANDWIDTH INC. (BANDWI/1)	1,321.75
	BWUS10542103	1,000.00	Printed	63-0000-0-5903-001-0000-6000-0000	US POSTAL SERVICE (CMRSFP/1)	1,321.75
	10-8-20	500.00	Printed	01-0000-0-5904-001-0000-7200-0000	ERIC CRUZ (ECRUZ/1)	1,000.00
	DP21-00148	3,720.29	Printed	01-0000-0-5900-001-0000-2420-9987	EYEP SOLUTIONS (EYEPSO/1)	500.00

Payment Id	Check #	Check Amt	Status	Printed	Comment	Check Amt	Status	Printed	Comment	Check Amt	Status	Printed
20-348	798884	01	3,720.29	Printed	District Wireless, All Campuses	01-0000-0-5800-001-0000-2420-0000	Printed	3,720.29	EYEP SOLUTIONS (EYEPSO/1) - continued	3,720.29	Printed	3,720.29
	798885	01	1,271.42	Printed	Advertising	63-0000-0-5811-001-0000-6000-0000	Printed	343.00	FORT BRAGG ADVOCATE NEWS MENDOCINO BEACON (FBADVO/2)	343.00	Printed	343.00
	798886	63	591.58	Printed	Open PO for Classified Advertising	01-0000-0-5811-001-0000-7200-0000	Printed	928.42	FORT BRAGG ELECTRIC INC (FBELEC/1)	928.42	Printed	928.42
	798887	01	155.13	Printed	Venting Install for Fan in Computer Room	63-0000-0-4300-001-0000-6000-0000	Printed	257.83	GOOD MORNING GRAPHICS (GOODMO/1)	257.83	Printed	257.83
	798888	01	50.09	Printed	Covid Signage for HS	63-0000-0-5800-001-0000-6000-0000	Printed	333.75	HAIRE CREEK NURSERY & POWER (HARECR/1)	333.75	Printed	333.75
	798889	01	2,016.87	Printed	Groundskeeping Supplies	01-0000-0-4300-001-0000-8110-0000	Printed	50.09	CYPRESS HOLDINGS INC (HARVES/2)	50.09	Printed	50.09
	49062 SEPT 2020				Maintenance, Transportation, Cafeteria Supplies	13-5310-0-4700-001-0000-3700-0000		149.56		149.56		149.56
	49494 9-30-20				Maintenance, Transportation, Cafeteria Supplies	01-8150-0-4300-001-0000-8110-0000		1,451.18		1,451.18		1,451.18
	49495 9-2020				Art Supplies	01-0000-0-4300-150-1110-1000-9009		25.20		25.20		25.20
	49495 SEPT 2020				MUSE Culinary Supplies	01-9003-0-4300-150-1110-1000-8359		322.41		322.41		322.41
	49497 SEPT 20				Supplies	63-0000-0-4300-001-0000-6000-0000		16.65		16.65		16.65
	9-30-20 49494				Maintenance, Transportation, Cafeteria Supplies	01-0740-0-4365-001-0000-3600-0000		20.56		20.56		20.56
	DP21-00138				Transportation Supplies, COVID	01-0740-0-4365-001-0000-3600-9987		27.41		27.41		27.41
	SEPT 2020 49495				Office Supplies	01-0000-0-4300-150-0000-2700-9009		3.90		3.90		3.90
	798890	13	785.26	Printed	Dairy for Cafeteria	13-5310-0-4700-001-0000-3700-0000	Printed	56.16	HOPPER DAIRY (HOPPER/1)	56.16	Printed	56.16
	798891	01	65.00	Printed	Dairy for Cafeteria	13-5310-0-4700-001-0000-3700-0000	Printed	345.60	JAUNDA BROWN (JBROWN/1)	345.60	Printed	345.60
	798892	01	352.69	Printed	Dairy for Cafeteria	13-5310-0-4700-001-0000-3700-0000	Printed	383.50	JENNIFER WESTMORELAND (JWESTM/1)	383.50	Printed	383.50
	798893	01	138.79	Printed	Student Internet Access	01-0000-0-5900-001-0000-2420-9987	Printed	65.00	MCOE (MCOE/1)	65.00	Printed	65.00
	798894	01	195.50	Printed	Internet for Student	01-0000-0-5900-001-0000-2420-9987	Printed	352.69	JENNIFER WESTMORELAND (JWESTM/1)	352.69	Printed	352.69
	798895	01	244.92	Printed	Star Online Learning System	01-0811-0-4300-220-5770-1120-0000	Printed	138.79	MELINDA PRESCOTT (MPRESC/1)	138.79	Printed	138.79
	798896	01	195.50	Printed	SPED Student Transportation	01-0740-0-5200-220-7110-3600-6500	Printed	195.50	MENDOCINO CITY COMM. SERV'S (MCITYC/1)	195.50	Printed	195.50
	798897	01	244.92	Printed	Sewer Service	01-0000-0-5530-001-0000-8200-0000	Printed	244.92		244.92	Printed	244.92

ReqPay04b

Check Register with Accounts

Register 000130 - 10/15/2020

Bank Account COUNTY - AP Checks

Payment Id	Check #	Check Amt	Status	Printed	Comment	Check Amt
23359	798896	102.00	Printed	13-5310-0-4700-001-0000-3700-0000	Mendocino Coast Produce (MCOPRO/2)	102.00
DP21-00142	798897	138.69	Printed	01-0740-0-5200-220-7110-3600-6500	NANCY ALCANTAR ROMERO (NROMER/1)	138.69
8856201001	798898	265.00	Printed	01-0740-0-5200-220-7110-3600-6500	O1 COMMUNICATIONS (O1COMM/1)	265.00
124313081002	798899	289.58	Printed	63-0000-0-5903-001-0000-6000-0000	OFFICE DEPOT (OFFICD/2)	289.58
124313081003	798900	14,702.70	Printed	01-0000-0-4300-220-1110-1000-9987	Distance Learning Supplies	45.83
21490	798901	281.38	Printed	01-0000-0-4300-220-1110-1000-9987	Distance Learning Supplies	243.75
2009-180354	798902	142.84	Printed	21-0000-0-6200-150-0000-8500-9911	MHS Bond Architectural Services	14,702.70
2009-185209	798903	30.00	Printed	63-0000-0-4300-001-0000-6000-0000	Open PO for Supplies	174.19
151360 SEPT 2020	798904	1,000.00	Printed	63-0000-0-4300-001-0000-6000-0000	Open PO for Supplies	107.19
IN21-00639	798905	2,265.73	Printed	13-5310-0-4700-001-0000-3700-0000	Cafeteria Food	97.94
2020-6-39	798906	757.47	Printed	13-5310-0-4700-001-0000-3700-8634	Cafeteria Food	44.90
221143	798907	1,192.73	Printed	01-0000-0-5800-001-0000-7200-9987	COVID 19 Workshop	30.00
350922684	798908	1,456.32	Printed	01-0000-0-5300-001-0000-7110-0000	2020-21 Membership Dues	1,000.00
515663A	798909	340.51	Printed	63-0000-0-5903-001-0000-6000-0000	Phone Services	2,265.73
515663B	798910	817.67	Printed	13-5310-0-4700-001-0000-3700-0000	Cafeteria Food	757.47
112-0704688-8489847	798911	31.27	Printed	13-5310-0-4300-001-0000-3700-9987	Latex Gloves	375.06
112-0829911-4145857	798912	28.02	Printed	13-5310-0-4300-001-0000-3700-0000	Paper Products for Cafeteria	817.67
112-0932031-6009825	798913	102.91	Printed	01-0000-0-4300-150-1110-1000-9987	Amazon Tech Items	340.51
112-2760198-4471458	798914	36.63	Printed	01-0000-0-4300-150-1110-1000-9987	Toner Cartridge, Amazon	31.27
112-4741555-4467447	798915	97.02	Printed	01-0000-0-4300-150-1110-1000-9987	Amazon, Tripod	28.02
112-7267398-6075458	798916		Printed	01-0000-0-4300-150-1110-1000-9987	Amazon, Earbuds	102.91
	798917		Printed	01-0000-0-4300-150-1110-1000-9987	Amazon, Adapters	36.63
	798918		Printed	01-0000-0-4300-150-1110-1000-9987	Headphones, Amazon	97.02

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 10/15/2020, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE Page 3 of 6

Payment Id	Check #	Check Amt	Status	Printed	Comment	US BANK CORPORATE PAYMENT SYS (USBANK/2) - continued
	798908	01	1,456.32			
112-7523175-4353037					Amazon Tech Items	01-0000-0-4300-150-1110-1000-9987 147.09
20200826-9PA-KLF					Cleanfeed Subscription	01-0000-0-5800-150-1110-1000-9009 22.00
2159-9412					EDPuzzle Subscription	01-0000-0-5800-150-1110-1000-9009 11.50
226783					Annual Subscription, Spotify	01-0000-0-5800-150-1110-1000-9987 88.00
DP21-00144					Padlet Pro Annual Subscription	01-0000-0-5800-150-1110-1000-9009 96.00
DP21-00145					Textbooks	01-6300-0-4200-150-1110-1000-0000 145.91
						01-6300-0-4200-150-1110-1000-0000 10.62
DP21-00146					Adapters, Coast Hardware	01-0000-0-4300-150-1110-1000-9987 54.42
DP21-00147					Abe Books Credits	01-6300-0-4200-150-1110-1000-0000 740.78-
INV42083998					Zoom Add On	01-0000-0-5800-150-1110-1000-9987 25.33
RP3H31JB1FC					Dropbox for Marshall, 1 year	01-0000-0-5800-150-1110-1000-9009 119.88
SOW00163451					Horticulture Supplies	01-6387-0-4300-150-1110-1000-0000 306.81
T-15674					FoodHandlers, Culinary Class	01-0000-0-5800-150-1110-1000-9009 40.00
T-15721					FoodHandlers, Culinary Class	01-0000-0-5800-150-1110-1000-9009 5.00
UYH71516742997242					VitalSource 180 Day Access	01-6300-0-5800-150-1110-1000-0000 498.80
Check # 798909	13	Check Amt	1,256.03	Status	Printed	US FOODS//DEPT 34766 (USFOOD/2)
4080083						13-5310-0-4700-001-0000-3700-0000 1,256.03
Check # 798910	63	Check Amt	22.50	Status	Printed	WHISPERING PINES WATER (WHISPE/2)
20200930 MCN						63-0000-0-5500-001-0000-6000-0000 22.50

Totals for Register 000130 38,148.91

2021 FUND-OBJ Expense Summary / Register 000130

01-4200					529.25-
01-4300	4,563.17				
01-4365	47.97				
01-5200	473.34				
01-5300	1,000.00				
01-5530	244.92				
01-5800	4,656.80				
01-5811	928.42				
01-5900	1,482.03				
01-5904	1,000.00				
01-9110*		13,856.78-			
01-9550*		10.62-			
Totals for Fund 01	14,396.65	14,396.65-			

2021 FUND-Obj Expense Summary / Register 000130 (continued)

13-4300	1,192.73	
13-4700	3,193.16	
13-9110*		4,385.89-
Totals for Fund 13	4,385.89	4,385.89-
21-6200	14,702.70	
21-9110*		14,702.70-
Totals for Fund 21	14,702.70	14,702.70-
63-4300	555.86	
63-5500	22.50	
63-5800	333.75	
63-5811	343.00	
63-5903	3,948.43	
63-9110*		5,203.54-
Totals for Fund 63	5,203.54	5,203.54-
Totals for Register 000130	38,688.78	38,688.78-

* denotes System Generated entry

Net change to Cash 9110 38,148.91- Credit

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Register 000131 - 10/22/2020

Bank Account COUNTY - AP Checks

Payment id	Check #	Check Amt	Comment	Status	Printed	99.99	494.22	83.95	77.62	346.35	2,739.90	13.00	225.59	32.99	467.99	587.46	207.12	120.00	1689	
	799282	01	Student Internet	Printed	01-0000-0-5900-001-0000-2420-9987															
EP21-00069																				99.99
	799283	01	Counseling Items, FRC Food and Mileage	Printed	01-0000-0-4300-150-0000-3120-9009															
EP21-00071					01-0000-0-4300-220-0000-3120-9009															
	799284	01	Maintenance Mileage 10/5 - 10/9	Printed	01-0001-0-4300-001-0000-3130-0814															
EP21-00068					01-0001-0-5200-001-0000-3130-0814															
	799285	63	Dipatch Mileage 9/19 - 9/25	Printed	01-0001-0-5200-001-0000-3130-0814															
EP21-00070																				
	799286	01	Security and Monitoring	Printed	01-8150-0-5800-001-0000-8110-2089															
537922																				
	799287	63	MacBook Pro with Accessories	Printed	63-0000-0-4400-001-0000-6000-0000															
AD04380448					63-0000-0-4400-001-0000-6000-0000															
	AD06266996		MacBook Pro with Accessories	Printed	63-0000-0-4400-001-0000-6000-0000															
AD06266996																				
	799288	01	3Q2020 Fuel Tax	Printed	01-0740-0-5800-001-0000-3600-0000															
057-415367 3Q2020																				
	799289	12	Water Monitoring, Greenwood	Printed	12-6105-0-5530-222-7110-8200-0000															
20430																				
	799290	63	Shipping Services	Printed	63-0000-0-5904-001-0000-6000-0000															
Check # 799290																				
	799291	01	Heating Fuel	Printed	63-0000-0-5520-001-0000-6000-0000															
Check # 799291																				
	112266951		Heating Fuel, Multiple Sites	Printed	01-1100-0-5520-150-0000-8200-0000															
112266951																				
	799292	13	Dairy for Cafeteria	Printed	13-5310-0-4700-001-0000-3700-0000															
Check # 799292																				
	799293	63	Dairy for Cafeteria	Printed	13-5310-0-4700-001-0000-3700-0000															
Check # 799293																				
	1100772403		Supplies	Printed	63-0000-0-4300-001-0000-6000-0000															
Check # 1100772403																				
	799294	01	Water Testing	Printed	01-8150-0-5800-001-0000-8110-2096															
Check # 799294																				
	1689																			

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 10/22/2020, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

046 - Mendocino Unified School District

Generated for Tiffany Grant (TGRANT), Oct 23 2020 11:18AM

Payment Id	Check #	Check Amt	Status	Printed	Comment	Check Amt
	DP21-00151	400.00	01	Printed	KIRK VODOPALS (KVODOP/1)	400.00
	DP21-00151	846.51	01	Printed	KONE INC (KONEIN/2)	846.51
	959670368	90.00	01	Printed	LUNDQUIST, TAWNYA (TLUNDOQ/1)	90.00
	DP21-00152	1,830.00	01	Printed	MATHISON PEAK ENTERPRISES (MATHIS/1)	1,830.00
	JULY - DEC 2020	1,947.60	01	Printed	MENDOCINO CITY COMM. SERV'S (MCITYC/1)	1,826.16
	C0200020012003OCT20	63.00	01	Printed	Mendocino Coast Produce (MCOPRO/2)	121.44
	C02002 OCT 2020	13.5310	01	Printed	Produce for Cafeteria	120.00
	Check # 799300	13.5310	01	Printed	Produce for Cafeteria	68.00
	Check # 799301	12,059.91	01	Printed	MENDOCINO COUNTY OFFICE OF ED (00MCOE/1)	12,059.91
	INV21-00113	60.00	01	Printed	10 Handwashing Stations	60.00
	Check # 799302	2,456.45	01	Printed	MOUNTAIN FRESH SPRING WATER (MOUNTA/1)	178.09
	93020 MUSD K8	178.09	01	Printed	Drinking Water	500.00
	Check # 799303	588.54	01	Printed	Freezer Repair	1,328.36
	58764	450.00	01	Printed	New Compressor Installation	450.00
	Check # 799304	148.54	01	Printed	OFFICE DEPOT (OFFICD/2)	148.54
	124313081004	1,800.00	01	Printed	Distance Learning Supplies	148.54
	Check # 799305	1,800.00	01	Printed	NCS PEARSON INC. (PEARCL/2)	1,800.00
	11838044	4,130.41	01	Printed	Digital Assessment Library	1,800.00
	Check # 799306	315.59	01	Printed	PG&E (00PG&E/1)	1,800.00
	0483535710-6SEPTE2020	563.02	01	Printed	Electricity for District	315.59
	4668452137SEPTE2020	2,426.08	01	Printed	Electricity for District	563.02
		26.28	01	Printed		2,426.08
		242.78	01	Printed		26.28
		22.63	01	Printed		242.78
		298.23	01	Printed		22.63
		235.80	12	Printed		298.23
				Printed		235.80

Payment Id	Check #	Check Amt	Status	Printed	Comment	76.00	76.00
	DP21-00053	PO Box 144, Compiche, Annual Fee	01	Printed	POSTMASTER - COMPTCHE (POSTCO/1)		76.00
	1078793	Diesel and Regular Fuel for Vehicles	01	Printed	REDWOOD COAST FUELS (RWCOAS/1)	2,343.50	
	1078888	Diesel and Regular Fuel for Vehicles	01	Printed	01-0740-0-4361-001-0000-3600-0000		679.40
	799309	CA DEPT OF JUSTICE (STOFC2/1)	01	Printed	01-1100-0-5520-150-0000-8200-0000		441.99
	471558	Fingerprinting	01	Printed	01-1100-0-5520-220-0000-8200-0000		428.58
	799310	STREAKWAVE (STREAK/1)	63	Printed	01-1100-0-5520-220-0000-8200-0000		793.53
	907039	Supplies	63	Printed	01-0000-0-5814-001-0000-7200-0000		32.00
	799311	THOMPSON'S PORTASEPTIC INC. (THOMPS/1)	01	Printed	63-0000-0-4300-001-0000-6000-0000		77.50
	111778	Soccer Field Unit	01	Printed	THOMPSON'S PORTASEPTIC INC. (THOMPS/1)	53.94	
	799312	TPX COMMUNICATIONS (TPXCOM/1)	63	Printed	01-0000-0-5800-150-1110-4200-0000		53.94
	135063028-0	Phone Services	63	Printed	3,391.66		
	799313	US BANK CORPORATE PAYMENT SYS (USBANK/2)	01	Printed	63-0000-0-5903-001-0000-6000-0000	1,027.64	3,391.66
	9329178913	Phone Services	01	Printed	01-0000-0-5902-001-0000-7150-0000		89.16
	DP21-00150	High School Hot Spot Equipment for Families	01	Printed	01-1100-0-5903-220-0000-2420-6500		40.83
	799314	US FOODS/DEPT 34766 (USFOOD/2)	13	Printed	01-8150-0-5800-001-0000-8110-0000		87.50
	4202081	Cafeteria Food and Snack	13	Printed	63-0000-0-5902-001-0000-6000-0000		213.51
	799315	WAXIE SANITARY SUPPLY (009737/1)	01	Printed	01-0000-0-5900-001-0000-2420-9987	2,298.45	596.64
	79542930	Custodial Supplies	01	Printed	13-5310-0-4700-001-0000-3700-0000		1,704.00
	799316	WHISPERING PINES WATER (WHISPE/2)	01	Printed	13-5310-0-4700-001-0000-3700-8634	3,289.24	594.45
	20200930 HIGH SCHOOL	Drinking Water	01	Printed	01-0000-0-4300-001-0000-8200-0000		3,289.24
	799317	XEROX CORPORATION (XEROXC/2)	01	Printed	01-0000-0-4300-150-1110-1000-9009	86.50	67.75
	011538638	Copy Machine Rental	01	Printed	01-0000-0-4300-199-1110-1000-9009		18.75
	011538640	Copy Machine Rental	01	Printed	01-0000-0-5600-220-0000-2420-0000		170.15
	011538642	Copy Machine Rental	01	Printed	01-0000-0-5600-001-0000-7200-0000		214.51
	011538643	Copy Machine Rental	01	Printed	01-0000-0-5600-220-0000-2700-0000		660.17
	011538644	Copy Machine Rental	01	Printed	01-0000-0-5600-246-0000-2700-0000		54.32
	799318	DexYP (0000YP/1)	63	Printed	01-0000-0-5600-221-0000-2700-0000	110.00	59.78

Payment Id	Comment	Check Amt	110.00	Status	Printed	DexYP (0000YP/1) - continued
Check # 799318	63	Yellow Pages Advertising				63-0000-0-5811-001-0000-6000-0000
800438395 OCT 2020						

110.00

Number of Items 37 45,398.96 Totals for Register 000131

2021 FUND-OBJ Expense Summary / Register 000131

01-4300	19,320.08		
01-4361	679.40		
01-5200	208.73		
01-5510	3,894.61		
01-5520	2,041.12		
01-5530	1,826.16		
01-5600	3,064.93		
01-5800	2,417.30		
01-5814	32.00		
01-5900	1,186.63		
01-5902	89.16		
01-5903	40.83		
01-9110*	34,800.95		
Totals for Fund 01	34,800.95	34,800.95-	
12-5510	235.80		
12-5530	225.59		
12-9110*	461.39		
Totals for Fund 12	461.39	461.39-	
13-4700	3,073.91		
13-9110*	3,073.91		
Totals for Fund 13	3,073.91	3,073.91-	
63-4300	284.62		
63-4400	2,739.90		
63-5200	77.62		
63-5520	90.97		
63-5530	121.44		
63-5811	110.00		
63-5902	213.51		
63-5903	3,391.66		

2021 FUND-OBJ Expense Summary / Register 000131 (continued)

63-5904	32.99	
63-9110*		7,062.71-
Totals for Fund 63	7,062.71	7,062.71-
Totals for Register 000131	45,398.96	45,398.96-

* denotes System Generated entry

Net change to Cash 9110 45,398.96- Credit

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Payment id	Comment	Check Amt	Status	Printed	Check #	Check Amt	Status	Printed	Check #	Check Amt	Status	Printed
799858	63	Wireless Mileage 9/22 - 10/9	73.60	Cleared	63	0000-0-5200-001-0000-6000-0000	73.60	Cleared	63	0000-0-5200-001-0000-6000-0000	73.60	Cleared
799859	63	Mileage 10/1 - 10/13	124.77	Cleared	63	0000-0-5200-001-0000-6000-0000	124.77	Cleared	63	0000-0-5200-001-0000-6000-0000	124.77	Cleared
799860	01	Math Workbooks	297.48	Cleared	01	6300-0-4200-220-1110-1000-0000	297.48	Cleared	01	6300-0-4200-220-1110-1000-0000	297.48	Cleared
799861	63	Math Supplies	225.39	Cleared	63	0000-0-4300-220-1110-1000-9009	225.39	Cleared	63	0000-0-4300-220-1110-1000-9009	225.39	Cleared
799862	01	Dispatch Mileage 7/1 - 7/9	75.90	Cleared	01	6300-0-5200-001-0000-6000-0000	75.90	Cleared	01	6300-0-5200-001-0000-6000-0000	75.90	Cleared
799863	01	Dispatch Mileage 7/13 - 7/20	76.47	Cleared	01	6300-0-5200-001-0000-6000-0000	76.47	Cleared	01	6300-0-5200-001-0000-6000-0000	76.47	Cleared
799864	01	Dispatch Mileage 7/21 - 7/28	73.02	Cleared	01	6300-0-5200-001-0000-6000-0000	73.02	Cleared	01	6300-0-5200-001-0000-6000-0000	73.02	Cleared
799865	01	Maintenance Mileage 10/13 - 10/16	106.95	Cleared	01	8150-0-5200-001-0000-8110-0000	106.95	Cleared	01	8150-0-5200-001-0000-8110-0000	106.95	Cleared
799866	01	TB Test	35.00	Cleared	01	0000-0-5812-001-0000-7200-0000	35.00	Cleared	01	0000-0-5812-001-0000-7200-0000	35.00	Cleared
799867	01	Aeries Conference (Virtual), 3 Attendees	750.00	Cleared	01	0000-0-5200-150-0000-7200-0000	750.00	Cleared	01	0000-0-5200-150-0000-7200-0000	750.00	Cleared
799868	01	AeriesCon Registration, James Wroble	450.00	Cleared	01	0000-0-5200-001-0000-2700-1078	450.00	Cleared	01	0000-0-5200-001-0000-2700-1078	450.00	Cleared
799869	01	AeriesCon Virtual Summit 2020, Tracy Elo	150.00	Cleared	01	0000-0-5200-220-0000-2700-1171	150.00	Cleared	01	0000-0-5200-220-0000-2700-1171	150.00	Cleared
799870	01	Student Internet	179.22	Cleared	01	0000-0-5900-001-0000-2420-9987	179.22	Cleared	01	0000-0-5900-001-0000-2420-9987	179.22	Cleared
799871	01	Classroom Supplies	6,159.07	Cleared	01	0000-0-4300-220-1110-1000-9009	6,159.07	Cleared	01	0000-0-4300-220-1110-1000-9009	6,159.07	Cleared
799872	01	Supplies	323.35	Cleared	01	0000-0-4300-001-0000-6000-0000	323.35	Cleared	01	0000-0-4300-001-0000-6000-0000	323.35	Cleared
799873	01	Batteries and Label Tape	155.96	Cleared	01	0000-0-4300-001-0000-2420-9015	155.96	Cleared	01	0000-0-4300-001-0000-2420-9015	155.96	Cleared
799874	01	Classroom Supplies	30.72	Cleared	01	0000-0-4300-220-1110-1000-9009	30.72	Cleared	01	0000-0-4300-220-1110-1000-9009	30.72	Cleared
799875	01	Supplies	26.96	Cleared	01	0000-0-4300-001-0000-6000-0000	26.96	Cleared	01	0000-0-4300-001-0000-6000-0000	26.96	Cleared
799876	01	Security Cameras	92.09	Cleared	01	8150-0-4300-001-0000-8110-0000	92.09	Cleared	01	8150-0-4300-001-0000-8110-0000	92.09	Cleared
799877	01	Supplies	355.98	Cleared	01	0000-0-4300-001-0000-6000-0000	355.98	Cleared	01	0000-0-4300-001-0000-6000-0000	355.98	Cleared
799878	01	Ink Cartridges for Cafeteria	112.86	Cleared	01	5310-0-4300-001-0000-3700-0000	112.86	Cleared	01	5310-0-4300-001-0000-3700-0000	112.86	Cleared
799879	01	10 Chromebooks for K8	118.54	Cleared	01	0000-0-4400-220-1110-2420-9987	118.54	Cleared	01	0000-0-4400-220-1110-2420-9987	118.54	Cleared
799880	01	Staple Remover	4,304.20	Cleared	01	0000-0-4300-001-0000-7200-0000	4,304.20	Cleared	01	0000-0-4300-001-0000-7200-0000	4,304.20	Cleared
799881	01	Ink Cartridges for Cafeteria	5.17	Cleared	01	5310-0-4300-001-0000-3700-0000	5.17	Cleared	01	5310-0-4300-001-0000-3700-0000	5.17	Cleared
799882	01	Batteries and Label Tape	118.53	Cleared	01	0000-0-4300-001-0000-2420-9015	118.53	Cleared	01	0000-0-4300-001-0000-2420-9015	118.53	Cleared
799883	01	Supplies	145.56	Cleared	01	0000-0-4300-001-0000-6000-0000	145.56	Cleared	01	0000-0-4300-001-0000-6000-0000	145.56	Cleared
799884	01	Supplies	7.41	Cleared	01	0000-0-4300-001-0000-6000-0000	7.41	Cleared	01	0000-0-4300-001-0000-6000-0000	7.41	Cleared
799885	01	Supplies	34.93	Cleared	01	0000-0-4300-001-0000-6000-0000	34.93	Cleared	01	0000-0-4300-001-0000-6000-0000	34.93	Cleared
799886	01	Classroom Supplies	326.81	Cleared	01	0000-0-4300-220-1110-1000-9009	326.81	Cleared	01	0000-0-4300-220-1110-1000-9009	326.81	Cleared

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 10/28/2020, Ending Check Date = 10/29/2020, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Payment Id	Check #	Check Amt	Status	Printed	Comment	Check Amt	Status	Printed
	799867	849.25			ARROW BENEFITS GROUP (009731/1)			
	DP21-00157				Vision Claims 10/19 - 10/23			275.00
	OCTOBER 20-21				Dental Benefits			574.25
	799868	834.97			AT&T (AT&TC3/2)			
	15481604				Telephone Services			108.35
								186.27
								20.97
								248.40
								62.54
								84.00
								19.31
								64.32
								21.50
								19.31
	799869	2,342.80			AT&T (00AT&T/1)			
	8310009904426OCT20				Telephone Services			2,342.80
	799870	196.00			CLUB CARDINAL (CLUBCA/1)			
	DP21-00155				T-Shirts, Mugs, Etc.			196.00
	799871	15.49			GALLERY BOOKSHOP (GALLER/1)			
	10651831				Chicken Chronicles			15.49
	799872	199.68			JENNIFER WESTMORELAND (JWESTM/1)			
	DP21-00154				Student Internet			199.68
	799873	116.97			JESSICA BERMUDEZ (JBERMU/1)			
	DP21-00153				Student Internet			116.97
	799874	1,191.10			MENDOCINO COAST WATER WORKS (MCOWAT/1)			
	10-5-20				Plumbing Parts			1,081.10
	9-25-20				Plumbing Services			110.00
	799875	133.40			NORTH COAST OPPORTUNITIES (MENDOL/2)			
	30046				Produce for Cafeteria			66.70
	30307				Produce for Cafeteria			66.70
	799876	152.00			Mendocino Coast Produce (MCPRO/2)			
	23461				Produce for Cafeteria			152.00
	799877	196.08			QUILL CORPORATION (QUILLC/2)			
	11236541				HS Office Supplies			168.51
	11239959				Clasp Envelopes			27.57
	799878	301.25			REDWOOD COAST FUELS (RWCOAS/1)			

Payment Id	Check #	Check Amt	Status	Cleared	Comment	
	1078887				Diesel and Regular Fuel for Vehicles	
	799878	301.25	Cleared		REDWOOD COAST FUELS (RWCOAS/1) - continued	132.89
					01-0740-0-4361-001-0000-3600-0000	86.45
					01-1100-0-5520-150-0000-8200-0000	81.91
					01-1100-0-5520-220-0000-8200-0000	
	799879	3,796.00	Printed		SCHOOL & COLLEGE LEGAL SVCS (SCHAND/1)	
	IN21-00743				01-0000-0-5802-001-0000-7110-0000	3,796.00
	799880	2,042.70	Cleared		STREAKWAVE (STREAK/1)	
	910725				63-0000-0-4300-001-0000-6000-0000	2,042.70
	799881	987.40	Printed		SUN LIFE FINANCIAL (SUNLIF/1)	
	NOVEMBER 20-21				01-0000-0-9514-000-0000-0000-0000	987.40
	799882	625.95	Cleared		SYSCO FOOD SERVICES OF SF INC (SYSCOF/1)	
	350942116				13-5310-0-4700-001-0000-3700-0000	356.73
					13-5310-0-4700-001-0000-3700-8634	269.22
	799883	920.92	Cleared		UKIAH PAPER SUPPLY INC (UKIAHP/1)	
	516111A				13-5310-0-4300-001-0000-3700-9987	30.47
	516111B				13-5310-0-4300-001-0000-3700-0000	890.45
	799884	2,340.14	Cleared		WALKER AND ASSOCIATES INC (WALKE/1/2)	
	IN00993400				63-0000-0-4300-001-0000-6000-0000	2,340.14
	799885	796.34	Cleared		XEROX CORPORATION (XEROXC/2)	
	011538639				01-0000-0-5600-150-0000-2420-0000	196.76
	011538641				01-0000-0-5600-150-0000-2700-0000	362.46
	011578538				01-0000-0-5600-155-0000-2700-0000	188.70
	011661610				12-6105-0-5600-222-7110-1000-0000	48.42
Number of Items	28	25,989.92	Totals for Register 000132			
<hr/>						
2021 FUND-OBJ Expense Summary / Register 000132						
	01-4200			154.27		
	01-4300			2,846.43		
	01-4361			132.89		
	01-4400			4,304.20		
	01-5200			856.95		
	01-5520			168.36		
	01-5600			747.92		
	01-5800			110.00		
	01-5802			3,796.00		

2021 FUND-OBJ Expense Summary / Register 000132 (continued)

01-5812	35.00	
01-5900	495.87	
01-5903	770.65	
01-9110*		15,980.19-
01-9514	1,561.65	
Totals for Fund 01	15,980.19	15,980.19-
12-5600	48.42	
12-5903	64.32	
12-9110*		112.74-
Totals for Fund 12	112.74	112.74-
13-4300	1,157.99	
13-4700	911.35	
13-9110*		2,069.34-
Totals for Fund 13	2,069.34	2,069.34-
63-4300	4,786.09	
63-5200	423.76	
63-5903	2,342.80	
63-9110*		7,552.65-
Totals for Fund 63	7,552.65	7,552.65-
69-5800	275.00	
69-9110*		275.00-
Totals for Fund 69	275.00	275.00-
Totals for Register 000132	25,989.92	25,989.92-

* denotes System Generated entry

Net change to Cash 9110 25,989.92- Credit

Payment Id	Check #	Check Amt	Status	Printed	Comment	Check Amt	Status	Printed	Comment	Check Amt	Status	Printed
	700204	25			Donna Montag (Donna Monta - Payee)	107.00				107.00		
	DP21-00158				Refund for Reduced Square Footage							
	700205	01			HOLMES, KATHLEEN M (001515 - Emp)	104.67				104.67		
	EP21-00081				Student Internet							
	700206	01			RICE, OTTOPASKAL D (000242 - Emp)	108.67				108.67		
	EP21-00082				Maintenance Mileage 10/19 - 10/23							
	700207	01			1000 BULBS.COM (1000BU/1)	72.19				72.19		
	W02383238				Light Bulbs							
	700208	01			WASTE MANAGEMENT-JKIAH (0EMPWM/2)	3,198.61				3,198.61		
	1684-2561-9				Garbage Collection							
	1685-2561-6				Garbage Collection							
	1692-2561-2				Garbage Collection							
	2723748-2561-5				Garbage Collection							
	700209	01			FOLLETT SCHOOL SOLUTIONS INC (FOLSCH/1)	123.41				123.41		
	2529719A				Classroom Textbooks							
	700210	01			HARE CREEK NURSERY & POWER (HARECR/1)	68.67				68.67		
	565520				Groundskeeping Supplies							
	700211	01			HOLLY ANDERSON (HANDER/1)	192.50				192.50		
	DP21-00160				Student Internet							
	700212	13			Mendocino Coast Produce (MCOPRO/2)	116.00				116.00		
	23511				Produce for Cafeteria							
	700213	01			MUSD REVOLVING FUND (MUSDRE/1)	2,456.75				2,456.75		
	DP21-00163				Fish and Wildlife Fee							
	700214	01			NCR&E (0NCR&E/1)	296.46				296.46		
	58883				Refrigerator Repair							
	700215	01			OFFICE DEPOT (OFFICD/2)	446.64				446.64		
	131286322001				Desk Converter							
	131304788001				Calendars for K8 Office							
	131314222001				HP Toner							
	700216	01			PG&E (00PG&E/1)	1,044.57				1,044.57		
	6905412483-4OCT2020				Electricity for District							
	700217	01			REBECCA POWERS (RPOWER/1)	243.55				243.55		
	DP21-00159				Student Internet							

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 46, Source = N, Pay To = N, Payment Method = N, Starting Check Date = 11/5/2020, Ending Check Date = 11/5/2020, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Payment Id	Comment	Check Amt	Status	Printed	Check Amt	Status	Printed	Check Amt	Status	Printed
1079069	Diesel and Regular Fuel for Vehicles	1,201.54			1,201.54			1,201.54		
Check # 700218										
24763	HS Bond Project									
25597	HS Bond Project									
Check # 700219										
23728	Grass Fed Beef	99.80			99.80			99.80		
Check # 700221										
76731	Cafe Food from State Commodities	447.45			447.45			447.45		
Check # 700222										
014119239-003	Cafeteria Food and Snack	1,534.65			1,534.65			1,534.65		
Check # 700223										
111-7724764-0093824	4 Document Cameras	5,473.08			5,473.08			5,473.08		
113-5371364-5303462	Kim's Standing Desk									
113-6814556-8346644	Electronic Protection Plan									
113-7415051-4731400	Headphones, Amazon									
113-9515080-3956243	Chromebook Cases									
114-0631581-7906634	Laptop Bags									
114-1437474-5381828	Laptop Carrying Bags									
114-1780619-1056249	Amazon, AlphaMagnets									
114-1784074-4133028	Standing Desk for Laura									
114-5311234-8328240	Chromebook Cases									
114-5496473-5397066	Laptop Bags									
30468198	Scholastic, Moonshot x 13									
704895458	Crayons, Colored Pencils									
8540980	Raz-Kids Subscription, 1 year									
9821969817	Staples, AlphaMagnets									
DP21-00161	Online Education Week Subscription									
DP21-00162	Wit and Wisdom Conference, Freeling and Renslow									
INV00057976	U of O, PBIS Annual License									
INV38249937	20 Zoom Connections									
W745214584	Cable and Adapter									
Check # 700224										
4321738	Cafeteria Food and Snack	3,252.27			3,252.27			3,252.27		
4437847	Cafeteria Food and Snack									
13-5310-0-4700-001-0000-3700-0000										
13-5310-0-4700-001-0000-3700-0000										

Payment Id	Comment	Check Amt	Status	Printed	WAXIE SANITARY SUPPLY (009737/1)
79564439	01	865.59	01-0000-0-4300-001-0000-8200-0000		
79564439	Custodial Supplies				865.59

Number of Items 22 **Totals for Register 000133** 38,537.32

2021 FUND-OBJ Expense Summary / Register 000133

01-4200	123.41
01-4300	4,759.87
01-4361	530.02
01-5200	258.67
01-5510	1,044.57
01-5520	671.52
01-5540	3,198.61
01-5800	2,312.76
01-5900	540.72
01-8590	2,456.75
01-9110*	15,896.90-
Totals for Fund 01	15,896.90
13-4700	5,450.17
13-9110*	5,450.17-
Totals for Fund 13	5,450.17
21-5800	17,083.25
21-9110*	17,083.25-
Totals for Fund 21	17,083.25
25-8681	107.00
25-9110*	107.00-
Totals for Fund 25	107.00
Totals for Register 000133	38,537.32

* denotes System Generated entry

Net change to Cash 9110 38,537.32-Credit

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Mendocino Unified School District



MINUTES

Regular Board Meeting

OCTOBER 15, 2020

**MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460**

4:00 P.M. CLOSED SESSION - VIA TELECONFERENCE

5:00 P.M. OPEN SESSION - VIA TELECONFERENCE

Join Zoom Meeting

<https://zoom.us/j/94492996089?pwd=eEZ3NzZPOXlBdGFzZlhnNk42SDArUT09>

Meeting ID: 944 9299 6089 Passcode: W2DfqX

Dial by your location

+1 669 900 9128 US (San Jose)

Meeting ID: 944 9299 6089 Passcode: 446064

Please "mute" your device during the meeting.

MUSD is not available for technical support for remote meetings.

If the public wishes to make a comment regarding any closed session item before the Board adjourns to closed session, please email JMorse@mcn.org

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at doerin@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:00 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

- 1.1. Call to order and roll call

The meeting was called to order at 4:06 P.M. Virtually present were Trustees Gay, Grinberg, Aum, Morton and Schaeffer.

- 1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

The president verbally identified the agenda items to be discussed.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962. Closed session attendees include Board members and Superintendent Jason Morse.

- 3.1. Conference with labor negotiators (Government Code 54957.6)
Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees
- 3.2. Public Employee Performance Evaluation - Superintendent (Government Code 54957)
- 3.3. Employment/Personnel Changes
- 3.4. Employee Discipline, Dismissal, Release

4. 5:00 P.M. RECONVENE TO OPEN SESSION

- 4.1. Call to order and roll call

The meeting was called to order at 5:06 P.M. Virtually present were Trustees Gay, Grinberg, Aum, Morton, Schaeffer and Student Trustee Jung.

- 4.2. Closed session disclosure
Any reportable action taken during closed session will be disclosed at this time.

Nothing was disclosed from Closed Session.

- 4.3. Approval of agenda
Items to be removed from the agenda or changes to the agenda should be done at this time.

MSA Schaeffer/Aum (5/0) to approve the agenda pulling Item 7.0

5. GHD UPDATE

The Board will hear an update from Matt Kennedy, GHD Engineer, regarding the recycled and drinking water projects.

Matt Kennedy of GHD provided an update. See attached presentation.

6. PUBLIC HEARING – SUNSHINING ITEMS TO BE NEGOTIATED BETWEEN CEMUS AND MUSD

Both the Classified Employees of Mendocino Unified Schools (CEMUS) and the District will present their openers for the negotiation of the CEMUS Contract for the 2020-21 school year.

Superintendent Morse noted that CEMUS emailed him and wishes to sunshine Article 10 and Article 14. The District wishes to sunshine Article 5 and Article 11.

7. PUBLIC HEARING – SUNSHINING ITEMS TO BE NEGOTIATED BETWEEN MTA AND MUSD

Both the Certificate Employees of Mendocino Unified Schools (MTA) and the District will present their openers for the negotiation of the MTA Contract for the 2020-21 school year.

This Item was pulled from the agenda.

8. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

- 8.1. Approval of Warrants
 - 8.1.1. 9/3/20, 9/10/20, 9/17/20, 9/24/20, 10/1/20
- 8.2. Approval of Minutes
 - 8.2.1. Board Meeting Minutes: 9/10/20, 9/16/20, 9/30/20
- 8.3. Approval of Employment/Personnel Changes
 - 8.3.1. Approve Column Move from 3 to 4, Certificated Employee, 1.0 FTE, effective 10/1/20
- 8.4. Approval of the Current Budget Change Report
- 8.5. Approval of Enrollment History, Preliminary Current Year Enrollment and Projection
- 8.6. Approval of Williams Settlement Quarterly Uniform Complaint Report for School Year 2020-21, Quarter 1
- 8.7. Approval of Notice of Public Sale of Personal Property and Request for Bids
- 8.8. Approval of School Single Plans
- 8.9. Approval of Student Body Account Reports for August and September 2020
- 8.10. Approval of Quarter 1 Investment Reports
- 8.11. Approval of Classified Seniority List
- 8.12. Approval of Certificated Seniority List
- 8.13. Approval of MOU between MUSD and North Coast School of Education
- 8.14. Final Approval of Board Policy/Administrative Regulation/Exhibits
 - 8.14.1. BP/AR/E 1312.3: Uniform Complaint Procedures (UCP) (community relations)
 - 8.14.2. AR/E 1312.4: Williams Uniform Complaint Procedures (community relations)
 - 8.14.3. BP/E 3555.0: Nutrition Program Compliance (business and noninstructional operations)

MSA Schaeffer/Aum (5/0) to approve the Consent Agenda.

9. REPORTS**9.1. Student Trustee – Olivia Jung**

Student Trustee Jung reported that ASB is trying to find unique ways to keep up the community spirit among students. They have moved Homecoming to next semester just in case things return to some sort of normal. If not, they will figure something else out. They are planning to do virtual dress up days for both Homecoming and Halloween. They are creating a website for more communication/access. Club Rush recently took place and some clubs are already meeting. The Quarter ends at the end of the month so many students are making sure their work is done and turned in.

9.2. Administrative**9.2.1. Principal – Tobin Hahn**

Principal Hahn gave a presentation. See attached.

9.2.2. Superintendent – Jason Morse

Superintendent Morse stated that he is busier than ever. There have been a couple of bumps in the road with the state architect as it relates to the progress of the High School Modernization program. QKA will present to the Board in the coming months. There continues to be internet support for families with over 25 families currently being served in some capacity with internet connection costs being paid for by the District. There is no word yet from the State regarding standardized testing for this year. The K-8 is slowly expanding in-person instruction. The hope is to get the high school to offer more as well. Thank you to the Board for their continued dedication over the past several months. There have been several more meetings recently than normal which means more time on their end.

9.3. Bargaining Units**9.3.1. Mendocino Teachers Association (MTA)**

Co-president Pam Duncan agrees with everything Principal Hahn had said in his presentation. Remote learning seems to be working for most students. However, it is a lot of work for teachers to prep for. It means taking something that you typically teach in person and adapting it to a virtual format. MTA would like to encourage the Board to agree to remote learning through the semester. Protocols are in place for those students that are struggling and relationships are being worked on hard. Staff does not wish to toggle back and forth between hybrid/distance and all distance. It is not effective. Continuity is important. MTA also would like the Board to support the Reduced Workload option.

9.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

There was no one present from CEMUS.

9.4. Board Trustee Reports

Trustee Morton wishes to thank everyone for their hard work. His wife is tutoring online and realizes just how hard it is.

Trustee Grinberg wishes to thank all involved. The school community faced quite a challenge in March and it is nice to see the successes. Teachers bring so much to their students.

10. TIMED ITEM 6:30 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

A member of the community wanted to make sure the Board was aware that the Lease/Leasback program being considered will preclude local contractors from participating due to a law requiring 60% of workers to have been through an approved apprentice program.

11. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

11.1. Adoption of Mitigated Negative Declaration and Mitigation Monitoring and Reporting Program and Approval of the MUSD Water System Reconstruction Project

11.1.1 Adoption of Resolution 2020-18 - Resolution of the Mendocino Unified School District Adopting a Mitigated Negative Declaration, Approving the Project, and Adopting A Mitigation Monitoring And Reporting Program for the Water System Reconstruction Project (action)

MSA Schaeffer/Aum (5/0) to adopt/approve the Mitigated Negative Declaration and Mitigation Monitoring and Reporting Program and MUSD Water System Reconstruction Project.

11.2. MUSD Deferred Maintenance Plan

Maintenance Supervisor, Otto Rice, will provide an update on the Deferred Maintenance Plan. (action)

MSA Grinberg/Morton (5/0) to approve the MUSD Deferred Maintenance Plan

11.3. Budget Update

Business Manager Jason Fruth will present the MUSD Unaudited Actuals Financial Report and request approval by the Board. These mandated financial reports detail the "Unaudited Actuals" revenues and expenses for school year 2019-20. The reports for each fund include columns that represent the "Unaudited Actuals" for the 2019-20 school year. The reports for each fund also include informational columns that represent the budget for 2020-21. (action)

MSA Schaeffer/Grinberg (5/0) to approve the MUSD Unaudited Actuals Financial Report (see attached).

11.4. 2020-21 School Year Reassessment

The Board will revisit the decision made at the Special Board Meeting on July 23, 2020 wherein the Board moved and approved to "move to distance learning for the first 9 weeks of instruction, meeting again to re-evaluate this decision at the October 15, 2020 Board meeting." (action)

MSA Grinberg/Morton (5/0) to continue with the current distance learning model through the end of the semester with the Board revisiting the decision at the December Board meeting. The Board is requesting updates from the Principals and Superintendent on the processes being created for other options.

11.5. Consideration of Reduced Workload Program for 2021-22

As per the negotiated MTA Contract, the District must declare by November 15th of each year whether certificated employees will be offered the reduced workload retirement option for the following year (action)

MSA Grinberg/Aum (5/0) to approve the Reduced Workload Program for 2021-22.

11.6. Approval/Authorization of Certificate Teaching Assignments

11.6.1. Approval of assignment of 7th Grade Self-Contained teacher under Education Code 44263 which allows the holder of a teaching credential, usually a General Secondary, Standard Secondary or Single Subject, to serve by resolution of the governing board and with the consent of the teacher, in a self-contained classroom if the teacher has completed 60

semester hours of course work equally distributed among the four subject areas in Ed Code 44314. (action)

- 11.6.2. Approval of assignment of 7th Grade Self-Contained teacher under Education Code 44263 which allows the holder of a teaching credential, usually a General Secondary, Standard Secondary or Single Subject, to serve by resolution of the governing board and with the consent of the teacher, in a self-contained classroom if the teacher has completed 60 semester hours of course work equally distributed among the four subject areas in Ed Code 44314. (action)
- 11.6.3. Approval of assignment of 8th Grade Self-Contained teacher under Education Code 44263 which allows the holder of a teaching credential, usually a General Secondary, Standard Secondary or Single Subject, to serve by resolution of the governing board and with the consent of the teacher, in a self-contained classroom if the teacher has completed 60 semester hours of course work equally distributed among the four subject areas in Ed Code 44314. (action)
- 11.6.4. Approval of assignment of Tk-8 Grade Distance Learning teacher under Education Code 44263 which allows the holder of a teaching credential, usually a General Secondary, Standard Secondary or Single Subject, to serve by resolution of the governing board and with the consent of the teacher, in a self-contained classroom if the teacher has completed 60 semester hours of course work equally distributed among the four subject areas in Ed Code 44314. (action)

MSA Grinberg/Morton (5/0) to approve the above assignments.

- 11.7. Consideration and approval of Resolution 2020-16 Adopting Procedures and Guidelines for Selection of Lease-Leaseback Contractor (action)

MSA Schaeffer/Aum (3/2 roll call vote) to pull item 11.7 for further discussion at the November Board meeting.

Roll call vote: Trustee Gay (aye), Trustee Grinberg (aye), Trustee Schaeffer (aye), Trustee Aum (nay), Trustee Morton (nay).

The Board would like to hold an additional Facilities Committee meeting to discuss and address local labor and review the resolution that was presented.

- 11.8. Consideration and approval of Resolution 2020-17 regarding the 2019-20 Actual and 2020-21 Budget Gann Limit Resolution. The Board is required to annually approve the calculation of the Gann Limit. Attached is a "Fiscal Report" by School Services of California which explains how the Gann Limit is calculated and what it means for our District. (action)

MSA Morton/Grinberg (5/0) to approve Resolution 2020-17.

- 11.9. Board Policies and Administrative Regulations (as a first reading)

- 11.9.1. BP/AR 4119.11, 4219.11, 4319.11: Sexual Harassment (personnel)

- 11.9.2. AR 4119.12, 4219.12, 4319.12: Title IX Harassment Complaint Procedures (personnel)

- 11.9.3. BP/AR 5145.7: Sexual Harassment (students)

- 11.9.4. AR Title IX Sexual Harassment Complaint Procedures (students)

MSA Schaeffer/Grinberg (5/0) to approve the Board policies as a first reading.

- 11.10. Board Policies and Administrative Regulations (for information only)
 - 11.10.1. BP/AR 1340.0: Access to District Records (community relations)
 - 11.10.2. BP/AR 4113.0: Assignment (personnel)

The Board would like to see these policies as a first reading at the November Board meeting.


12. FUTURE AGENDA ITEMS


Emergency Operations Plan, Strategic Plan, MCN 1st Qtr Report, Developer Fee Resolution, Inter-district Transfer Report

13. ADJOURNMENT


The next Board meeting is scheduled for **November 19, 2020**.

The meeting was adjourned at 8:22 P.M.

 **Mendocino Unified School District**
Recycled Water Project

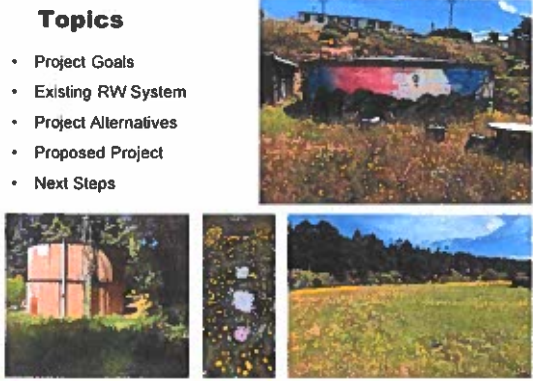



Presented by:
Matt Kennedy, PE

 October 15, 2020

Topics

- Project Goals
- Existing RW System
- Project Alternatives
- Proposed Project
- Next Steps






Project Goals

Mendocino Unified School District was awarded a Planning Grant through Proposition 1 State Water Resources Control Board's Clean Water State Revolving Fund (CWSRF):

- Evaluate alternatives to expand the existing recycled water use to reduce reliance on groundwater for irrigation and improve fire protection.
- Develop an engineering report, prepare a design, CEQA document and permits of a preferred project.
- Develop a CWSRF construction funding application for MUSD to construct the project.





Recycled Water System Background

RW System Constructed

- 1998

Source

- MCCSD WWTP (disinfected tertiary recycled water)

WWTP System

- Extended aeration activated sludge
- Secondary clarification
- Tertiary filtration
- Chlorination (disinfection)

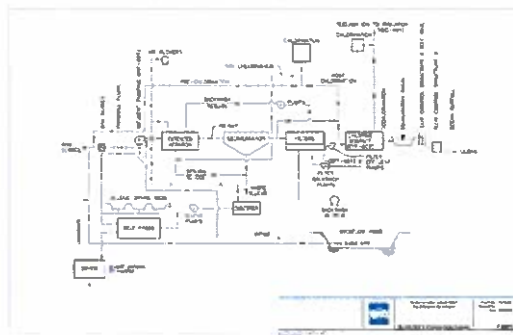
RW System Condition

- Approaching 30 years in service
- Grandfathered system in need of upgrades

Wastewater Collection System



WWTP Process Overview



Recycled Water System

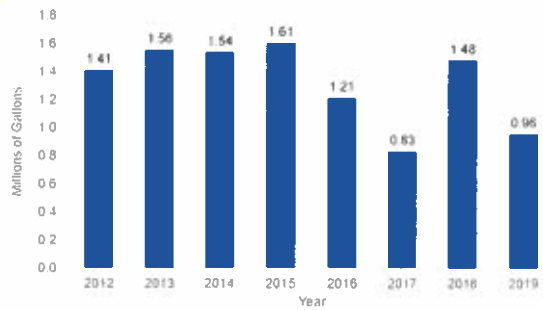


Mendocino High School Irrigation

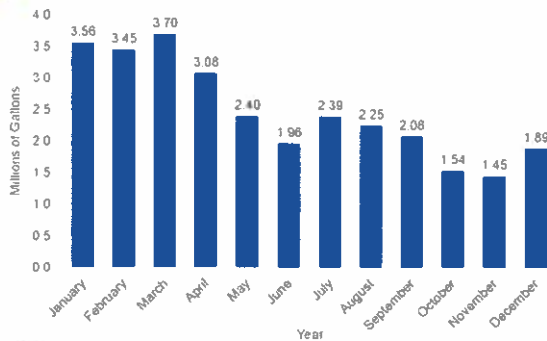


- 2-inch transmission pipe
- 55 000 gallon concrete tank
- Booster pump
- Athletic field irrigation system

Annual Recycled Water Use at MHS

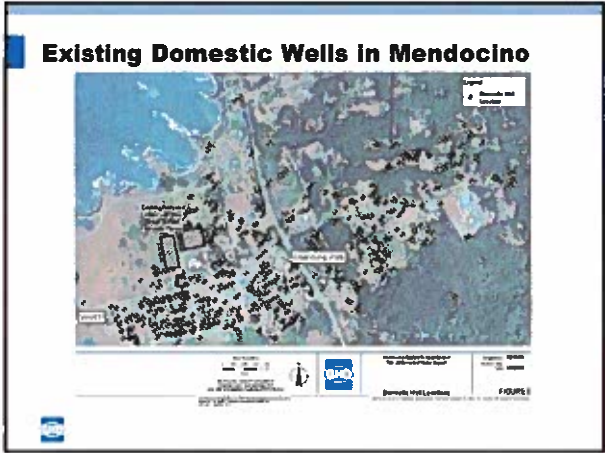


MCCSD Recycled Water Production (2010-2019)



Why Pursue a Recycled Water Project

- Reduce reliance on limited groundwater supplies for irrigation
- Increase beneficial use of limited water resources
- Increase fire protection
 - Greater storage capacity
 - More fire hydrants in the community
- Reduce insurance rates



- ### How much recycled water could be used by MUSD?
- Agronomic Analysis
 - Soil characteristics
 - RW characteristics
 - Plant species to be irrigated
 - Climate conditions
 - Use of fertilizers
 - Average monthly effective precipitation
- $$Pe = (0.70917) * (Pr^{0.82416} - 0.11556) + (10^{0.02426} * ETC) * S.F.$$

- ### How much recycled water could be used?
- Average monthly evapotranspiration rate
 - Irrigation occurs when evapotranspiration is greater than precipitation
 - Estimate agronomic demand for crop/plant types (mostly turf or sod) – monthly irrigation depth
 - Apply the irrigation depth over an irrigation area to obtain a volume of water

How much recycled water could be used?

Month	Turf (GPD)			Garden (GPD)	Combined (GPD)
Month	MHS (5.00 acres)	K-8 School (3.13 acres)	Friendship Park (1.00 acres)	Community Garden (0.10 acres)	Average Daily Demand
April	4,387	2,735	856	174	8,132
May	10,880	6,675	2,089	268	19,691
June	14,709	9,210	2,883	327	27,128
July	18,293	10,201	3,193	383	30,070
August	13,838	8,540	2,673	294	25,145
September	10,545	6,603	2,067	193	19,407
October	3,127	1,958	613	52	5,750
Average	10,477	6,560	2,053	241	19,332

- During irrigation season (April – October): about half of what is produced by MCCSD each day

Development & Evaluation of Project Alternatives

What can be irrigated?

- Funding restricts to lands owned by MUSD
 - K-8 School
 - Friendship Park and Community Garden
 - Mendocino High School
- MHS is already using RW water
- K-8 School irrigation system installed with purple pipe
- Friendship Park: needs a new system

Development of Alternatives

- Alternative 1: A complete system
- Alternative 2: A partial system
- Alternative 3: Replace existing
- Alternative 4: Do nothing

Alternative 1: A Complete System

- Disconnect and abandon the existing 2" recycled water pipe, decommission the existing concrete tank and booster pumps at MHS
- Decommission the existing underground concrete tank at Friendship Park
- Construct a new 250,000 gallon bolted stainless steel storage tank at the MUSD tank and well site. Storage tank sizing is described in Section 9.
- Construct new recycled water distribution mains extending from the MCCSD WWTP to MHS, Friendship Park and the K-8 school connecting to the new storage tank.
- Construct new water quality monitoring and chlorination facilities at the MUSD tank and well site.
- Provide SCADA monitoring for water quality, system flow and tank level control
- Provide new recycled water services to MHS, Friendship Park, the community garden and the K-8 school.
- Construct a new irrigation system for Friendship Park
- Provide 15 new fire hydrants

Alternative 1: A Complete System



Alternative 2: A Partial System

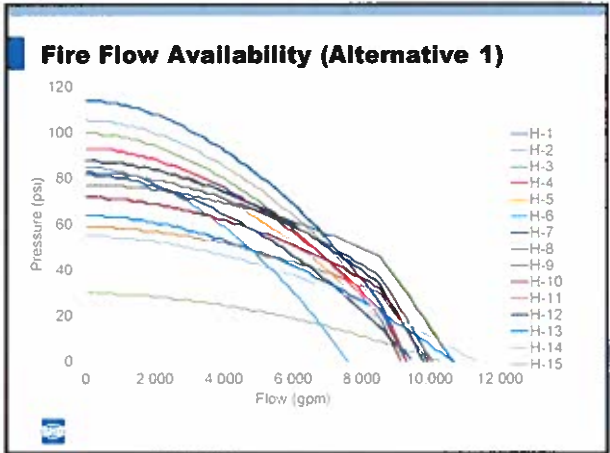
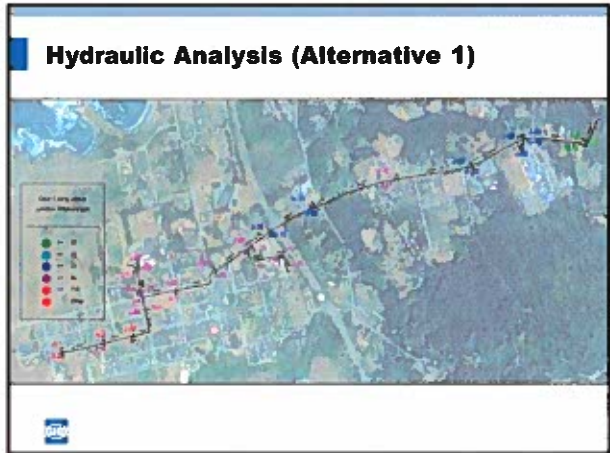
- Replace the existing recycled water service to the 55,000 gallon concrete tank at MHS
- Expanding recycled water service to Friendship Park and the community garden
- Decommissioning the existing concrete tank at Friendship Park
- Provide a new 50,000 gallon bolted stainless steel tank including level control
- Provide a new booster pump for irrigation system pressure
- Construct a new irrigation system for Friendship Park
- Provide 10 new fire hydrants.

Alternative 2: A Partial System



Alternative 3: Replace Existing

- Replace the existing 2-inch recycled water pipe to the existing 55,000 gallon concrete tank at MHS with a new 8-inch pipe
- Provide new tank level control
- Provide six new fire hydrants



Storage Tank Sizing

- Operational Storage (Demands): 30,070 gallons
- Fire Flow Storage: 180,000 gallons
- Peak Day Factor: 1.2 (20%)

Total Storage = 1.2 x (operational storage + fire flow storage)

Total Storage = 1.2 x (30,070 + 180,000) gallons

Operational Storage = 252,084 gallons

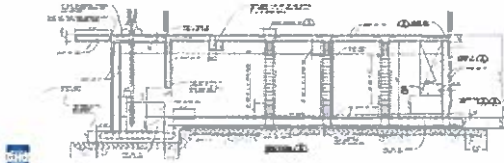
The minimum recommended total recycled water storage volume is **250,000 gallons**.

Project Cost Estimate (Alternative 1)

30 Community Garden Recycled Water Irrigation Pipeline	11.5	\$	15,000.00	\$	14,200.00
31 400' 24" diam. Gravity Box 2' 0" in. Recycled Water to an Area - Crossing	1.5	\$	43,000.00	\$	43,000.00
32 Recycled Water Storage Tank	1.0	\$	4,000.00	\$	4,000.00
33 Water Cistern	100.0	\$	50.00	\$	5,000.00
34 150' 18" dia. Recycled Water Storage Tank	1.0	\$	4,000.00	\$	4,000.00
35 Recycled Water Storage Tank	1.0	\$	4,000.00	\$	4,000.00
36 Recycled Water Storage Tank	1.0	\$	3,500.00	\$	24,500.00
SUBTOTAL				\$	3,129,200
Estimate Contingency (15%)				\$	528,880
SUBTOTAL				\$	4,958,100
Construction Contingency (15%)				\$	743,715
CONSTRUCTION SUBTOTAL				\$	4,683,400
Construction Engineering and Geotech (1.5%)				\$	88,951
Construction Management & Inspection (1.5%)				\$	88,951
Project Administration (1.5%)				\$	88,951
CONSTRUCTION SUPPORT SUBTOTAL				\$	266,853
				\$	4,950,253
				\$	5,902,813

WWTP Improvements (Required)

- New Chlorination System
- New Chlorine Contact Chamber & RW Storage
- New Recycled Water Pumping System
- Yard Piping to the WWTP Gate at Kelly Street



Next Steps

Project Schedule

Task	Project Phase	Anticipated Start (Beginning of Month)	Anticipated Completion (End of Month)
1.1	Draft Recycled Water Feasibility Study Report	April 2020	October 2020
1.2	Final Recycled Water Feasibility Study Report	October 2020	November 2020
1.3	Draft Fiscal Sustainability Plan	January 2021	May 2021
1.4	Final Fiscal Sustainability Plan	June 2021	July 2021
2.1	Site Topographic Survey	January 2021	February 2021
2.2	Geotechnical Investigation & Report	January 2021	February 2021
2.3	60% Plans, Specifications & Estimate	November 2020	April 2021
2.4	90% Plans, Specifications & Estimate	April 2021	June 2021
2.5	100% Plans, Specifications & Estimate	June 2021	August 2021
3.1	Draft Environmental Documents	December 2020	April 2021
3.2	Final Environmental Documents	May 2021	July 2021
4.1	Prepare & Submit Permit Applications	June 2021	July 2021
5.1	Prepare CWSRF Construction Application	August 2021	September 2021

Feedback & Questions

Water Project Update

- Test Well Project Bid (October 15, 2020)
 - Constructs and tests a 6-inch diameter well (45-ft deep) on MUSD tank site parcel
 - Intent is to cap the well and complete it with the overall water project
- Design of Recommended Project (awaiting State DFA approval to proceed)
- Complete and submit permit applications
- Apply for DWSRF Construction Grant



Potable and Recycled Water Site



THANK YOU



PLAN EXECUTE ANALYZE DELIVER
GHD GHD GHD GHD



www.ghd.com



High School Report

October 15, 2020

Thank you staff, students, and parents

Distance Learning

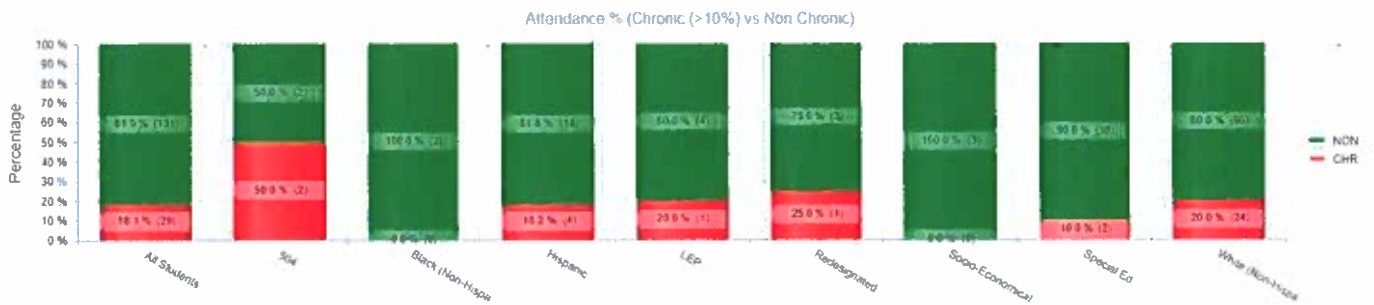
- **Technology**
 - Primary issues mostly resolved
 - Secondary issues
 - Power outages
 - Localized internet outages
- **Schedule**
 - Minor adjustments
 - Shift synchronous/asynchronous balance
- **Academic and social-emotional interventions**
 - Engagement team / Intervention system
 - Increased contact with families
- **Engagement**

Engagement

- **Behavioral Engagement**
 - Students know how to “do school”
- **Cognitive Engagement**
 - Psychological effort students exert
- **Emotional Engagement**
 - Affective dimension

Engagement - attendance

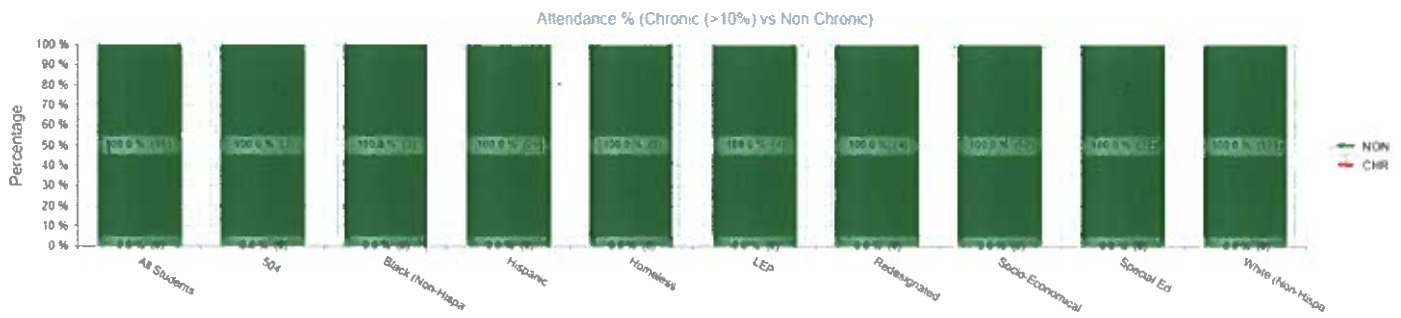
2019-2020



Schools: Mendocino HS
 Grades: 9, 10, 11, 12

Engagement - attendance

2020



Schools: Mendocino HS
Grades: 9, 10, 11, 12

Engagement - achievement

Deficiency Notices 1st quarter 2020:

9th - 18

10th - 19

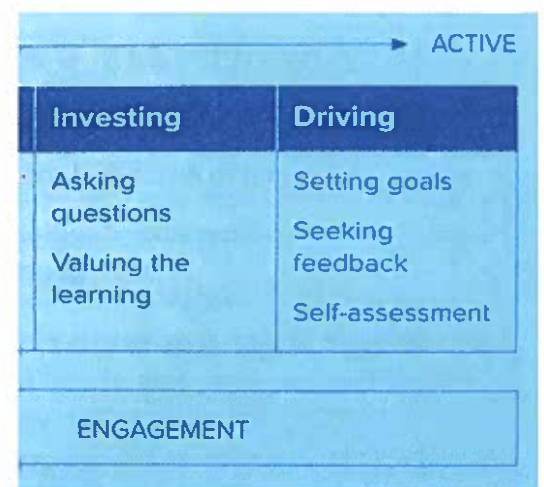
11th - 6

12th - 4

- Normal to low number of notices
- Transitioning students need more support

Future - work toward “Driving”

- **Goal Setting**
- **Feedback**
- **Self-assessment**



Looking Ahead

- **Hybrid model**
 - Any hybrid model will continue to rely on distance learning
- **Concerns about proposed hybrid model**
 - Disruption of going in and out of hybrid model
 - Teacher workload - effectively parallel duties
 - Less contact time with students
- **Possible solution**
 - 3-1-flex Hybrid
- **Pandemic not improving**

Mendocino Unified School District



MINUTES

Special Board Meeting

NOVEMBER 5, 2020

**MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460**

5:00 P.M. OPEN SESSION - VIA TELECONFERENCE

Join Zoom Meeting

<https://zoom.us/j/97093549774?pwd=SDJmdm00RUhXamM1Z0VkYS9rUzIzd09>

Meeting ID: 970 9354 9774 Passcode: h7KRF6

Dial by your location

+1 669 900 9128 US (San Jose)

Meeting ID: 970 9354 9774 Passcode: 852443

Please "mute" your device during the meeting.

MUSD is not available for technical support for remote meetings.

If the public wishes to make a comment regarding any closed session item before the Board adjourns to closed session, please email JMorse@mcn.org

5:45 P.M. CLOSED SESSION - VIA TELECONFERENCE

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at doerin@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 5:00 P.M. OPEN SESSION

1.1 Call to order and roll call

The meeting was called to order at 5:13 P.M. Virtually present were Trustees Gay, Morton, Schaeffer, Grinberg, Aum and Student Trustee Jung.

1.2 Approval of agenda

MSA Grinberg/Morton (5/0) to approve the agenda

2. TIMED ITEM 5:30 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

There were no parent/community comments.

3. CONSENT AGENDA

3.1 Approval of MOU between MUSD and CEMUS regarding the updated 2020-21 Classified Salary Schedule.

MSA Schaeffer/Morton (5/0) to approve the Consent Agenda as presented.

4. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

4.1. Discussion and possible action regarding the various construction delivery models relating to the High School Bond project (action)

MSA Aum/Morton to proceed with the Lease/Leaseback method. (4/1)

Roll call vote:

Trustee Gay – Aye

Trustee Morton – Aye

Trustee Schaeffer – Nay

Trustee Grinberg – Aye

Trustee Aum – Aye

4.2. Consideration and approval of Resolution 2020-16 Adopting Procedures and Guidelines for Selection of Lease-Leaseback Contractor (action)

MSA Aum/Grinberg (5/0) to approve Resolution 2020-16.

Roll call vote:

Trustee Gay – Aye

Trustee Morton – Aye

Trustee Schaeffer – Aye

Trustee Grinberg – Aye

Trustee Aum - Aye

5. ADJOURNMENT

The next Board meeting is scheduled for **November 19, 2020.**

The meeting was adjourned at 5:37 P.M.

6. 5:45 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

6.1. Call to order and roll call

The meeting was called to order at 5:45 P.M. Virtually present were Trustees Gay, Morton, Schaeffer, Grinberg, Aum

6.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

The President verbally identified the agenda items to be discussed.

7. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

8. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962.

8.1. Public Employee Performance Evaluation (Government Code 54957)

Title: Superintendent

8.2. Public Employee Discipline/Dismissal/Release (Government Code 54957)

9. ADJOURNMENT

The meeting was adjourned at 7:12 P.M.

		October	November	
EXPENDITURES:		Meeting	Meeting	Change
CERTIFICATED SALARIES				
1100	Teachers' Salaries	\$2,686,849	\$2,686,849	\$0
1200	Pupil Support Salaries	\$298,146	\$298,146	\$0
1300	Supervisors' and Admin Salaries	\$367,078	\$367,078	\$0
1900	Other Certificated Salaries	\$600	\$600	\$0
Total Certificated Salaries		\$3,352,673	\$3,352,673	\$0
CLASSIFIED SALARIES				
2100	Instructional Aides' Salaries	\$225,678	\$225,678	\$0
2200	Support Salaries	\$596,744	\$596,744	\$0
2300	Supervisors' and Admin Salaries	\$383,922	\$383,922	\$0
2400	Clerical and Office Salaries	\$439,022	\$439,022	\$0
2900	Other Classified Salaries	\$19,736	\$19,736	\$0
Total Classified Salaries		\$1,665,102	\$1,665,102	\$0
EMPLOYEE BENEFITS				
310X	STRS	\$847,633	\$847,633	\$0
320X	PERS	\$359,542	\$359,542	\$0
33XX	OASDI/Medicare	\$182,020	\$182,020	\$0
340X	Health & Welfare Benefits	\$903,203	\$903,203	\$0
350X	Unemployment Insurance	\$2,432	\$2,432	\$0
360X	Workers' Compensation	\$150,201	\$150,201	\$0
370X	Other Post-Employment Benefits	\$53,877	\$53,877	\$0
390X	Other Benefits (Ret. Inc. & Board bene.)	\$40,826	\$40,826	\$0
3xxx	Est Staff Red	-\$50,000	-\$50,000	\$0
Total Employee Benefits		\$2,489,733	\$2,489,733	\$0
BOOKS AND SUPPLIES				
4100	Approved Textbooks & Core Materials	\$0	\$0	\$0
4200	Books & Other Reference Materials	\$33,031	\$33,031	\$0
4300	Materials and Supplies	\$275,696	\$275,696	\$0
4400	Noncapitalized Equipment	\$50,500	\$50,500	\$0
Total Books and Supplies		\$359,227	\$359,227	\$0
SERVICES, OTHER OPERATING EXPENSES				
5100	Subagreements for Services	\$35,000	\$35,000	\$0
5200	Travel & Conference	\$32,263	\$16,409	-\$15,854
5300	Dues and Memberships	\$27,783	\$18,805	-\$8,978
5450	Insurance	\$88,805	\$89,492	\$687
5500	Operation & Housekeeping Services	\$223,122	\$225,965	\$2,843
5600	Rentals, Leases, Repairs, Improvmts	\$37,400	\$41,656	\$4,256
5800	Consulting Svcs and Op Expenses	\$341,042	\$265,880	-\$75,162
5900	Communications	\$45,493	\$34,701	-\$10,792
Total Services and Other Operating Expenses		\$830,907	\$727,907	-\$103,000
CAPITAL OUTLAY				
6400	Equipment / Equipment Replacement	\$58,887	\$0	-\$58,887
Total Capital Outlay		\$58,887	\$0	-\$58,887
OTHER OUTGO				
7299	All Other Transfer Out to All Other	\$0	\$0	\$0
7300-7399	Transfer of Indirect Costs	-\$6,000	-\$6,000	\$0
7439	Debt Service - Principal & Interest	\$0	\$0	\$0
Total Other Outgo		-\$6,000	-\$6,000	\$0
TOTAL EXPENDITURES		\$8,750,528	\$8,588,642	-\$161,887
OTHER FINANCING SOURCES AND USES				
8919	Transfer In from MCN Fund	\$40,000	\$40,000	\$0
7612	Transfer Out to Special Reserve Fund	\$0	\$0	\$0
7611	Transfer Out to State Preschool Fund	-\$33,178	-\$33,178	\$0
7616	Transfer Out to Cafeteria	-\$149,697	-\$149,697	\$0
7619	Transfer Out to MCN - telecom	-\$8,190	-\$8,190	\$0
TOT. OTHER FINANCING SOURCES & USES		-\$151,066	-\$151,066	\$0

Less Travel
Less Dues
Match Actual
Match Actual
Match Actual
Athletics, Code Corrections
Macth Actual, Historicals

No Vans

NET INCREASE (DECR) IN FUND BALANCE		-\$191,194	\$46,925	\$238,119
		October	November	
		Meeting	Meeting	Change
FUND BALANCE, RESERVES				
	Beginning Fund Balance	\$2,517,006	\$2,517,006	\$0
	Ending Fund Balance	\$2,325,812	\$2,563,931	\$238,119
COMPONENTS OF ENDING FUND BALANCE				
9711	Revolving Cash	\$10,000.00	\$10,000.00	\$0
9740	Restricted Balances	\$34,019.33	\$34,019.33	\$0
9789	Designated for Econ Uncertainty	\$368,260.00	\$368,260.00	\$0
9780	Other Designations:			
9790	General (Undesignated) Reserve	\$1,913,533	\$2,151,652	\$238,119

KEY TRANSFERS IMPACTING THE GENERAL FUND UNALLOCATED RESERVE:

Transfer # Purpose	Amount
Total	\$0



10700 Ford Street
P.O. Box 2445
Mendocino, CA 95460
(707) 937-1444 ext 123 • (800) 796-3896 • fax (707) 937-0733
www.mcn.org • manager@mcn.org

MCN Manager's First Quarter 2020-2021 Report MUSD Board of Directors November 19, 2020

First Quarter

1. Revenue

- a. Revenue for Q1 was \$587,849 compared to \$557,033 for Q1 19-20 and a budget of \$587,714.

	19-20	Projected	Actual
July	\$185,037	\$196,110	\$195,148
August	\$186,667	\$195,570	\$197,465
September	\$185,329	\$196,034	\$195,236
Total	\$557,033	\$587,714	\$587,849

2. Expense

- a. Expense for Q1 was \$644,368 compared to \$557,583 for Q1 19-20 and a budget of \$633,528.

	19-20	Projected	Actual
July	\$193,513	\$201,613	\$209,494
August	\$181,805	\$232,212	\$233,253
September	\$182,265	\$199,703	\$201,622
Total	\$557,583	\$633,528	\$644,368

3. Net

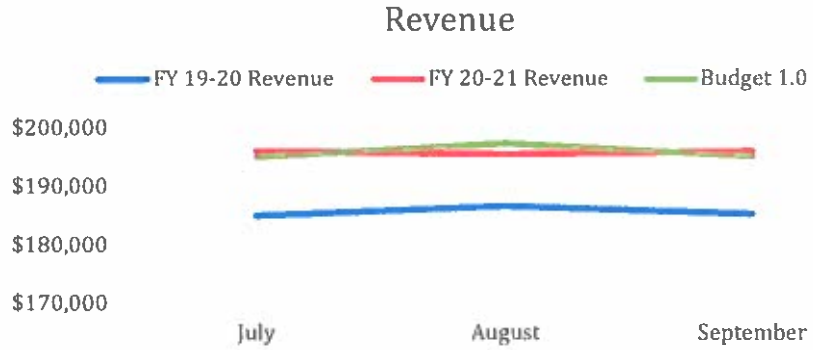
- a. Loss for Q1 was (\$56,519) compared to loss of (\$549) for Q1 19-20 and a budget of (\$45,814)

	19-20	Projected	Actual
July	(\$8,476)	(\$5,503)	(\$14,346)
August	\$4,862	(\$36,642)	(\$35,788)
September	\$3,064	(\$3,669)	(\$6,386)
Total	(\$549)	(\$45,814)	(\$56,519)

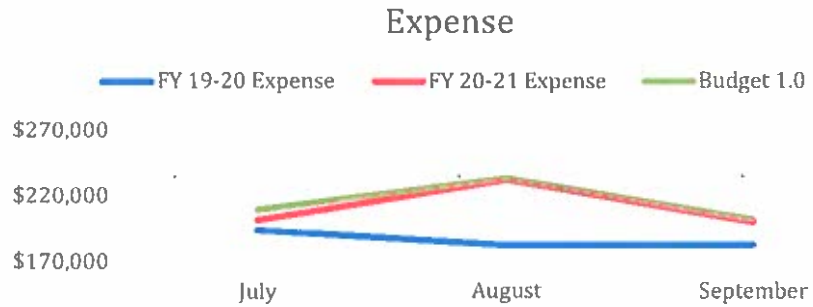


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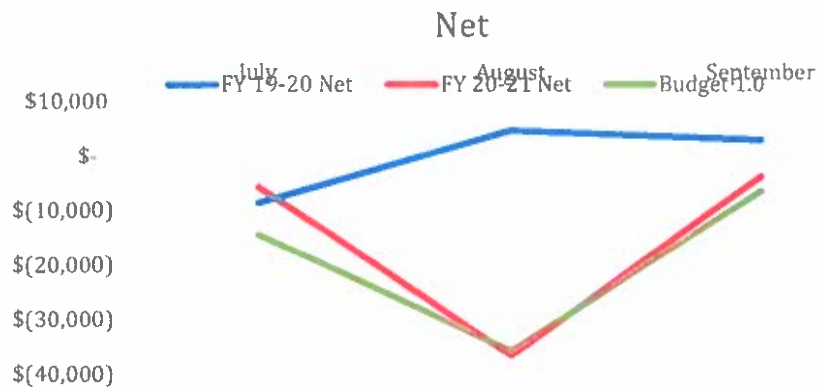
4. Graphs
 a. Revenue



b. Expense



c. Net





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5. Quarter 1 Analysis

- a. Connectivity
 - i. Net gain of Fusion was 5 compared to 10 in Q1 19-20 and a budgeted loss of 24
 - ii. Net loss of DSL was 5 compared to 4 in Q1 19-20 and a budgeted loss of 9
 - iii. Net gain of Open Air was 20 (two months) and a budgeted gain of 24
 - iv. Net customer gain was +20 compared to a gain of 8 in Q1 19-20
- b. Digital Voice
 - i. Net Digital Voice extensions was 41 compared to 18 in Q1 19-20
- c. Server Lease
 - i. Annual lease expense that has been in Q2 in previous years is in Q1 of this year causing Q1 to have much higher expenses compared to previous years. Q2 expense will be lower compared to previous years.
- d. Open Air Expense
 - i. Multiple Open Air Access point locations required unexpected expense from electricians and contractors due to electrical and staff safety issues accounted for an additional \$5,000 in Q1
- e. Equipment Expense
 - i. Modems and other equipment remain difficult to find due to COVID-19 and tariffs with China. We are pre-ordering larger quantities of equipment to keep more stock on hand

6. Operations Update

- a. Fusion sales are above projected numbers but are down more due to COVID-19 and Comcast conversions rather than Open Air Conversions
- b. Staffing issues due to family deaths, divorce, illness, childcare continue to be an issue
- c. Initial seven Open Air Access points are all live and customers are installed at every location. Customer response has been very positive but work flow and staffing issues remain a challenge

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

For submission to the governing board and the county superintendent of schools and in accordance with the public disclosure requirements of AB 1200 (Statutes of 1991, Chapter 1213), as revised by AB 2756 (Statutes of 2004), and G.C. 3547.5 (Statutes of 2004, Chapter 25)

Name of Bargaining Unit: Classified Employees of Mendocino Unified Schools (CEMUS)
 Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: January 1, 2020 and ending: June 30, 2020
(date) (date)

The Governing Board will act upon this agreement on: November 19, 2020
(date)

Copies of the board-approved budget revisions and board minutes must be submitted within 45 days. If the board-approved revisions are different from the proposed budget adjustments in Column 2 of the "Financial Impact of Proposed Agreement on Current Year General Fund" form, please provide a detailed report upon approval by the district's governing board.

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation		Annual Cost Prior to Proposed Agreement FY -	Fiscal Impact of Proposed Agreement		
			Year 1 Increase/(Decrease) FY -	Year 2 Increase/(Decrease) FY -	Year 3 Increase/(Decrease) FY -
1	Salary Schedule <small>(This is to include Step and Column, which is also reported separately in Item 6.)</small>	\$ 1,731,983	\$ 262	\$ -	\$ -
			0.02%	0.00%	0.00%
2	Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 125,241	\$ -	\$ -	\$ -
			0.00%	0.00%	0.00%
	Description of other compensation				
3	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc	\$ 540,296	\$ 81	\$ -	\$ -
			0.02%	0.00%	0.00%
4	Health/Welfare Plans	\$ 473,913	\$ -	\$ -	\$ -
			0.00%	0.00%	0.00%
5	Total Compensation - Add Items 1 through 4 to equal 5	\$ 2,871,433	\$ 344	\$ -	\$ -
			0.01%	0.00%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -
7	Total Number of Represented Employees <small>(Use FTEs if appropriate)</small>	45.00			
8	Total Compensation Average Cost per Employee	\$ 63,810	\$ 8	\$ -	\$ -
			0.01%	0.00%	0.00%
9	Cost of 1% after above compensation (salary and statutory benefits)	\$ -	\$ -	\$ -	\$ -
			#DIV/0!	#DIV/0!	#DIV/0!

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

Please provide the following explanations with regard to the Proposed Agreement described on tab 1. If you need additional space, please use the "Other Comments" section on Tab 2b. Explanations II

A.
continued

Please include comments and explanations as necessary to explain Tab 1 Proposed Agreement, including any off-schedule stipends, bonuses or other payments. If there will be composite rates, or any other specifics on any compensation changes, include specifics such as amount saved, staff affected and total cost.

Minimum wage in California is scheduled to increase to \$14.00 an hour on January 1st, 2021. We currently have 3 employees who fall under this minimum. We have placed these 3 assignments onto a new salary schedule that meets this minimum so that we may be in compliance with the law on January 1st.

Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

Health & Welfare benefits are capped at \$796.19.

B.

Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, furlough days, etc.) Include specifics such as amount saved, staff affected and total cost.

N/A

C.

What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of non-negotiated change such as staff reductions and program reductions/eliminations.

N/A

D.

Is contingency or restoration language included in the proposed agreement? If so, include specific areas identified.

N/A

E.

Source of funding for proposed agreement (both Unrestricted and restricted amounts) in the Current Year.

General Fund Revenues ● Special Reserve ● Expenditure Reductions ● Other (please explain)

1. Current Year:

General Fund Revenues

2. How will the ongoing cost of the proposed agreement be funded in future years?

General Fund Revenues ● Special Reserve ● Expenditure Reductions ● Other (please explain)

Agreement is set to expire on June 30th, 2021 at which time a new agreement will be in place which is currently being negotiated.

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

Please provide the following explanations with regard to the Proposed Agreement described on tab 1. If you need additional space, please use the "Other Comments" section on Tab 2b. Explanations II

- E. *Continued* 3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? Also indicate which General Fund Revenues ● Special Reserve ● Expenditure Reductions ● Other (please explain)

N/A

4. What is the impact of this agreement on deficit spending in the current and/or future years?

This will increase deficit spending for the current year by \$262.

5. Is this agreement part of a multiyear contract? If so, what specific years are covered?

No

6. Does this agreement have reopeners? If so, in what areas?

No

7. Other Comments

None

F. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit	CEMUS			
	Column 1 Latest Board Approved Budget before settlement as of 11/07/2020	Column 2 Adjustments as of Result of Settlement	Column 3 Other Revisions	Column 4 Total Impact on Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue Limit Source (8010-8099)	\$ 7,170,139			\$ 7,170,139
Remaining Revenues (8100-8799)	\$ 1,146,940			\$ 1,146,940
TOTAL REVENUES	\$ 8,317,079	\$ -	\$ -	\$ 8,317,079
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 3,452,999			\$ 3,452,999
Classified Salaries (2000-2999)	\$ 1,779,117	\$ 184		\$ 1,779,301
Employee Benefits (3000-3999)	\$ 2,552,355			\$ 2,552,355
Books and Supplies (4000-4999)	\$ 321,355			\$ 321,355
Services, Other Operating Expenses (5000-5999)	\$ 812,152			\$ 812,152
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support Indirect Cost (7300-7399)	\$ (6,000)			\$ (6,000)
Other Adjustments				
TOTAL EXPENDITURES	\$ 8,911,977	\$ 184	\$ -	\$ 8,912,161
Operating Surplus (Deficit)	\$ (594,898)	\$ (184)	\$ -	\$ (595,082)
Transfers In & Other Sources (8910-8979)	\$ 40,000	\$ -	\$ -	\$ 40,000
Transfers Out & Other Uses (7610-7699)	\$ 181,831	\$ 90	\$ -	\$ 181,921
Contributions (8980-8999) should 0	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (736,729)	<i>see below</i> \$ (274)	\$ -	\$ (737,003)
BEGINNING BALANCE	\$ 1,829,201	\$ 1,829,201	\$ 1,829,201	\$ 1,829,201
Prior-Year Adjustments/Restatements (9793-9795)	\$ -	\$ -	\$ -	\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,092,472	\$ 1,092,198	\$ 1,092,198	\$ 1,092,198
COMPONENTS OF ENDING BALANCE:				
Revolving Cash (9130)	\$ 10,000			\$ 10,000
Restricted				\$ -
Assigned				\$ -
Reserve for Economic Uncertainties (9789)	\$ 368,260			\$ 368,260
Unappropriated Amount (9790)	\$ 714,212			\$ 713,938
Fund 17	\$ 876,165	\$ -	\$ -	\$ 876,165

If the total amount of the adjustment column above does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e. increase was partially budgeted), explain the variance below:



H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Ed Fund 11

Enter Bargaining Unit:				
	Column 1 Latest Board Approved Budget before settlement as of: <i>enter date</i>	Column 2 Adjustments as of Result of Settlement	Column 3 Other Revisions	Column 4 Total Impact on Budget Cols 1+2+3
REVENUES				
LCFF Revenue Limit Source (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ -	\$ -	\$ -	\$ -
Books and Supplies (4000-4999)	\$ -	\$ -	\$ -	\$ -
Services, Other Operating Expenses (5000-5999)	\$ -	\$ -	\$ -	\$ -
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
Operating Surplus (Deficit)	\$ -	\$ -	\$ -	\$ -
Transfers In & Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out & Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	\$ -	\$ -	\$ -
BEGINNING BALANCE	\$ -	\$ -	\$ -	\$ -
Prior-Year Adjustments/Restatements (9793/9795)	\$ -	\$ -	\$ -	\$ -
CURRENT-YEAR ENDING BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING BALANCE:				
Revolving Cash (9130)	\$ -	\$ -	\$ -	\$ -
Restricted	\$ -	\$ -	\$ -	\$ -
Assigned	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amount (9790)	\$ -	\$ -	\$ -	\$ -

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund 12

Enter Bargaining Unit				
	Column 1 Latest Board Approved Budget before settlement as of: <i>enter date</i>	Column 2 Adjustments as of Result of Settlement	Column 3 Other Revisions	Column 4 Total Impact on Budget Cols 1+2+3
REVENUES				
LCFF Revenue Limit Source (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ -	\$ -	\$ -	\$ -
Books and Supplies (4000-4999)	\$ -	\$ -	\$ -	\$ -
Services, Other Operating Expenses (5000-5999)	\$ -	\$ -	\$ -	\$ -
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
Operating Surplus (Deficit)	\$ -	\$ -	\$ -	\$ -
Transfers In & Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out & Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	\$ -	\$ -	\$ -
BEGINNING BALANCE	\$ -	\$ -	\$ -	\$ -
Prior-Year Adjustments/Restatements (9793/9795)	\$ -	\$ -	\$ -	\$ -
CURRENT-YEAR ENDING BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING BALANCE:				
Revolving Cash (9130)	\$ -	\$ -	\$ -	\$ -
Restricted	\$ -	\$ -	\$ -	\$ -
Assigned	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amount (9790)	\$ -	\$ -	\$ -	\$ -

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund 13

Enter Bargaining Unit:	CEMUS			
	Column 1 Latest Board Approved Budget before settlement as of: 11/07/2020	Column 2 Adjustments as of Result of Settlement	Column 3 Other Revisions	Column 4 Total Impact on Budget Cols 1+2+3
REVENUES				
LCFF Revenue Limit Source (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 146,000	\$ -	\$ -	\$ 146,000
TOTAL REVENUES	\$ 146,000	\$ -	\$ -	\$ 146,000
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ 94,705	\$ 90	\$ -	\$ 94,795
Employee Benefits (3000-3999)	\$ 56,203	\$ -	\$ -	\$ 56,203
Books and Supplies (4000-4999)	\$ 112,950	\$ -	\$ -	\$ 112,950
Services, Other Operating Expenses (5000-5999)	\$ 7,400	\$ -	\$ -	\$ 7,400
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 6,000	\$ -	\$ -	\$ 6,000
Other Adjustments				
TOTAL EXPENDITURES	\$ 277,258	\$ 90	\$ -	\$ 277,348
Operating Surplus (Deficit)	\$ (131,258)	\$ (90)	\$ -	\$ (131,348)
Transfers In & Other Sources (8910-8979)	\$ 131,258	\$ 90	\$ -	\$ 131,348
Transfers Out & Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	\$ -	\$ -	\$ -
BEGINNING BALANCE	\$ -	\$ -	\$ -	\$ -
Prior-Year Adjustments/Restatements (9793/9795)	\$ -	\$ -	\$ -	\$ -
CURRENT-YEAR ENDING BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING BALANCE:				
Revolving Cash (9130)	\$ -	\$ -	\$ -	\$ -
Restricted	\$ -	\$ -	\$ -	\$ -
Assigned	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amount (9790)	\$ -	\$ -	\$ -	\$ -

G. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

**Multi-Year Projection
General Fund 01**

Enter Bargaining Unit:	CEMUS		
	Year 1	Year 2	Year 3
	FY: 20/2021	FY: 21/2022	FY: 22/2022
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue Limit Sources (8010-8099)	\$ 7,170,139	\$ 7,248,114	\$ 7,328,679
Remaining Revenues (8100-8799)	\$ 1,146,940	\$ 1,091,534	\$ 1,091,535
TOTAL REVENUES	\$ 8,317,079	\$ 8,339,648	\$ 8,420,214
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 3,452,999	\$ 3,422,059	\$ 3,490,500
Classified Salaries (2000-2999)	\$ 1,779,301	\$ 1,718,174	\$ 1,758,148
Employee Benefits (3000-3999)	\$ 2,552,355	\$ 2,574,034	\$ 2,721,895
Books and Supplies (4000-4999)	\$ 321,355	\$ 321,355	\$ 321,355
Services, Other Operating Expenses (5000-5999)	\$ 812,152	\$ 767,152	\$ 772,152
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ (6,000)	\$ (6,000)	\$ (6,000)
Other Adjustments	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 8,912,161	\$ 8,796,773	\$ 9,058,049
Operating Surplus (Deficit)	\$ (595,082)	\$ (457,125)	\$ (637,835)
Transfers In & Other Sources (8910-8979)	\$ 40,000	\$ 40,000	\$ 746,823
Transfers Out & Other Uses (7610-7699)	\$ 181,921	\$ 189,844	\$ 215,956
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (737,003)	\$ (606,969)	\$ (106,968)
BEGINNING BALANCE	\$ 1,829,201	\$ 1,092,198	\$ 485,229
Prior-Year Adjustments/Restatements (9793/9795)	\$ -	\$ -	\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,092,198	\$ 485,229	\$ 378,261
COMPONENTS OF ENDING BALANCE:			
Non Spendable/Revolving Cash/Restricted (9711-9740)	\$ 10,000	\$ 10,000	\$ 10,000
Reserved for Economic Uncertainties (9770)	\$ 368,260	\$ 368,260.00	\$ 368,260
Board Designated Amounts - Assigned (9775-9780)	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 713,938	\$ 106,969	\$ 1

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

H. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Minimum Reserve Calculation (including the cost of the proposed collective bargaining agreement).

	Year 1	Year 2	Year 3
a. Total Expenditures, Transfers Out, and other uses	\$ 9,093,808.60	\$ 8,986,616.33	\$ 9,256,123.92
b. State standard minimum reserve percentage for this district (<i>use drop down list</i>)	4%	4%	4%
c. State standard minimum reserve amount for this district (line 1 times line 2) or greater of 5% or \$65,000 ADA < 300; 4% or \$50,000 ADA = 301-1,000; 3% ADA = 1,001-30,000; 2% ADA 30,001-400,000; 1% ADA > 400,001	\$ 363,752.34	\$ 359,464.65	\$ 370,244.96

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Combined Ending Balance	\$ 1,092,471.52	\$ 485,502.81	\$ 378,260.81
b. Special Reserve Fund (17) Ending Balance	\$ 876,164.50	\$ 888,164.50	\$ 193,341.50
COMPONENTS OF ENDING FUND BALANCE			
c. Nonspendable (Revolving cash, prepaid, etc.)	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
d. Restricted			
e. Committed			
f. Assigned			
g. Reserve for Economic Uncertainty	\$ 368,260.00	\$ 368,260.00	\$ 368,260.00
h. Unassigned and Unappropriated	\$ 693,674.35	\$ 107,242.81	\$ 0.81
Subtotal Assigned, Unassigned & Unappropriated	\$ 1,061,934.35	\$ 475,502.81	\$ 368,260.81
Total Components of Ending Fund Balance	\$ 1,071,934.35	\$ 485,502.81	\$ 378,260.81
Assigned & Unassigned balances above the minimum reserve requirement	\$ 698,182.01	\$ 116,038.16	\$ (1,984.15)

3. Do unrestricted reserves meet the state standard minimum reserve amount?

Line 21 > Line 8 (will calculate)

Yes	No	Yes	No	Yes	No
X		X		X	

If "No", how do you plan to restore?

If "Yes" and reserves are higher than State required REU (line 8), please substantiate need to have higher reserves.

In uncertain economic times it is widely recommended to have reserves in excess of the state minimum requirement. Our special reserve fund is often used to b

I. Certification

To be signed by the district Superintendent and Chief Business Official upon submission to the governing board and by the Board President upon formal board action on the proposed agreement.

Signatures of the district Superintendent and the Chief Business Official must accompany the copy of the disclosure sent to the County Superintendent for review at least ten (10) days prior to the board meeting at which the agreement will be ratified.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the governing board for public disclosure of the major provisions of the agreement (as provided in the Public Disclosure of Proposed Collective Bargaining Agreement) in accordance with the requirements of AB 1200, AB 2756, and Government Code section 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of this agreement.

[Redacted Signature]

District Superintendent
(Signature)

[Redacted Date]

Date

[Redacted Signature]

District Chief Business Official
(Signature)

[Redacted Date]

Date

After public disclosure of the major provisions contained in this document, the governing board, at the following meeting, took action to approve the proposed Agreement with the [Redacted] Bargaining Unit.

Date of Board meeting:

[Redacted Date]

[Redacted Signature]

President, Governing Board
(Signature)

[Redacted Date]

Date

2020-21 Enrollment by District of Residence

Month: 1

		MUSD	FB	PA	AV	Ukiah	Other	20-21 Totals To Date	20-21 CBEDS (Oct.)	19-20 CBEDS (Oct.)
Albion	TK	2	0	0	0	0	0	2	0	2
	K	2	0	0	0	0	0	2	4	2
	1	2	0	0	0	0	0	2	3	4
	2	4	0	0	0	0	0	4	4	3
	3	4	0	0	0	0	0	4	4	1
	Total	14	0	0	0	0	0	14	15	12
Comptche	TK	0	0	0	0	0	0	0	0	0
	K	2	0	0	0	0	0	2	2	6
	1	4	0	0	0	0	0	4	4	7
	2	5	0	0	0	0	0	5	5	3
	3	0	0	0	0	0	0	0	0	5
	Total	11	0	0	0	0	0	11	11	21
MK-8	TK	1	0	0	0	0	0	1	1	8
	K	12	2	0	0	0	0	14	14	14
	1	13	0	0	0	0	0	13	13	29
	2	21	2	0	0	0	0	23	23	27
	3	23	3	0	0	0	0	26	26	22
	4	23	4	0	0	0	0	27	26	42
	5	37	1	0	0	0	0	38	39	36
	6	33	3	1	0	0	0	37	37	39
	7	24	7	0	0	0	0	31	31	47
	8	40	5	1	0	0	0	46	46	40
Total	227	27	2	0	0	0	256	256	304	
MHS	9	28	8	0	2	0	0	38	38	52
	10	41	6	2	2	0	0	51	51	40
	11	24	8	2	1	0	0	35	35	41
	12	28	7	5	1	0	0	41	41	35
	Total	121	29	9	6	0	0	165	165	168
MAS (I.S.)	TK	0	0	0	0	0	0	0	0	0
	K	0	0	0	0	0	0	0	0	2
	1	2	0	0	0	0	0	2	2	0
	2	0	0	0	0	0	0	0	0	0
	3	1	0	0	0	0	0	1	1	0
	4	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0
	6	2	0	0	0	0	0	2	2	2
	7	4	0	0	0	0	0	4	4	3
	8	4	0	0	0	0	0	4	4	1
	9	1	1	0	0	0	0	2	2	0
	10	2	0	0	0	0	0	2	2	1
	11	0	1	0	0	0	0	1	1	0
12	2	0	0	0	0	0	2	2	3	
Total	18	2	0	0	0	0	20	20	12	
SHS	9	0	0	0	0	0	0	0	0	0
	10	1	0	0	0	0	0	1	1	0
	11	3	1	0	0	0	0	4	4	3
	12	4	0	0	0	0	0	4	5	5
	Total	8	1	0	0	0	0	9	10	8
TOTAL		399	59	11	6	0	0	475	477	525

2020-21 Total Enrollment by Attendance Month

		Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	20-21 Annual Avg
Albion	TK	2										2
	K	2										2
	1	2										2
	2	4										4
	3	<u>4</u>										<u>4</u>
	Total	14										
Comptche	TK	0										0
	K	2										2
	1	4										4
	2	5										5
	3	<u>0</u>										<u>0</u>
	Total	11										
MK-8	TK	1										1
	K	14										14
	1	13										13
	2	23										23
	3	26										26
	4	27										27
	5	38										38
	6	37										37
	7	31										31
	8	<u>46</u>										<u>46</u>
Total	256											256
MHS	9	38										38
	10	51										51
	11	35										35
	12	<u>41</u>										<u>41</u>
	Total	165										165
MAS	TK	0										0
	K	0										0
	1	2										2
	2	0										0
	3	1										1
	4	0										0
	5	0										0
	6	2										2
	7	4										4
	8	4										4
	9	2										2
	10	2										2
	11	1										1
12	<u>2</u>										<u>2</u>	
Total	20											20
SHS	9	0										0
	10	1										1
	11	4										4
	12	<u>4</u>										<u>4</u>
	Total	9										9
TOTAL Enroll		475										475

2020-21 Enrollment by District of Residence

Month: 2

		MUSD	FB	PA	AV	Ukiah	Other	20-21 Totals To Date	20-21 CBEDS (Oct.)	19-20 CBEDS (Oct.)
Albion	TK	2	0	0	0	0	0	2	0	2
	K	2	0	0	0	0	0	2	4	2
	1	3	0	0	0	0	0	3	3	4
	2	4	0	0	0	0	0	4	4	3
	3	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>4</u>	<u>1</u>
	Total	15	0	0	0	0	0	15	15	12
Comptche	TK	0	0	0	0	0	0	0	0	0
	K	2	0	0	0	0	0	2	2	6
	1	4	0	0	0	0	0	4	4	7
	2	5	0	0	0	0	0	5	5	3
	3	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>
	Total	11	0	0	0	0	0	11	11	21
MK-8	TK	1	0	0	0	0	0	1	1	8
	K	12	2	0	0	0	0	14	14	14
	1	12	0	0	0	0	0	12	13	29
	2	21	2	0	0	0	0	23	23	27
	3	22	2	0	0	0	0	24	26	22
	4	23	4	0	0	0	0	27	26	42
	5	37	1	0	0	0	0	38	39	36
	6	33	3	1	0	0	0	37	37	39
	7	24	7	0	0	0	0	31	31	47
	8	<u>40</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>46</u>	<u>46</u>	<u>40</u>
Total	225	26	2	0	0	0	253	256	304	
MHS	9	28	8	0	2	0	0	38	38	52
	10	40	6	2	2	0	0	50	51	40
	11	24	8	2	1	0	0	35	35	41
	12	<u>28</u>	<u>7</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>41</u>	<u>41</u>	<u>35</u>
	Total	120	29	9	6	0	0	164	165	168
MAS (I.S.)	TK	0	0	0	0	0	0	0	0	0
	K	0	0	0	0	0	0	0	0	2
	1	2	0	0	0	0	0	2	2	0
	2	0	0	0	0	0	0	0	0	0
	3	1	0	0	0	0	0	1	1	0
	4	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0
	6	2	0	0	0	0	0	2	2	2
	7	5	0	0	0	0	0	5	4	3
	8	4	0	0	0	0	0	4	4	1
	9	1	1	0	0	0	0	2	2	0
	10	2	0	0	0	0	0	2	2	1
	11	0	1	0	0	0	0	1	1	0
12	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>3</u>	
Total	19	2	0	0	0	0	21	20	12	
SHS	9	0	0	0	0	0	0	0	0	0
	10	2	0	0	0	0	0	2	1	0
	11	3	1	0	0	0	0	4	4	3
	12	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>5</u>	<u>5</u>
	Total	9	1	0	0	0	0	10	10	8
TOTAL		399	58	11	6	0	0	474	477	525

2020-21 Total Enrollment by Attendance Month

		20-21										Annual
		Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Avg
Albion	TK	2	2									2
	K	2	2									2
	1	2	3									3
	2	4	4									4
	3	<u>4</u>	<u>4</u>									<u>4</u>
	Total	14	15									
Comptche	TK	0	0									0
	K	2	2									2
	1	4	4									4
	2	5	5									5
	3	<u>0</u>	<u>0</u>									<u>0</u>
	Total	11	11									
MK-8	TK	1	1									1
	K	14	14									14
	1	13	12									13
	2	23	23									23
	3	26	24									25
	4	27	27									27
	5	38	38									38
	6	37	37									37
	7	31	31									31
	8	<u>46</u>	<u>46</u>									<u>46</u>
Total	256	253										255
MHS	9	38	38									38
	10	51	50									51
	11	35	35									35
	12	<u>41</u>	<u>41</u>									<u>41</u>
	Total	165	164									
MAS	TK	0	0									0
	K	0	0									0
	1	2	2									2
	2	0	0									0
	3	1	1									1
	4	0	0									0
	5	0	0									0
	6	2	2									2
	7	4	5									5
	8	4	4									4
	9	2	2									2
	10	2	2									2
	11	1	1									1
12	<u>2</u>	<u>2</u>									<u>2</u>	
Total	20	21										21
SHS	9	0	0									0
	10	1	2									2
	11	4	4									4
	12	<u>4</u>	<u>4</u>									<u>4</u>
	Total	9	10									
TOTAL Enroll		475	474									475



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MICHELLE HUTCHINS
Superintendent of Schools

SERVICE

EXCELLENCE

INNOVATION

TEAMWORK

October 30, 2020

Mendocino Unified School District
James Gay, Board President
P.O. Box 1154
Mendocino, CA 95460

Dear Board President Gay,

Thank you for tirelessly leading the work in your school district during this dynamic time. Your guidance and resilience during these difficult and uncertain times are commended.

The Learning Continuity and Attendance Plan (Learning Continuity Plan) provides information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509.

- The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several pre-existing plans.
- In particular, it combines (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans.
- The Learning Continuity Plan replaces the LCAP for the 2020–21 school year. A PDF copy of each district's 2020-21 Learning Continuity and Attendance Plan will be posted on the MCOE website and should be posted on your district's website as well.

We received the LCP you adopted by the due date of September 30, 2020. We have reviewed the plan and our review shows that you have addressed all of the required elements.

Again, thank you for your continued leadership and commitment to supporting all students. We look forward to our ongoing collaboration. A PDF copy of the 2020-21 Learning Continuity and Attendance Plan will be posted on the MCOE website and should be posted on your district's website as well.

Sincerely,

A handwritten signature in black ink that reads "Michelle Hutchins".

Michelle Hutchins
County Superintendent of Schools

Cc: Becky Jeffries, Assistant Superintendent Business Services
Kim Kern, Assistant Superintendent Educational Services
Don Crusier, President MCOE Board of Education
Jason Morse, Superintendent

**Emergency
Operations Plan
for
Mendocino Unified
School District**

October 2020-21-24



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Introduction

A. PURPOSE: This Emergency Plan addresses the Mendocino Unified School District's planned response to emergency situations associated with natural disasters, technological incidents, national defense operations. The plan may apply to day-to-day emergencies and the well established and routine procedures used in coping with these minor instances. The operational concepts reflected in this plan focus on potential large-scale disasters which can generate unique situations requiring unusual responses. Such disasters pose threats to life and property or can impact the well-being of a large number of people.

B. DESIGN: The Emergency Plan is designed as closely as possible to daily procedures to avoid the necessity of learning all new functions during the start of a chaotic situation. It does comply with current State Laws which require the use of the Standardized Emergency Management System (SEMS) and the Incident Command System (ICS).

C. USE: This document is intended for use BEFORE disaster strikes so that all responding personnel are prepared - thus avoiding confusion and the loss of precious time. The manual should also be used during an event for guidance and reference.

D. ACTIVATION: This plan can be activated at any time by a supervisor at any level. The scale of activation is solely dependent upon the size of the incident. Other specific instances include:

1. On the order of the official designated by ordinance or rule, providing for the existence or threatened existence of a LOCAL EMERGENCY.
2. When the Governor of the State of California has proclaimed a STATE OF EMERGENCY in an area including this jurisdiction.
3. Automatically on the proclamation of a STATE OF WAR EMERGENCY as defined by the California Emergency Services Act.
4. By a Presidential declaration of a NATIONAL EMERGENCY.
5. Automatically on receipt of an attack warning or the observation of a nuclear detonation.

Safety Committee

~~2019-20~~2020-21 SAFETY COMMITTEE MEMBERS

Jason Morse	Superintendent / District Safety Director
Erin Placido	Executive Assistant/Human Resources
Kim Humrichouse	K-8 Principal
Tobin Hahn	9-12 Principal
Otto Rice	Maintenance Supervisor
Jason Fruth	District Business Manager
Ceil McDonell	Transportation Supervisor
Jeanne Sullivan	K-8 Administrative Assistant
Andrea Arenas	Lead School Psychologist

Annual Requirements

To Be Completed by June 1 annually (June 1, 202119)

1. Monthly fire drills at each school site Review logs Principal

Signed and dated _____

2. Twice yearly earthquake drills at each school site__ Review logs Principal

Signed and dated _____

3. Annual review of plan sections by designated commanders and chiefs

Signed and dated Superintendent_____

 K-8 Principal_____

 9-12 principal_____

 K-8 Ops Chief_____

 9-12 Ops Chief_____

 K-8 Logistics Chief_____

 9-12 Logistics Chief_____

 Planning Chief_____

 Finance Chief_____

4. Annual Review of certifications Superintendent/designee

Signed and dated_____

5. Annual Review of Training Required: Safety Committee
including review of training matrix, preparation of training calendar, set-up and coordination of classes or exercises, notification of trainees, documentation of training hours

Signed and dated:
 Superintendent_____

 K-8 Principal_____

 9-12 principal_____

 Planning Chief_____

Emergency Telephone Numbers

In an **EMERGENCY**, dial 9-1-1 for:

- Fire Department Mendocino (Business: 937-0131; FB 961-2831)
- Sheriff's Department 964-6308
- Highway Patrol 467-1013

American Red Cross, (<i>Santa Rosa</i>).....	577-7600
Animal Regulation, (<i>Fort Bragg office</i>).....	463-4086
CalTrans (<i>Road Closures</i>).....	1-800-427-7623
Fire Department (<i>Mendocino Volunteer</i>)...Emergency.....	911
(<i>Business</i>).....	937-0131
Ham Radio Operators (<i>position currently unfilled</i>)	
Pacific Gas & Electric Company (<i>Road Closures</i>).....	1-800-743-5002
Police Department (<i>Fort Bragg</i>) (<i>Business</i>)	961-2800
School Insurance Group (<i>Northwest Insurance</i>).....	462-8615
County Department of Emergency Services.....	463-5630
County Office of Education	467-5000
County Sheriff's Department.....	964-6308
Transportation Agency.....	937-2877
Poison Control (<i>24 hr Emergency Hotline</i>).....	800-222-1222

About Emergency Management Systems

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: the Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS) Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

Standardized Emergency System (SEMS) Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the state reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

National Incident Management System (NIMS) The national government liked what we were doing in California, so they modified it a little and came up with their own system of emergency response. It is a FEMA approved emergency response system and will become the national model. National compliance is expected by 2006. Like SEMS, compliance will be tied to reimbursement for local costs of emergency response and recovery.

SO, WHAT'S A SCHOOL TO DO?

California's schools were issued their marching orders in 1994, when the State passed the Petris Bill. This bill **requires** schools (who are considered to be special districts) to use the SEMS model in planning for, and responding to, school emergencies and disasters.

USING SEMS (AND NIMS) IN YOUR SCHOOL - AN OVERVIEW

Within SEMS (and NIMS), an emergency response organization consists of five Sections:

Management/Command: responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four team members, the Incident Commander, the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer. In short: they are *the leaders*.

Planning/Intelligence: responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management/Command section. Planning/Intelligence are often referred to as *the thinkers*.

Operations: responsible for response preparedness of the Communications, Search and Rescue, First Aid, Student Release/Staff Accounting, Assembly/Shelter, and Maintenance/Fire Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with Command/Management. These folks represent *the doers*.

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and insuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

Finance/Administration: in charge of creating policy and procedure for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster they activate contracts with vendors, keep pay records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They are called *the payers*.

THE EMERGENCY OPERATIONS CENTER

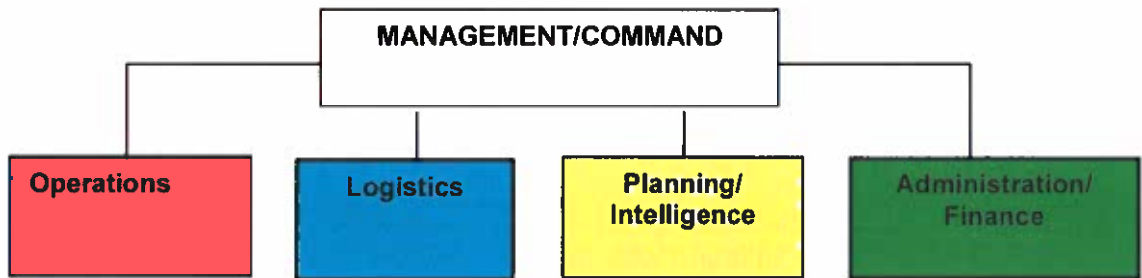
During an emergency, the Management/Command Section gathers together in an area/room to set-up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs of the other sections. The organizational chart on the next page outlines the hierarchy in an EOC.

A Word about Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site team *until* first responders arrive. Once they are on campus, incident command transitions to ***“Unified Command.”*** This transition is immediately facilitated by an on-site briefing of first responders by the Management Team and Section Chiefs. Following the initial briefing, the school's Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities.

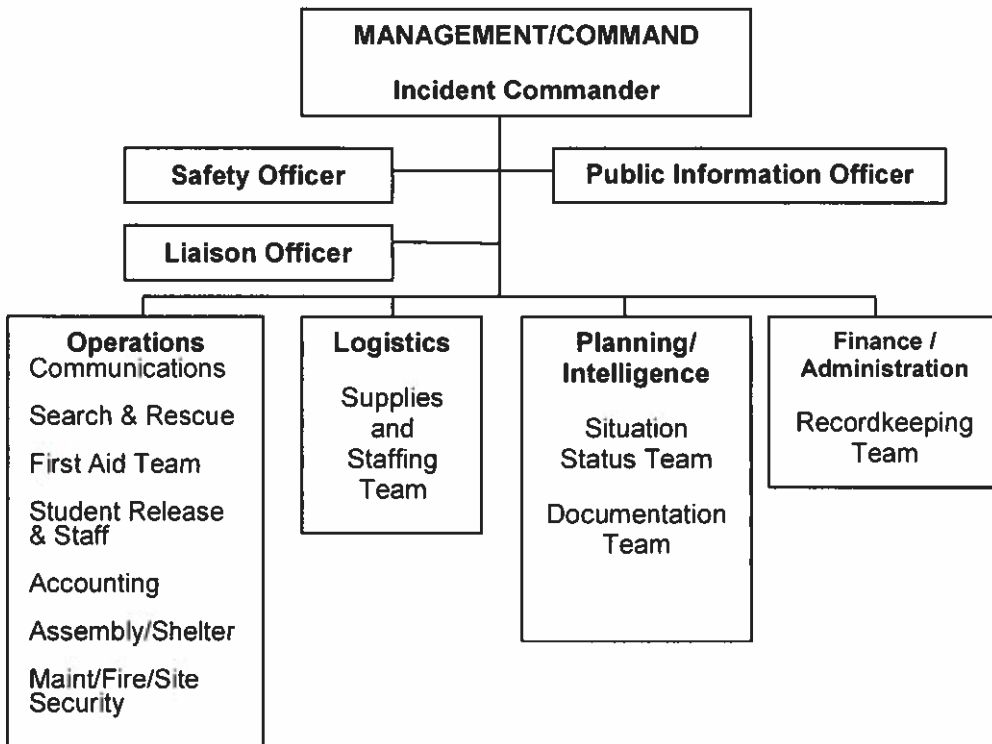
In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the school's Management Team and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the Incident Commander has deemed it is too dangerous or unsafe for school site teams to continue to participate. *Remember*, first responders are professionals. Work with them and take your cues from them.

EOC Management and the Basic



Divisions of Labor

Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management Division oversees response activities in consultation with the coordinators of the Operations, Logistics, Planning/Intelligence, and



WHAT IS SEMS? (STANDARDIZED EMERGENCY MANAGEMENT SYSTEM)

A standardized approach to emergency management in California using several key concepts:

- 1) A management tool called the Incident Command System (ICS);
- 2) Mutual aid systems in which similar organizations assist each other in emergencies; and
- 3) Multiple agency coordination under which diverse organizations work together and communicate with each other.

WHY USE SEMS?

- To qualify to receive State reimbursement
- To improve coordination between response agencies
- To coordinate flow of information and resources
- To improve mobilization, use and tracking of resources

WHAT ARE THE ELEMENTS OF SEMS?

Key Components:

- ICS is a primary component
- Multi-Agency Coordination System
- Master Mutual Aid System
- Operational Areas
- OASIS

There are FIVE levels:

- State Level
- Regional Level (Coastal Region)
- Op Area Level (County)
- School District Level (or Cities)
- School Site Level

WHAT IS NIMS? (NATIONAL INCIDENT MANAGEMENT SYSTEM)

A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Use an ALL-HAZARDS approach.
- Improve coordination and cooperation between public and private entities.

WHY USE NIMS?

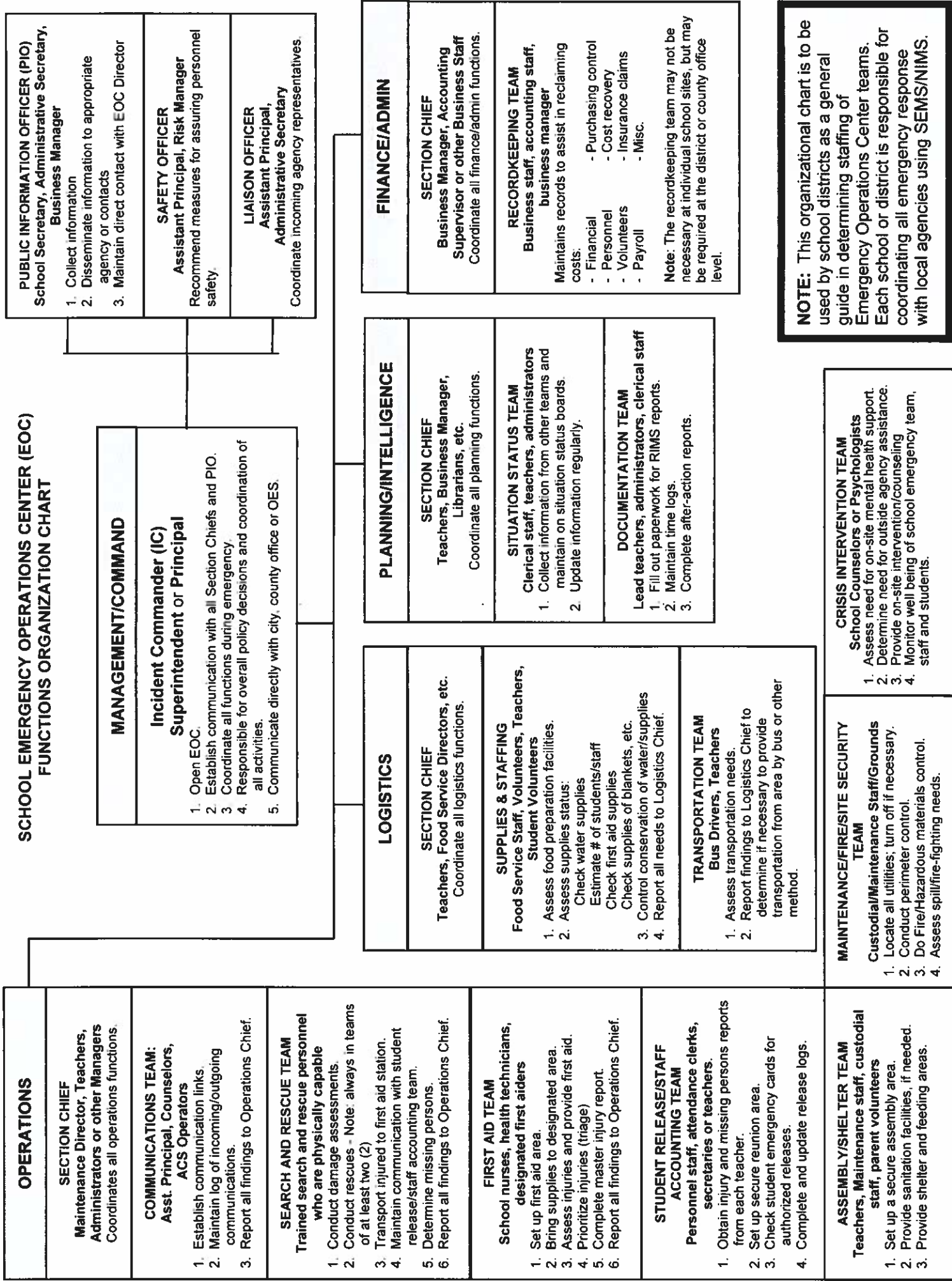
- To qualify to receive Federal reimbursement
- To provide a coordinated response
- To standardize domestic incident response that reaches across all levels of government and all response agencies

WHAT ARE THE ELEMENTS OF NIMS?

Key Components:

- Command and Management

SCHOOL EMERGENCY OPERATIONS CENTER (EOC) FUNCTIONS ORGANIZATION CHART



NOTE: This organizational chart 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 with local agencies using SEMS/NIMS.

**K-8 SCHOOL EMERGENCY OPERATIONS CENTER (EOC)
ORGANIZATIONAL CHART**

MANAGEMENT

INCIDENT COMMANDER:

Kim Humrichouse

ALTERNATE:

Jason Morse

PIO:

Erin Placido

ALTERNATE:

Jason Fruth

SAFETY OFFICER:

Jason Morse

ALTERNATE:

Erin Placido ~~Error! Bookmark not defined.~~

LIAISON:

Tiffany Grant

ALTERNATE:

Jason Fruth

OPERATIONS

Section Chief:

Laura Lucier

Alternate: Pamela Duncan

LOGISTICS

Section Chief:

Jeanne Sullivan

Alternate: Tracy Elo

PLANNING/INTELLIGENCE

Section Chief:

Erin Placido

Alternate: Otto Rice

FINANCE/ADMIN

Section Chief:

Jason Fruth

Alternate: Jason Morse

Communication Team:

1. * Tracy Elo
2. James Wroble

Search & Rescue Team:

1. * John Moran
2. ** Alex Fosse
3. Sara Fries
4. Darcie Plocher

Staffing and Supplies

1. * Barbara Mueller
2. ** Diane Price
3. Ruben Villegas
4. Fernando Martinez

Transportation Team:

1. * Ceil McDonnell
2. Lori Roberts
3. Lindsey Decker
4. Christine Kenton

Situation Status Team:

1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

Documentation Team:

1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

Recordkeeping Team:

1. * _____
2. ** _____
3. _____

Other:

1. * _____
2. ** _____
3. _____

First Aid Team:

1. * Linda Freeling
2. Sasha Blaser
3. Molly Root
4. Eric Triplett

Crisis Intervention Team:

1. * Andrea Arenas
2. ** Anna Levy
3. Seneca Reynolds
4. ~~Kristen Kronfeld~~ Cecilia Jimenez
5. ~~Cecilia Jimenez~~

Student Security:

1. * Kim Bratton
2. Megan Perry
3. Mark Oatney
4. Josh Potter
5. Jessica Drayer
6. Beth Renslow

Student Release/Staff Accting

1. * Laura Lucier
2. ~~Megan Perry~~ Rose Meuschke
3. Kim Bratton
4. Hannah Grinberg

Assembly/Shelter:

1. * Trish Evans
2. ** Diane Price
3. Barb Mueller

Maintenance/Fire/Site Security

(Reports to Operations)

1. * Otto Rice
2. ** Barbara Mueller
3. Ruben Villegas
4. Fernando Martinez
5. Palo Felipe Andrade
6. Kiva Myers
7. Kyle Rodriguez

7. Iana Porter
8. ~~Ryan Olsen~~ Dewlesse Meuschke
9. Jordan West
8. Pamela Duncan
9. Mimi DuVigneaud
9. ~~Sarah Taylor~~ Cynthia Coupe
10. All Instructional/Integrative Aides

**9-12 SCHOOLS EMERGENCY OPERATIONS CENTER (EOC)
ORGANIZATIONAL CHART**

MANAGEMENT

INCIDENT COMMANDER:
Tobin Hahn
ALTERNATE:
Jason Morse

PIO:
Erin Placido
ALTERNATE:
Jason Fruth

SAFETY OFFICER:
Jason Morse
ALTERNATE:
Jason Fruth

LIAISON:
Tiffany Grant
ALTERNATE:
Jason Fruth

OPERATIONS

Section Chief:
Megan Smithyman
Alternate: Andy Wellspring

Communication Team:

1. * Noah Gold
2. ** Serena Acker
3. James Wroble

Search & Rescue Team:

1. * May Martin - lead
2. Liz Newkirk
3. Tom Sosnovec

First Aid/Medical Team:

1. Derek Hutchinson - lead
2. Noah Gold
3. Marshall Brown
5. ~~Erik Rain~~ Ryan Olson Day
6. Lora Barnett-Tuomala

Student Security

1. * Elise Boyle - lead
2. Meghan Miller
3. James Eastman
4. Laura Leavitt & Sam Stump

LOGISTICS

Section Chief:
Marci Arter
Alternate:

Staffing and Supplies

1. * Barbara Mueller
2. ** Diane Price
3. Rogelio (Roy) Munoz
4. Vince Tuomala

Transportation Team:

1. * Ceil McDonnell - lead
2. Lori Roberts
3. Lindsey Decker
4. Christine Kenton

Crisis Intervention Team:

1. * Andrea Arenas
2. ** Anny Levy
3. Liz Newkirk (Alt)
4. Cecilia Jimenez

Maintenance/Fire/Site Security

- (Reports to Operations)**
1. * Otto Rice
 2. ** Kyle Rodrigues
 3. Paulo Andrade
 4. Kiva Myers

PLANNING/INTELLIGENCE

Section Chief:
Erin Placido
Alternate: Jason Fruth

Situation Status Team:

1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

Documentation Team:

1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

FINANCE/ADMIN

Section Chief:
Jason Fruth
Alternate: Jason Morse

Recordkeeping Team:

1. * Tiffany Grant
2. ** _____
3. _____

Other:

1. * _____
2. ** _____
3. _____

Assembly/Shelter:

- (Reports to Operations)**
1. * Kamala Lance - lead
 2. Andy Wellspring
 3. Mary Rack

Student Release/Staff Accounting

- (Reports to Operations)**
1. * Marci Arter
 2. Liz Newkirk (Alt)

DISTRICT LEVEL

• Incident Commander

Jason Morse
Superintendent/Principal

Office: 937-5868

Principal Kim Humrichouse Designee 1

Office: 937-0515
Cell:

Principal Tobin Hahn Designee 2

Office: 937-5871
Cell:

Go-Kit Location: District Office

• Public Information Officer

Erin Placido Designee 1

Office: 937-5868
Cell:

Jason Fruth Designee 2

Office: 937-5868
Cell:

Go-Kit Location: District Office

• Safety Officer

Jason Morse, Superintendent

Office: 937-5868

Erin Placido Designee 1

Office: 937-5868

Go-Kit Location: District Office

• Liaison Officer

Tiffany Grant Designee 1

Office: 937-5868

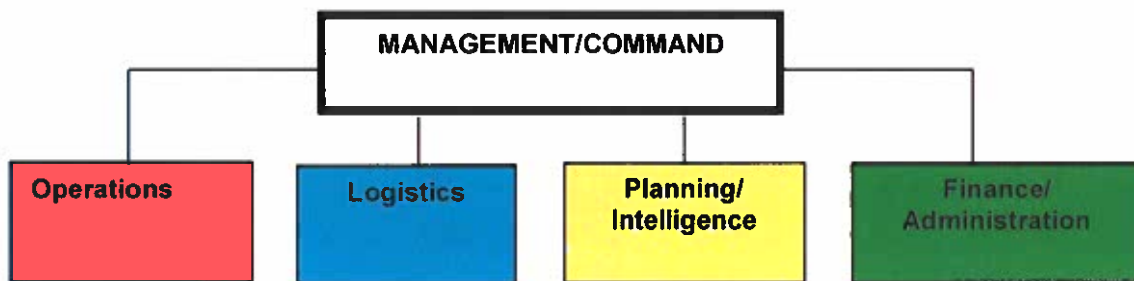
Jason Fruth Designee 2

Office: 937-5868

Go-Kit Location: District Office

MANAGEMENT/COMMAND

During a campus emergency, the Management Team is responsible for coordinating all response activities. This Team is comprised of the Incident Commander, the Public Information Officer, the Safety Officer and the Liaison Officer.



- **INCIDENT COMMANDER (IC)** is responsible for assessing the severity of the incident, establishing management objectives, tracking resource availability, developing and monitoring the response action plan, ensuring proper incident documentation, and assigning/releasing staff as needed.
- **PUBLIC INFORMATION OFFICER (PIO)** acts as the liaison between the school, the media and the public. The PIO must be aware of all incident response activities and is ***the only person*** authorized to speak to the media.
- **SAFETY OFFICER (SO)** is charged with the safety of students, staff, and others on campus during response activities. The SO has the authority to stop any response activity that would create an unsafe situation or put anyone at risk.
- **LIAISON OFFICER (LO)** is the point of contact/coordination between the IC and public agencies and organizations (such as the American Red Cross, or the local utility company) working on campus in support of response activities.

Management Checklist

INCIDENT

The Incident Commander (IC) is the person responsible for the conduct of emergency/disaster operations on-site. The IC's first "job" is to activate the Emergency Operation Center (EOC). During the emergency/disaster, the IC oversees and directs response activities until relieved by an alternate IC, is dismissed by the District Superintendent, or replaced by someone of higher authority (Emergency Response Personnel). While on duty, the IC is charged with ensuring the safety of students, staff, volunteers and campus visitors.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Assess nature and scope of emergency/disaster
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation
- Activate Section Chiefs and team leaders as needed
- Fill in the "Incident Assignments" form as positions are staffed
- Make sure you have a back-up or alternate Incident Commander
- Have your GETS card available

Operational Duties

- Monitor overall response activities by staying in communication with Section Chiefs
- Issue regular reports to District Office (DO)
- Revise incident action plans as situation warrants
- Initiate Student Release when appropriate (*be sure Student Release Team is set up*)
- Authorize Public Information Officer (PIO) to release information to the appropriate agencies
- Assign/re-assign personnel as needed
- Make sure all staff and volunteers take regular breaks (*including yourself*)

INCIDENT COMMANDER

Closing Down/Deactivation

- Authorize deactivation of teams as appropriate and ensure that all pending actions will be completed after deactivation
- Terminate all response activities at the direction of the District Superintendent
- Initiate recovery operations
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Campus map
- Staff and student roster
- Job description clipboard
- Walkie talkie/FRS
- AM/FM radio
- Bullhorn
- Whistle
- Pens, pencils, paper and clipboard
- Disaster response forms
- Vest and/or ID badge
- Hard hat/safety equipment

Supplies/Equipment

- School district radio
- Table and chairs (*if EOC has to be moved outside*)

Forms

- School EOC Organizational Chart
- Section Team Rosters

Management Checklist

PUBLIC

The Public Information Officer (PIO) is the school site's official spokesperson during emergency/disaster operations. The PIO's "job" is to release information about the incident and response activities to the media until the District Office PIO is available.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with IC and Management Team
- Designate a media reception area (*with IC approval*)
- Consult with the District PIO (*if available*) to coordinate information release
- Advise on-site media of time of first press release or press conference
- Open and maintain position activity and communications log

Operational Duties

- Keep updated on response activities
- Schedule regular press conferences
- Get approval of IC for all press releases/statements (**see Guidelines for Speaking to the Press*)
- Remind staff and volunteers to refer all questions from parents and/or the media to the PIO
- Arrange for the translation of announcements and response-related information (*as needed*)
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the IC is aware of all media-related incidents

Closing Down/Deactivation

- Release PIO staff and volunteers when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- AM/FM Radio (w/batteries)
- Walkie talkie/FRS
- Clipboard and paper
- Pens/Sharpies/Dry Erase Markers
- Scotch tape/masking tape/duct tape
- Scissors
- School site maps and regional/neighborhood maps

Supplies/Equipment

- Newsprint or dry erase board and portable easel
- "Media Here" Sign

Forms

- Disaster Public Information Release Worksheet
- Sample Press Release

Guidelines for Speaking to the Press

When speaking to the press about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on the *current*** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk "off the record"
- **Do not use** the phrase "no comment"
- **Set up** press times for updates
- **Control** media location

Management Checklist

The Safety Officer is responsible for ensuring that all response activities are conducted safely.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with IC and Management Team
- Open and maintain position activity log

Operational Duties

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled
- Monitor emergency response activities for safe practices
- Identify and mitigate, to the extent practicable, on-site hazards and un-safe situations
- Stop or modify any unsafe activities/operations
- Ensure that school responders are using appropriate safety equipment
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Keep the IC apprised of and alert to any potential problems

Closing Down/Deactivation

- Release Safety staff and volunteers when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Job Description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie-talkie/FRS

Management Checklist

The Liaison Officer is the point of contact for outside Agency Representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with the IC and Management Team
- Open and maintain position activity log

Operational Duties

- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Ensure the coordination of efforts by keeping the IC informed of agency action plans
- Provide periodic updates to agency representatives as necessary

Closing Down/Deactivation

- Release Liaison staff and volunteers when directed by the IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie talkie/FRS

K- 8 Operations Team Roster

• Section Chief

Laura Lucier Designee 1

Contact Info 937-0515

Contact Info: _____

Contact Info: _____

Pamela Duncan Designee 2

Contact Info: 937-0515

Contact Info: _____

Contact Info: _____

Go-Kit Location: **site office**

• Communications Team Leader

Tracy Elo Designee 1

Contact Info 937-0564

Contact Info: _____

James Wroble Designee 2

Contact Info: 937-2015

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: **site office**

• Search and Rescue Team Leader

John Moran Designee 1

Contact Info 937-0564

Contact Info: _____

Alex Fosse Designee 2

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: **site office**

• First Aid Team Leader

Linda Freeling Designee 1

Contact Info 937-0515

Sasha Blaser Designee 2

Contact Info: 937-0564

Go-Kit Location: **site office**

• Student Release/Staff Accounting Team

Laura Lucier Designee 1

Contact Info 937-0564

Contact Info: _____

Megan Perry Designee 2

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: **site office**

• **Assembly/Shelter Team Leader**

Trish Evans Designee 1

Contact Info: 937-4640

Contact Info: _____

Diane Price Designee 2

Contact Info: 937-4640

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: cafeteria

• **Maintenance/Fire/Site Security Team Leader**

Otto Rice Designee 1

Contact Info: 969-1603

Contact Info: _____

Barb Mueller Designee 2

Contact Info: 937-0564

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: maintenance room

• **Crisis Intervention Team Leader**

Andrea Arenas Designee 1

Contact Info: 937-5871

Contact Info: _____

Anna Levy Designee 2

Contact Info: 937-0515/937-5871

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

9-12 Operations Team Roster

• Section Chief

Megan Smithyman Designee 1

Contact Info 937-5871

Andy Wellspring Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Communications Team Leader

Noah Gold Designee 1

Contact Info 937-5871

Serena Acker Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Search and Rescue Team Leader

May Martin Designee 1

Contact Info 937-5871

Liz Newkirk Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• First Aid Team Leader

Derek Hutchinson Designee 1

Contact Info 937-5871

Noah Gold Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Student Release/Staff Accounting Team

Elise Boyle Designee 1

Contact Info 937-5871

Meghan Miller Designee 2

Contact Info: _____

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site office

• Assembly/Shelter Team Leader

Kamala Lance Designee 1

Contact Info: 937-0138

Contact Info: _____

Andy Wellspring Designee 2

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: cafeteria

• Maintenance/Fire/Site Security Team Leader

Otto Rice Designee 1

Contact Info: 937-1603

Kyle Rodrigues Designee 2

Contact Info: 937-1603

Contact Info: _____

Go-Kit Location: maintenance room

• Crisis Intervention Team Leader

Andrea Arenas Designee 1

Contact Info: 937-0564

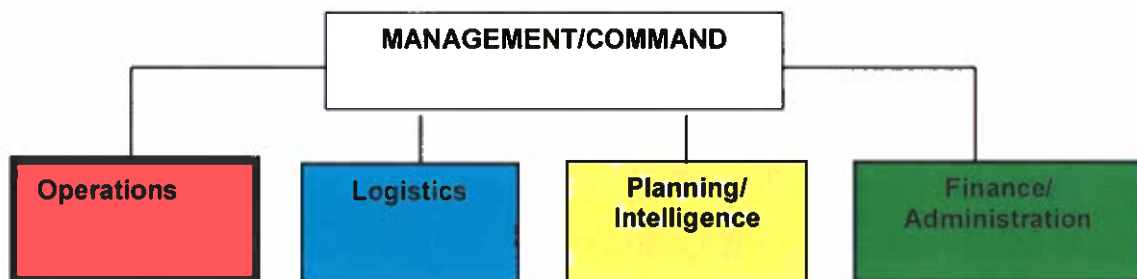
Anna Levy Designee 2

Contact Info: 937-5871 / 937-0515

Go-Kit Location: site office

OPERATIONS

The Operations Section is responsible for carrying out all emergency response activities. Those responsibilities are coordinated by the Section Chief and carried out by the Assembly/Shelter, Communications, Crisis Intervention, First Aid, Maintenance/Fire/Site Security, Search and Rescue, and Student Release/Staff Accounting Teams.



- **ASSEMBLY/SHELTER TEAM** is charged with overseeing the safe evacuation and sheltering of students and staff during a campus emergency.
- **COMMUNICATIONS TEAM** is responsible for coordinating the flow of all on-site verbal and written communications between teams, sections chiefs and the management team during response activities.
- **CRISIS INTERVENTION TEAM** is called upon to assess the immediate and long-term mental health support needed by staff, students and others involved in campus incidents/emergencies.
- **FIRST AID TEAM** is tasked with coordinating campus-wide medical response and care during school emergencies. This team is also responsible for establishing an on-campus morgue when needed.
- **MAINTENANCE/FIRE/SITE SECURITY TEAM** is responsible for identifying and mitigating on-site hazards following a campus emergency. This team is also charged with campus security.
- **SEARCH AND RESCUE TEAM** is tasked with safely conducting on-site search and rescue activities post-disaster.
- **STUDENT RELEASE/STAFF ACCOUNTING TEAM** is responsible for facilitating parent/student reunion. The team is also charged with keeping track of on-site staff and volunteers.

Operations Checklist

SECTION

The Operations Section is responsible for initiating and directing the “hands on” response to the school’s disaster/emergency through the activities of the following teams:

- Assembly/Shelter
- Communications
- Crisis Intervention
- First Aid
- Maintenance/Fire/Site Security
- Search and Rescue
- Student Release/Staff Accounting

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain position activity log
- Activate Team Leaders
- Assume lead of all Operations Teams until staffed

Operational Duties

- Meet with Team Leaders and assist them in initiating their team’s response activities
- Monitor response activities through contact with Team Leaders
- Keep IC informed of field activities
- Notify Logistics Team if additional supplies or staff is needed
- Coordinate Search and Rescue Operations with the Management Team
- Keep the Operations Teams informed of shifting tasks/priorities as dictated by the situation or the Management Team
- Ensure that all Operations Teams are documenting their activities and utilizing proper safety protocols
- Schedule breaks and re-assign Operations staff as needed

Closing Down/Deactivation

- Release Operations Teams when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Job description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, pencils, paper and clipboard
- Walkie talkie/FRS
- Campus supply storage lists
- School site maps and regional/neighborhood maps

Forms

- Situation Status Report Form

Operations Checklist

ASSEMBLY/SHELTER

The Assembly/Shelter Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation when the school site is deemed by the Management Team, to be unsafe.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Section Chief and determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
 - Confirm that assembly area and routes to it are safe
 - Count/observe classroom evacuations (make sure all exit)

Operational Duties

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Coordinate Student Release with Student Release Team Leader when directed by Operations Section Chief
- Administer *minor* first aid, as needed

Closing Down/Deactivation

- Close shelter per direction of Operations Section Chief
- Releases staff and volunteers per direction of Operations Section Chief
- Ensure close-out of all logs and turn them over to Documentation Team
- Make sure all equipment and re-usable supplies are returned to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkie/FRS
- Hard hat and vest/safety equipment
- Facility and supply storage maps
- Job description clipboard
- Pens, pencils, paper and clipboard
- Bullhorn

Operations Checklist

The Assembly/Shelter Team provides for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team, to be unsafe.

Start-up Actions/Activation

- Meet with Assembly/Shelter Team Leader
- Secure assembly site or set-up shelter per direction of Assembly/Shelter Team Leader
- Gather all supplies from storage locker(s) and transport to assembly/shelter site
- Conduct initial population assessment

Operational Duties

- Facilitate the orderly distribution of food and water
- Set-up sanitary facilities per direction of Assembly/Shelter Team Leader
- Maintain and update student and staff population log
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Assembly/Shelter Team Leader)

Closing Down/Deactivation

- Break down and clean up shelter
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Forms
- Hard hats and vests/safety equipment
- Masking and/or Duct tape
- Whistles
- File boxes

Supplies/Equipment

- Supply storage map
- Tarps/black poly sheeting (rolls)
- 5-gallon toilet buckets
- Toilet paper
- Stainless steel clamps
- Sanitation supplies
- Poles
- Toilet bucket liners
- Disposable hand-wipes
- Blankets

Forms

Operations Checklist

COMMUNICATIONS

The Communications Team Leader is responsible for overseeing the verbal and written communications both on-site and with the District Office.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Set-up and test communications equipment
- Locate Communications "center" in quiet location in proximity to EOC
- Open and maintain position activity log
- Assign staff and volunteers to appropriate positions
- Advise Operations Section Chief when communications center is "operational"

Operational Duties

- Coordinate all communications between EOC and District Office
- Ensure all communications (incoming and outgoing) are being properly logged
- Oversee message relay via runners
- Monitor radio station(s) for local emergency news
- Refer all media requests to the PIO

Closing Down/Deactivation

- Release staff and volunteers per direction of Operations Section Chief
- Close out all logs and pending messages, and turn over to Documentation Team
- Return all equipment and supplies to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Battery Operated Radio w/batteries
- Hard hats and vests/safety equipment

Supplies/Equipment

- Table and chairs
- File boxes

Operations Checklist

The Communications Team is charged with establishing, coordinating, and directing verbal and written communications on-site and with the District Office.

Start-up Actions/Activation

- Meet with Assembly/Shelter Team Leader
- Gather all supplies from storage locker(s)
- Set-up communications center and test equipment

Operational Duties

- Log all incoming and outgoing communications (date/time/originator/recipient)
- Generate Site Status Report when directed by the IC
- Dispatch runners as needed to relay messages to Management Team, Section Chiefs, and Team Leaders, as needed
- Refer all media requests to the PIO

Closing Down/Deactivation

- Close out all logs and pending messages, and turn over to Documentation Team
- Return all equipment and supplies to Logistics

Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Map of facility
- Pens, pencils, paper and clipboards
- Hard hats and vests/safety equipment
- Communications log
- Message forms
- Position roster

Supplies/Equipment

- Tables and chairs
- File boxes

Forms

- Situation Status Report
- Message Forms

Operations Checklist

CRISIS INTERVENTION

The Crisis Intervention Team Leader is in charge of assessing the immediate and long-term mental health support needs of students, staff, parents, and volunteers involved in or affected by a school emergency. This person is also responsible for mobilizing the Crisis Intervention Team.

NOTE: *If the emergency is isolated to a single school site or district and is not expected to have widespread impact throughout the county (such as a student suicide, accidental death or serious illness or death of a staff member), see the LIMITED SCOPE CRISIS INTERVENTION CHECKLIST following this full activation checklist. The Limited Scope Checklist can also provide more detailed instructions to the team leader or team members. Refer to the "School Crisis Response and Recovery Plan" in the Pre-plan for additional information.*

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Determine immediate need for mental health support/intervention
- Activate personnel and make appropriate assignments
- Identify appropriate on-campus location for intervention/counseling

Operational Duties

- Implement Mental Health Response Protocol/Plan
- Oversee set-up of intervention/counseling site
- Monitor well being of staff, students, and volunteers
- Determine need for outside assistance
- Activate off-campus crisis intervention teams/support personnel per approval of Operations Section Chief

Closing Down/Deactivation

- Release staff and volunteers per direction of Operations Section Chief
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- | | |
|--|---|
| <input type="checkbox"/> Team Leader Checklist | <input type="checkbox"/> Job description clipboard |
| <input type="checkbox"/> Team Checklist and Contact Info | <input type="checkbox"/> Hard hat and vest/safety equip |
| <input type="checkbox"/> Roster of students and staff | <input type="checkbox"/> Mental Health Response Plan |
| <input type="checkbox"/> Student Emergency Contact Cards | <input type="checkbox"/> Map of facility |
| <input type="checkbox"/> Walkie-talkie/FRS | <input type="checkbox"/> Pens and pencils, paper |

**LIMITED SCOPE
CRISIS INTERVENTION CHECKLIST**

- 1. Gather the Facts**
 - Notify the Principal/designee
 - Principal contacts family or police/fire to verify information
 - Clarify information to be shared with school site

- 2. Decide to Call the Team**
 - Principal/designee meets with Crisis Intervention Team Leader
 - Evaluate the problem/event and determine degree of impact on school
 - Assemble the Crisis Intervention Team
 - Determine if additional support is needed
 - Request assistance from District, Regional and/or County Crisis Teams
 - Use Sonoma County Crisis Response System of Support if needed
 - Request support from State and National resources as needed
 - Inform District officials of crisis and level of response
 - Update level of response as needed

- 3. Manage the Flow of Information**
 - Review facts and determine what information is to be shared with:
 - Faculty
 - Students
 - Parents/Community
 - Media
 - Determine how the information is to be shared with staff/students in order to control rumors and provide factual information
 - Initiate phone tree
 - Schedule faculty meeting ASAP
 - Written memo/fact sheet delivered to classrooms
 - In-person memo/fact sheet delivered to classrooms by admin/counseling staff
 - Loudspeaker/intercom during class time (lock down only)
 - Assemblies (NOT recommended)
 - Use automated phone calling system

4. Manage the Logistics

- Identify the Location of Services
 - Large Scale Disaster
 - Assemble Crisis Intervention Team near the first aid station
 - Mental Health Response
 - Determine central location for counseling services (library, multi-use room)
 - Select rooms for individual interviews
 - Obtain supplies (paper, markers, paint, food, water, tissues)
 - Establish a sign-in and message center for support service personnel on campus
 - Prepare sign-in sheets and documents to record students needing additional support services

5. Create a Referral Process

- Provide a referral process including procedures for self-referral
- Clarify procedures for student passes (discourage any wandering/loitering outside of classrooms and counseling locations)

6. Provide Interventions

- During the Crisis
 - Follow the "Immediate assessment" guidelines
 - Refer for first aid and/or psychological first aid as needed
- Following the Crisis
 - Conduct psychological triage to identify high-risk students/staff
 - Initiate appropriate interventions
 - Individual Interviews (highest risk)
 - Group psychological first aid (middle risk)
 - Classroom activities, presentations, debriefing (all, as willing)
 - Support groups (as needed)
 - Parent meetings (as needed)
 - Staff meetings (encourage participation by all)
 - Support to staff (as needed)
 - Referrals to community agencies (as needed)
 - Encourage crisis responders to take breaks and maintain self-care

7. Document

- Maintain a log of:
 - All students and adults receiving support services
 - All students and adults needing additional services
 - Crisis responders

CRISIS INTERVENTION TEAM LEADER

8. Debrief – On a daily basis

- Review process, status of referred students or adults
- Prioritize needs
- Plan follow-up actions
- Provide support to team members
- Provide support to staff
- Revise the plan as needed

9. Consider the Recovery

- Care for the caregiver
- Attend to trigger events/anniversaries
- Revise the plan as needed

Operations Checklist

CRISIS

The Crisis Intervention Team monitors and supports the mental health needs of students, staff, parents, and volunteers involved in or affected by a school emergency.

NOTE: *If the emergency is isolated to a single school site or district and is not expected to have widespread impact throughout the county (such as a student suicide, accidental death or serious illness or death of a staff member), see the LIMITED SCOPE CRISIS INTERVENTION CHECKLIST following this full activation checklist. The Limited Scope Checklist can also provide more detailed instructions to the team leader or team members. Refer to the "School Crisis Response and Recovery Plan" in the Pre-plan for additional information.*

Start-up Actions/Activation

- Meet with Crisis Intervention Team Leader
- Gather all supplies and transport to intervention/counseling site

Operational Duties

- Set-up campus intervention/counseling site
- Provide for and monitor well being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Communicate need for outside assistance to Crisis Intervention Team Leader
- Cooperate with Search and Rescue and First Aid Teams as directed
- Cooperate with outside agency crisis intervention teams

Close Down/Deactivation

- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Mental Health Response Plan
- Map of facility
- Hard hats/vests/safety equipment
- Student Emergency Contact Cards
- Walkie-talkies/FRS
- Pens and pencils, paper and clipboards
- Tissues and rubber gloves

**LIMITED SCOPE
CRISIS INTERVENTION CHECKLIST**

1. Gather the Facts

- Notify the Principal/designee
- Principal contacts family or police/fire to verify information
- Clarify information to be shared with school site

2. Decide to Call the Team

- Principal/designee meets with Crisis Intervention Team Leader
- Evaluate the problem/event and determine degree of impact on school
- Assemble the Crisis Intervention Team
- Determine if additional support is needed
- Request assistance from District, Regional and/or County Crisis Teams
- Use Sonoma County Crisis Response System of Support if needed
- Request support from State and National resources as needed
- Inform District officials of crisis and level of response
- Update level of response as needed

3. Manage the Flow of Information

- Review facts and determine what information is to be shared with:
 - Faculty
 - Students
 - Parents/Community
 - Media
- Determine how the information is to be shared with staff/students in order to control rumors and provide factual information
 - Initiate phone tree
 - Schedule faculty meeting ASAP
 - Written memo/fact sheet delivered to classrooms
 - In-person memo/fact sheet delivered to classrooms by admin/counseling staff
 - Loudspeaker/intercom during class time (lock down only)
 - Assemblies (NOT recommended)
 - Use automated phone calling system

4. Manage the Logistics

- Identify the Location of Services
 - Large Scale Disaster
 - Assemble Crisis Intervention Team near the first aid station

- Mental Health Response
 - Determine central location for counseling services (library, multi-use room)
 - Select rooms for individual interviews
 - Obtain supplies (paper, markers, paint, food, water, tissues)
 - Establish a sign-in and message center for support service personnel on campus
 - Prepare sign-in sheets and documents to record students needing additional support services

5. Create a Referral Process

- Provide a referral process including procedures for self-referral
- Clarify procedures for student passes (discourage any wandering/loitering outside of classrooms and counseling locations)

6. Provide Interventions

- During the Crisis
 - Follow the "Immediate assessment" guidelines
 - Refer for first aid and/or psychological first aid as needed
- Following the Crisis
 - Conduct psychological triage to identify high-risk students/staff
 - Initiate appropriate interventions
 - Individual Interviews (highest risk)
 - Group psychological first aid (middle risk)
 - Classroom activities, presentations, debriefing (all, as willing)
 - Support groups (as needed)
 - Parent meetings (as needed)
 - Staff meetings (encourage participation by all)
 - Support to staff (as needed)
 - Referrals to community agencies (as needed)
 - Encourage crisis responders to take breaks and maintain self-care

7. Document

- Maintain a log of:
 - All students and adults receiving support services
 - All students and adults needing additional services
 - Crisis responders

8. Debrief – On a daily basis

- Review process, status of referred students or adults
- Prioritize needs
- Plan follow-up actions
- Provide support to team members
- Provide support to staff
- Revise the plan as needed

9. Consider the Recovery

- Care for the caregiver
- Attend to trigger events/anniversaries
- Revise the plan as needed

Operations Checklist

FIRST AID

The First Aid Team Leader is responsible for coordinating campus emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of his/her team and notifying the Incident Commander of the need for outside assistance. The First Aid Team Leader is also charged with calling for and directing the establishment of an on-site morgue when warranted.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Determine if medical needs exceed scope of on-site team (*if so, have Operations Section Chief notify Management Team*)
- Assess available personnel and make appropriate assignments
- Facilitate set-up of first aid treatment area; away from media center and student release site. Area should be accessible to emergency vehicles
- Establish entry or "triage" station adjacent to first aid treatment area and assign 2 people to this station
- Set-up areas for "immediate" and "delayed" treatment and assign 2 staff per station
- Direct Crisis Intervention Team Leader to set-up intervention/counseling area

Operational Duties

- Oversees/monitors the assessment, care and treatment of patients
- Ensures caregiver and rescuer safety (*use of rubber gloves*)
- Maintain open line of communication with Search and Rescue and Crisis Intervention Team Leaders
- Keeps Section Chief updated
- Provides staff for "field" injury response/treatment
- Requests additional personnel from Logistics
- Reports deaths immediately to Section Chief
- Determines need for morgue set-up and chooses location
- Monitors situation for communicable diseases
- Check-in with Student Release and Assembly/Shelter Team Leaders regarding the health care needs of students and staff with known medical conditions

Closing Down/Deactivation

- Oversee the closing of the first aid station and direct the proper disposal of hazardous waste
- Releases medical teams per direction of IC
- Ensure close-out of all logs and turn them over to Documentation Team
- Makes sure all equipment and re-usable supplies are returned to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Emergency Plan
- School Site Map
- Job description clipboard
- Hard hat/vest/safety equipment
- Rubber gloves (box)
- Roster of students and staff
- Walkie-talkie/FRS
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboard
- Quick reference medical guides

Supplies/Equipment

- Table and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

Forms

- Notice of First Aid Care
- Medical Treatment Victim Log

Operations Checklist

FIRST

The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities.

Start-up Actions/Activation

- Check-in with First Aid Team Leader
- Gather all supplies and personal safety equipment and transport to site of first aid station
- Set-up first aid station
- Set-up morgue (*if needed*)

Operational Duties

- Administer appropriate first aid
- Maintain accurate treatment records
- Monitor/assess patients at regular intervals
- Report deaths immediately to First Aid Team Leader (*by runner, NOT over the radio*)
- When transportation becomes available, facilitate patient evacuation and note status on triage tag; *do not send any campus records off-site with patient*
- If injured student is transported off campus, send student emergency card with him/her

Triage Entry Area (*staffed with minimum of 2 trained staff or volunteers*)

- One team member assesses (and/or confirms) patient triage category
- Second team member logs patients' names on form—First Aid Care Form (completed forms are forwarded to First Aid Team Leader)

Treatment Areas "Immediate" and "Delayed"
(*each staffed with minimum of 2 trained staff or volunteers*)

- Assign one team member to conduct "head-to-toe" assessment
- Second team member logs patients' names on triage tag and on on-site treatment form—Medical Treatment Victim Log (completed forms are forwarded to First Aid Team Leader)

Closing Down/Deactivation

- Clean up first aid station and properly dispose of hazardous waste
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkies/FRS
- Hard hats/vests/safety equipment
- Sharpies
- Rubber gloves (2 boxes)
- School Site Map
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboards
- Duct tape
- Quick reference medical guides
- Triage Tags

Supplies/Equipment

- Tables and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

Forms

- Notice of First Aid Care
- Medical Treatment Victim Log

Operations Checklist

MAINTENANCE/FIRE/SITE SECURITY

The Maintenance/Fire/Site Security Team Leader is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until first responders assume that responsibility.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- Survey on-campus hazards and prioritize team response

Operational Duties

- Verify the shut-off of utilities as necessary
- Determine integrity of on-campus water system and report this information to the Operations Section Chief
- Directs the suppression of small fires
- Coordinate the location of existing and potential hazards
- Facilitates emergency vehicle access to the campus
- Oversees/Monitors campus security/perimeter control
- Secures school campus and buildings from un-authorized access

Closing Down/Deactivation

- Releases staff and volunteers per direction of IC
- Ensures close-out of all logs and turns them over to Documentation Team
- Makes sure all equipment and re-usable supplies are returned to Logistics

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Utility shut-off map/checklists
- Walkie-talkie/FRS
- Communications log
- DANGER placards
- Duct tape and sharpies
- Facility and supply storage maps
- Pens and pencils
- Job description clipboard
- Hard hat, vest and safety equipment

Supplies/Equipment

- Wrenches and assorted tools
- Caution Tape (yellow and red)
- Fire suppression gear
- Master keys

Operations Checklist *MAINTENANCE/FIRE/SITE*

The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency.

Start-up Actions/Activation

- Report to Maintenance/Fire/Site Security Team Leader for briefing and assignments
- Gather all supplies and personal safety gear
- Check radios and flashlights

Operational Duties

- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-campus water system
- Control and/or suppress small fires
- Survey buildings for potential hazards and post warnings with signs and yellow caution tape
- Provide clear routes for campus access for emergency response vehicles
- Establish and maintain campus security/perimeter control
- Secure school campus and buildings from un-authorized access by locking gates
- Cooperate/support First Aid, Student Release, and Search and Rescue Teams when directed by Maintenance/Fire/Site Security Team Leader

Closing Down/Deactivation

- When ordered to de-activate; report-in to Maintenance/Fire/Site Security Team Leader
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

MAINTENANCE/FIRE/SITE SECURITY TEAM

Go-Kit

- Team Checklist and Contact Information
 - Facility and supply storage maps
 - Walkie-talkies/FRS
 - Hard hats, vest and safety equipment
 - Leather gloves
 - DANGER placards
 - First Aid Kit
 - School Disaster Plan
 - Utility shut-off map/checklists
 - Goggles
 - Sturdy shoes
 - Duct tape and sharpies
 - Yellow caution tape

Supplies/Equipment

- Wrenches and assorted tools
- Fire suppression gear
- Master keys

Forms

- Rapid Assessment

Operations Checklist

SEARCH & RESCUE

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue Team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assign staff and volunteers to teams (record names and assignments in log) Ensure all teams are properly outfitted
- Visually inspect outgoing teams' gear and perform radio check. Distribute a map to each team delineating their area of responsibility

Operational Duties

- Dispatch teams to high priority areas first; assign teams to routine campus S & R *after* priority areas have been secured
- Remain at the Command Post to stay in contact with the S & R Teams
- Ensure teams' progress is recorded in log and on site map as they call it in (mark rooms with "C" as they are reported "clear")
- When injured staff or students are located, check in with Operations Section Chief and dispatch First Aid Team as needed
- Keep triage tally on the map

Closing Down/Deactivation

- Record the return of all S & R teams
- Direct team to return all equipment to Logistics
- Turn all maps and logs into Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Informa
- Roster of students and staff
- School Disaster Plan
- Hard hat, vest and safety equipment
- Job description clipboard
- Map of school
- Walkie-talkie/FRS
- Flashlight w/batteries
- Pens and paper

Supplies/Equipment

- Table and chair
- White Board or newsprint flipchart
- Markers erasable or permanent

Operations Checklist

SEARCH & RESCUE

The Search and Rescue Team (S & R) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

Start-up Actions/Activation

- Report to Search and Rescue Team Leader for briefing and assignments
- Gather all S & R equipment and personal safety gear
- Check flashlight and radio batteries; perform radio check
- Visually inspect each other's gear
- Make sure you and your partner have school site maps and are clear on your assignment

Operational Duties

- Report all gas leaks, fires, and structural damage to the S & R Team Leader (*he/she will relay this information to the Maintenance/Fire/Site Security Team Leader*)
- Inspect the exterior of each building for structural integrity *before* entering.
- Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- Search **ONLY** structurally sound buildings using S & R protocol (*see attached*)
- As searched rooms have been cleared, call in report to the S & R Team Leader ("Room B-2 is clear.") *When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. This indicates that the room has been cleared.*
- When injured students or staff are located, call in their condition and location to S & R Team Leader (*Use proper protocol, i.e., no names are broadcast over the radio.*)
 - Note damage and triage tally on your team map and relay information to S & R Team Leader

Closing Down/Deactivation

- When ordered to de-activate; report-in to S & R Team Leader
- Return all equipment to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Duct tape and sharpies
- Backpacks for gear/first aid supplies
- Clipboards, paper and pens
- Map of school
- Walkie-talkies/FRS
- Sturdy shoes/boots
- Hard hats/vests/safety equip
- Whistles
- Rubber gloves/dust masks
- Leather gloves

Supplies/Equipment

- Plastic buckets for tools/gear
- Blankets
- Fire extinguishers
- Flashlights w/batteries
- Master keys and bolt cutter
- Crowbars and fire axes
- Shovels and ropes
- Caution tape and barricades
- Basic first aid kit
- Cribbing supplies

Forms

Operations Checklist

STUDENT RELEASE

The Student Release Team Leader is responsible for overseeing the reunification of students and their parents/authorized adult.

Start-up Actions/Activation

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assign staff and volunteers to teams
- Designate secure areas for student request and release and authorize set-up

Operational Duties

- Monitor request and release operations
- Assist with the location/verification of missing students
- Stay in contact with Assembly/Shelter, Fire/Maintenance/Site Security, and First Aid Team Leaders

Closing Down/Deactivation

- Direct team to return all equipment to Logistics
- Turn all maps and logs into Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Hard hat, vest and safety equipment
- Pens and paper
- Map of school
- Walkie-talkie/FRS
- Job description clipboard

Supplies/Equipment

- Table and chair

Operations Checklist

STUDENT

The Student Release Team is responsible for the orderly and secure reunion of students and their parent(s)/authorized adult consequent to a school emergency.

Start-up Actions/Activation

- Report to Student Release Team Leader for briefing and assignments
- Gather all student release equipment and supplies
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (exp. A-F, G-L, M-R, S-V, W-Z)
- Have Student Request Forms available on clipboards

Operational Duties

Request Gate Staff

- Divide Student Emergency Cards that correspond with table signage
- Instruct parents/authorized adults to fill out Student Request Forms
- Verify ID of requestor
- Send runner to classroom or assembly area for student
- Direct requestor to Release Gate to wait for their student(s)

Runners

- Takes Student Request Form to classroom or assembly area
- Retrieve student from teacher or designee
- If student is absent, missing, or receiving first aid, have teacher/designee note that on Student Request Form
- Return to Release Gate with student or information about his/her location
- Hand Student Request Form to Release Gate Staff
- Release student to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

OR

- If student is in receiving first aid, escort parent/authorized adult to First Aid Area, when directed by Release Gate Staff and then return to Request Gate

OR

- If student is missing, escort parent/authorized adult to Crisis Intervention Team, when directed by Release Gate Staff and then return to Request Gate

STUDENT RELEASE TEAM

Release Gate Staff

- Match requester to student
- Verify requester ID and have them countersign Student Request Form
- Release Student
- Release Runner to return to Request Gate

Closing Down/Deactivation

- Close Request and Release tables when directed by the Student Release Team Leader
- Make sure all confidential information (student emergency contact cards) is returned to Team Leader for secure storage
- Return all equipment to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Yellow caution tape
- Paper, pens, markers
- Stapler and staples
- School Site Map
- Student Emergency Cards
- Dry erase markers
- Clipboards (lots)
- Scotch tape and dispenser
- Vests

Supplies/Equipment

- Tables and chairs
- Stanchions and/or barricades
- White board
- Easel for white board

Forms

- Student Request Form
- Student Emergency Contact Card

K-8 Logistics Team Roster

- **Section Chief**

Jeanne Sullivan Designee 1

Contact Info 937-0564

Contact Info: _____

Tracy Elo Designee 2

Contact Info: 937-0515

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site offices

- **Supplies & Staffing Team Leader**

Barbara Mueller Designee 1

Contact Info

Contact Info: _____

Contact Info: 937-1603

Contact Info: _____

Diane Price Designee 2

Contact Info: 937-4640

Contact Info: _____

Go-Kit Location: Cafeteria

- **Transportation Team Leader**

Ceil McDonell Designee 1

Contact Info 937-2877

Contact Info: _____

Lori Roberts Designee 2

Contact Info: 937-2877

Contact Info: _____

Contact Info: _____

Go-Kit Location: Bus Barn

- **9-12 Logistics Team Roster**

Section Chief

Marci Arter Designee 1

Contact Info 937-5871

Contact Info: _____

TBD Designee 2

Contact Info: 937-5871

Contact Info: _____

Contact Info: _____

Contact Info: _____

Go-Kit Location: site offices

- **Supplies & Staffing Team Leader**

Barbara Mueller Designee 1

Contact Info 937-5871

Diane Price Designee 2

Contact Info: 937-5871

Go-Kit Location: K-8 Cafeteria

- **Transportation Team Leader**

Ceil McDonell Designee 1

Contact Info 937-2877

Contact Info: _____

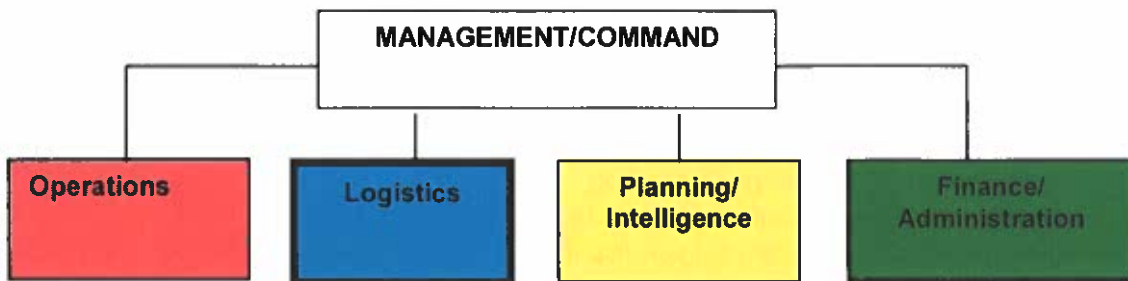
Lori Roberts Designee 2

Contact Info: 937-2877

Go-Kit Location: Bus Barn

LOGISTICS

The Logistics Section manages the procurement and distribution of supplies and equipment, is responsible for recruiting and deploying personnel, and for the acquisition of and mobilization of vehicles to move people and/or equipment as needed and in support of response activities.



- **SUPPLIES AND STAFFING TEAM** is tasked with filling all requests for personnel, equipment, supplies and facilities in support of response activities.
- **TRANSPORTATION TEAM** is charged with the procurement of buses for transporting students and staff to evacuation sites and of trucks for ferrying equipment to and from the campus during the emergency.

Logistics Checklist

The Logistics Section Chief is responsible for providing or acquiring all materials, equipment, personnel, services, and facilities necessary to support response efforts. The Logistics Section is made up of the following teams:

- Supplies and Staffing
- Transportation

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain position activity log
- Open on-site supplies containers/facilities
- Activate Team Leaders
- Assume lead of all Logistics teams until staffed

Operational Duties

- Ensure that EOC and other facilities are properly set-up
- Meet with team leaders and assist them in initiating their team's response activities
- Coordinate supplies, equipment, and personnel needs with the Incident Commander
- Oversee distribution of supplies and equipment where and as needed
- Maintain security of stored supplies and equipment
- Schedule breaks and re-assign Logistics staff as needed

Closing Down/Deactivation

- Release Logistics Teams when directed by IC
- Secure all equipment and reusable supplies
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

SECTION CHIEF

Go-Kit

- School Emergency Plan
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table and chair

Forms

- Emergency Supply Inventory
- Situation Status Report
- Message Forms
- Communications Log

Logistics Checklist

SUPPLIES & STAFFING

The Supplies and Staffing Team Leader is responsible for ensuring that all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts are being filled.

Start-up Actions/Activation

- Attend a briefing with the Logistics Section Chief and Transportation Team Leader
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments

Operational Duties

- Oversee the distribution of supplies and equipment
- Coordinate the assignment of staff and volunteers
- Stay in contact with Section Chief about the needs of other sections and teams

Closing Down/Deactivation

- Release staff and volunteers when directed by Logistics Section Chief
- Makes sure all equipment and unused/re-usable supplies are safely and securely stored
- Ensures close-out of all logs and turns them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Communications log
- Hard hat, vest and safety equipment

SUPPLIES AND STAFFING TEAM LEADER

Supplies/Equipment

- Table and chair
- Phone
- Computer or laptop

Forms

- Emergency Supply Inventory
- Situation Status Report
- Message Forms
- Communications Log

Logistics Checklist

SUPPLIES

The Supplies and Staffing Team is responsible for filling all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts.

Start-up Actions/Activation

- Meet with the Supplies and Staffing Team Leader
- Gather all team supplies and personal safety gear
- Open storage facility/containers

Operational Duties

- Distribute supplies and equipment
- Coordinate the assignment of staff and volunteers
- Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation

- Receive and store all returned equipment and unused supplies
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- On-campus supply storage list(s)/map
- Communications log
- Map of facility
- Pens and pencils, paper
- Hard hats, vests and safety equipment

Supplies/Equipment

- Table and chair
- Phones
- Computers or laptops

SUPPLIES AND STAFFING TEAM

Forms

- Emergency Supply Inventory
- Message Forms
- Communications Log

Logistics Checklist

TRANSPORTATION

The Transportation Team Leader is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities includes directing buses and trucks to areas where they are needed to ferry students, staff and/or supplies.

Start-up Actions/Activation

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader
- Open Go-Kit and locate all supplies
- Open and maintain position activity log

Operational Duties

- Implement various components of the transportation plan
- Direct the use of vehicles on campus
- Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation

- Release staff and volunteers per direction of IC
- Arrange for the return of vehicles to vendors
- Ensure close-out of all logs and turn them over to Documentation Team
- Make sure all equipment and re-usable supplies are safely and securely stored

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Disaster Plan
- Map of facility
- Job description clipboard
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- Pens and pencils, paper
- Communications log

Supplies/Equipment

- Table and chair
- Phone

Logistics Checklist

The Transportation Team is responsible for facilitating the implementation of the transportation plan during school emergencies. Those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies.

Start-up Actions/Activation

- Meet with the Transportation Team Leader
- Gather all supplies and personal safety gear

Operational Duties

- Implement components of the transportation plan as directed by the Transportation Team Leader
- Assess the need for and use of vehicles on campus

Closing Down/Deactivation

- Facilitate the return of vehicles to vendors
- Complete/close-out all logs and turn them over to Documentation Team
- Safely and securely store all equipment and re-usable supplies

Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Communications log
- Walkie-talkies/FRS
- Pens and pencils, paper
- Hard hat, vest and safety equipment

Supplies/Equipment

- Table and chair
- Phones

Planning/Intelligence Team Roster

- **Section Chief**

<u>Erin Placido</u> Designee 1	Contact Info <u>937-5868</u>
	Contact Info: _____
<u>Jason Fruth</u> Designee 2	Contact Info: <u>937-5868</u>

Go-Kit Location: district office

- **Situation Status Team Leader**

<u>Tiffany Grant</u> Designee 1	Contact Info <u>937-5868</u>
<u>Michele Sheldon</u> Designee 2	Contact Info: <u>937-5868</u>

Go-Kit Location: district office

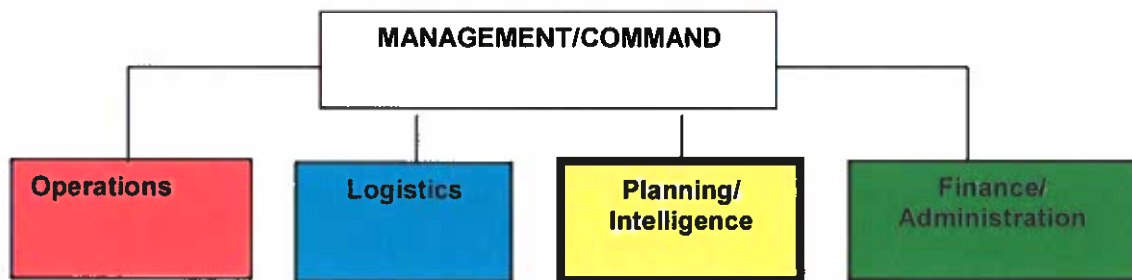
- **Documentation Team Leader**

<u>Tiffany Grant</u> Designee 1	Contact Info <u>937-5868</u>
	Contact Info: _____
<u>Michele Sheldon</u> Designee 2	Contact Info: <u>937-5868</u>
_____	Contact Info: _____
	Contact Info: _____
	Contact Info: _____

Go-Kit Location: district office

PLANNING / INTELLIGENCE

The Planning / Intelligence Section is responsible for assessing available and needed resources, monitoring incident status, and documenting response activities.



- **DOCUMENTATION TEAM** is tasked with pulling together records from all sections of the EOC for the creation/production of accurate, complete incident files for legal, analytical, fiscal and historical purposes.
- **SITUATION STATUS TEAM** is responsible for collecting, evaluating, documenting, and utilizing response-related information in support of response activities.

Planning/Intelligence Checklist

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site map. Provides ongoing analysis of situation and resource status. The Planning/Intelligence Section is made up of the following teams:

- Documentation
- Situation Status

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain activity log
- Activate Team Leaders
- Meet with Team Leaders and initiate response activities
- Assume lead of teams until staffed

Operational Duties

- Assist the IC in developing Action Plans
- Schedule breaks and re-assign Planning/Intelligence staff as needed

Closing Down/Deactivation

- Release Planning/Intelligence Teams when directed by Incident Commander
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equip
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table
- Chair

Forms

- Activity Log

Planning/Intelligence Checklist

DOCUMENTATION TEAM

The Documentation Team Leader is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-up Actions/Activation

- Attend a briefing with the Planning/Intelligence Section Chief
- Open Go-Kit and locate all supplies
- Activate personnel and make appropriate assignments

Operational Duties

- Provide for the opening and maintenance of the master incident time log
- Ensure all radio and verbal communications are recorded
- Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Monitor packaging and storage of response-related documents
- Make sure all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table
- Chair

Forms

- Activity Log

Planning/Intelligence Checklist

The Documentation Team is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-up Actions/Activation

- Attend a briefing with the Documentation Team Leader
- Gather all supplies

Operational Duties

- Open and maintain incident master time log
- Ensure all radio and verbal communications are recorded
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Closing Down/Deactivation

- Collect/call-in paperwork from each deactivating section
- Securely package all response-related documents for storage
- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs

Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Supplies/Equipment

- Table
- Chairs

Forms

- Activity Log

Planning/Intelligence Checklist

SITUATION STATUS

The Situation Status Team Leader is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-up Actions/Activation

- Attend a briefing with the Planning/Intelligence Section Chief
- Open Go-Kit and locate all supplies
- Activate personnel and make appropriate assignments

Operational Duties

- Facilitate the currency of the site map throughout the response
- Assess and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Stay in constant communication with Section Chief

Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Make sure all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Assorted regional/area maps
- Job description clipboards
- File Boxes
- Vendor contracts/agreements list
- Large facility and site maps
- Pens and pencils, markers and paper
- Hard hat, vest and safety equipment

SITUATION STATUS TEAM LEADER

Supplies/Equipment

- Table
- Chairs

Forms

- Situation Status Report

Planning/Intelligence Checklist

SITUATION

The Situation Status Team is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-up Actions/Activation

- Attend a briefing with the Situation Status Team Leader
- Gather all supplies

Operational Duties

- Record appropriate response-related information on site map (and keep it current)
- Keep Team Leader apprised of response-related information as it comes in
- Anticipate situations and potential problems and develop contingency plans

Closing Down/Deactivation

- Return all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Assorted regional/area maps
- Hard hat, vest and safety equipment
- Large facility and site maps
- Pens and pencils, markers and paper
- File Boxes

Supplies/Equipment

- Table
- Chairs

Forms

- Situation Status Report

Finance/Administration Team Roster

- **Section Chief**

Jason Fruth Designee 1

Contact Info 937-5868

Jason Morse Designee 2

Contact Info: 937-5868

Go-Kit Location: _____

- **Recordkeeping Team Leader**

Tiffany Tulley Designee 1

Contact Info 937-5868

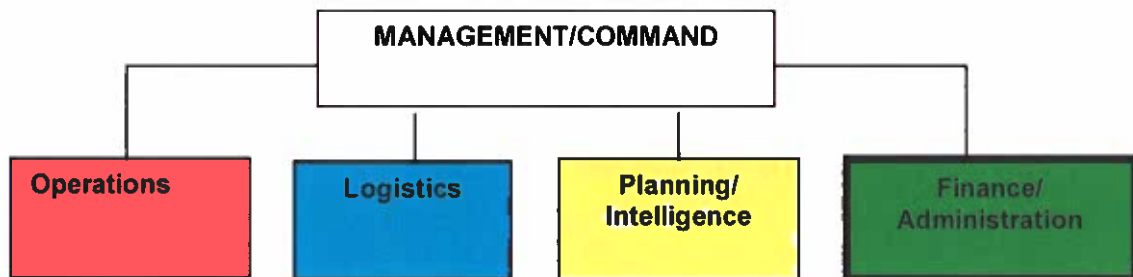
Michele Sheldon Designee 2

Contact Info: 937-5868

Go-Kit Location: _____

FINANCE / ADMINISTRATION

The Finance/Administration Section is responsible for buying materials and keeping financial records of response-related expenditures and tracking employee hours spent on response and recovery activities.



- **RECORDKEEPING TEAM** is charged with keeping records of time worked by all staff and volunteers, for logging any and all injury claims, and for tracking expenditures in support of response activities.

Finance/Administration Checklist

The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, and cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. The Finance/Administration Section is made up of the Recordkeeping team.

Start-up Actions/Activation

- Open Go-Kit and put on personal safety equipment
- Read position description
- Check-in with IC for incident briefing
- Open and maintain activity log
- Activate Team Leader
- Initiate response activities (set-up work station)
- Check in with Documentation Team Leader to ensure that recordkeeping procedures are in place

Operational Duties

- Assume all duties of Recordkeeping Team until staff arrive
- Schedule breaks and re-assign staff as needed

Closing Down/Deactivation

- Release Finance/Administration Team when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Collect, file and secure all logs, reports, and response-related documentation
- Leave contact information with Documentation Team in case you need to be reached

Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat
- Clipboard w/pad and pens/Sharpies
- Walkie-talkie/FRS
- Job description clipboard
- File folders and boxes

Supplies/Equipment

- Table
- Chair

Forms

- Staff Duty Log

Finance/Administration Checklist

RECORDKEEPING TEAM

The Recordkeeping Team Leader is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, and cost recovery are maintained during campus emergencies.

Start-up Actions/Activation

- Attend a briefing with Finance/Administration Section Chief
- Open Go-Kit and locate all supplies
- Activate personnel and make appropriate assignments

Operational Duties

- Monitor the tracking of staff and volunteer hours
- Monitor the tracking of response-related requests and purchases
- Facilitate the processing of purchase requests from Logistics Section Chief

Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Make sure all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Job description clipboard
- File Boxes
- Vendor contracts/agreements list
- Pens and pencils, paper
- Hard hat and vest

Supplies/Equipment

- Table, chair, computer or laptop

Forms

- Activity Log

Finance/Administration Checklist

The Recordkeeping Team is tasked with the maintenance of records for tracking personnel costs, volunteer hours, payroll, materials and supplies purchases, insurance claims, and cost recovery in support of response activities.

Start-up Actions/Activation

- Attend a briefing with the Recordkeeping Team Leader
- Gather all supplies

Operational Duties

- Track staff and volunteer hours
- Track response-related purchases
- Process purchase requests from Logistics Section Chief

Closing Down/Deactivation

- Return all equipment and unused supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Team

Go-Kit

- Team Checklist and Contact Information
- Vendor contracts/agreements list
- Pens and pencils, paper
- File Boxes
- Walkie-talkies/FRS
- Hard hat and vest

Supplies/Equipment

- Table
- Chairs

Forms

- Activity Log

ACTION: CANCELLATION/CLOSURE OF SCHOOL

Schools are closed or classes cancelled when it is **unsafe** for students and staff to be there due to road closures, power outages, severe weather, earthquakes, etc. Schools may also be closed if the campus is needed for public sheltering or wide scale public health measures.

WHEN TO CANCEL/CLOSE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

CANCELLATION/CLOSURE PROCEDURES

- ✓ Notify District Office and County Office
- ✓ Notify Staff and Students

a. Make an announcement over the PA:

"Your attention please. Your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until notified that student release teams are in place."

OR

b. Send runners to each classroom with above information. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified...

- ✓ Post Alert through SCAN USA (*if your school is in this system*)
- ✓ Activate Parent Telephone Alert System (*parent phone tree, if one is in place*)
- ✓ Post "School Closed" signs in school office and main entry points (*Provide information on how to get additional information such as an emergency phone number, radio station, etc.*)
- ✓ Prepare for Student Release

DIVISIONS INVOLVED IN SCHOOL

- Management/Command
- Operations: Student Release

NOTE

The conversion of a school campus for purposes of public sheltering or mass prophylaxis **must** be initiated by the District Superintendent at the request of the Department of Emergency Services, the American Red Cross, or the Department of Health Services.

ACTION: SCHOOL

CANCELLATION OF

If conditions warrant the cancellation of school prior to the beginning of the school day, the County Office of Education normally requests the following protocol be utilized. The utilization of this procedure will ensure that all authorized school closure announcements are properly communicated to media representatives.

WHEN TO CLOSE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Drought
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

CANCELLATION PROCEDURES

- ✓ Notify District Office *(if you are a school site administrator)*
- ✓ District Office will notify the County Office of Education in the following manner
 - Between 5 a.m. and 7 a.m., call your District Superintendent
Home: _____ Cell: _____
 - If the District Superintendent is unavailable contact:

Alternate Contact: _____
Home: _____ Cell: _____
 - After 7 a.m., call the County Office of Education

Office at: _____
- ✓ Post Alert through SCAN USA *(if your school is in this system)*
- ✓ Notify Staff *(use staff phone tree, if one is in place)*

DIVISIONS INVOLVED IN SCHOOL CLOSURE

- Management/Command

ACTION:

SHELTER-

Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may order "shelter-in-place." This response action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the school. "Shelter-in-place" may also be called for in response to terrorist activities.

WHEN TO SHELTER-IN-PLACE

- Civil Unrest
- Explosion
- Hazardous Materials Incident
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident

SHELTER-IN-PLACE PROCEDURES

- ✓ Notify District Office
- ✓ Notify Staff and Students

a. Make an announcement over the PA:

"Your attention please. Your attention please. Students and staff should immediately prepare to shelter-in-place and stand-by for further instructions."

OR

- b. If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- ✓ Order facilities manager or custodian to shut down air circulation system
- ✓ Turn on radio and monitor updates
- ✓ Activate Parent Alert Telephone System (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in this system*)
- ✓ Post signs on exterior windows, if there is time and it is safe to do so "This School is Sheltering-in-Place. Do Not attempt to enter any office or building."

IN CLASSROOMS AND OFFICES

- ✓ Post “shelter-in-place” sign on exterior door or window (*if* it is safe to do so)
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape
- ✓ Take out class roster and take roll
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

IN THE CAFETERIA, LIBRARY OR GYMNASIUM

- ✓ Move students and staff into a hallway or small room
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape
- ✓ Write down names of everyone in the room
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

OUTDOORS

- ✓ Move inside the nearest building
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape
- ✓ Write down names of everyone in the room
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

DIVISIONS INVOLVED IN SHELTER-IN-PLACE

- Management/Command
- Operations (*if long duration*)
- Logistics (*if long duration*)
- Planning/Intelligence (*if long duration*)
- Finance/Administration (*if long duration*)

NOTE

A request to “shelter-in-place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended “shelter-in-place,” you will have access to food and water in classroom and/or school emergency kits.

ACTION:

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or there is police activity in the vicinity that could threaten the safety of students and staff. **Lockdowns are serious business.** When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on-campus.

WHEN TO INITIATE LOCKDOWN

- Civil Unrest
- National Security Emergency
- Nearby Law Enforcement Action
- Shooter on Campus
- Terrorism

LOCKDOWN PROCEDURES

- ✓ Notify District Office (*if there is time*)
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:

"Your attention please. Initiate lockdown procedures immediately and stand-by for further instructions."

Remember to lockdown your office!
 - b. If you do not have a PA system, use predetermined Bell Code System to alert staff. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, offices, and on-campus programs (like COUNTY OFFICE OF EDUCATION and day care) are also notified.
- ✓ **Call 9-1-1** and **stay on the phone** with the operator
- ✓ **Sit tight!** When law enforcement arrives on campus they will give you instructions

IN CLASSROOMS AND OFFICES

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows). **DO NOT** open the door for anyone or peek out windows until “All Clear” signal is given
- ✓ Move away from windows and stay low (below window line)
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
- ✓ **REMAIN** in classrooms and offices until the “All Clear” signal is given or you are escorted out by first responders

IN THE CAFETERIA, LIBRARY OR GYMNASIUM

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows)
- ✓ Move away from windows and stay low (below window line)
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
- ✓ **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders

OUTDOORS

- ✓ **IMMEDIATELY** move inside the nearest building
- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows)
- ✓ Move away from windows and stay low (below window line)
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
- ✓ **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders

DIVISIONS INVOLVED IN LOCKDOWN

- Management/Command
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Crisis Intervention, First Aid, Student Release (*these teams will ONLY be activated when it is safe to do so*)

ADDITIONAL LOCKDOWN PROCEDURES

Short-term lockdown (less than 8 hours)

Open emergency supply box/kit as needed

Long-term lockdown (more than 8 hours)

Open emergency supply box/kit and set-up latrine system

After “All Clear” Signal is given

- ✓ Activate Parent Alert Telephone Tree (parent phone tree, if one is in place)
- ✓ Post an alert through SCAN USA (if your school is in this system)
- ✓ Prepare Student Release Team for orderly release
- ✓ Initiate contact with Crisis Intervention Team for grief support, trauma recovery, etc.

NOTE

“Lockdown,” like “Duck and Cover,” can be initiated by a **teacher** or **employee** in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teachers or staff, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

ACTION:

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on- or off-site.

WHEN TO EVACUATE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Explosion
- Fire on Campus
- Flood
- Gas Leak
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

EVACUATION PROCEDURES

ON-SITE EVACUATION

- ✓ Notify District Office
- ✓ Sound alarm
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:
"Your attention please. Your attention please. Students and staff should proceed immediately to the primary (or secondary) evacuation site."

OR

If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure *all* classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ✓ When all classrooms have arrived at the evacuations site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors
- ✓ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured.
- ✓ Mobilize Operations Teams for Student Release
- ✓ Activate Parent Alert Telephone Tree (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in this system*)

OFF-SITE EVACUATION

- ✓ Notify District Office
- ✓ Activate Transportation Plan
- ✓ Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information
- ✓ Sound alarm
- ✓ Notify Staff and students

Make an announcement over the PA:

"Your attention please. Your attention please. Students and staff should proceed immediately to the off-site evacuation staging area."

OR

If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure ***all*** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ✓ Have teachers take roll as students board buses or are waiting at the evacuation staging area. Missing students should be immediately reported to the EOC. Add names of guests/visitors that were in your classroom
- ✓ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured.
- ✓ Mobilize Operations Teams for Student Release
- ✓ Activate Parent Alert Telephone Tree (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in this system*)

DIVISIONS INVOLVED IN EVACUATION

- Management/Command
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release
- Logistics: Transportation Team

ACTION: RETURN TO CLASSROOM/REVERSE

This emergency response action is designed to immediately bring people *indoors* from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the school could pose a threat to students and staff.

WHEN TO INITIATE REVERSE EVACUATION

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland / Urban Interface Fire
- Winter Storm

REVERSE EVACUATION PROCEDURES

- ✓ Sound Alarm
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:
"Your attention please. Students and staff should return to your classrooms or offices immediately and stand-by for further instructions."

OR

- b. If you do not have a PA system, use Bell Code System to alert all areas of the campus.

OR

- c. If it is safe to do so, you can send runners to all outdoor fields with above information.

- ✓ Notify District Office
- ✓ Once threat passes, issue "All clear" to resume regular activities

OR

- ✓ Initiate Student Release
- ✓ Activate Parent Alert Telephone Tree (*parent phone tree, if one is in place*)
- ✓ Post an alert through SCAN USA (*if your school is in the system*)

DIVISIONS INVOLVED IN REVERSE EVACUATION

- Management/Command
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release

ACTION:

DUCK, COVER AND HOLD ON

Duck and cover is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter-on-campus. ***The call to “duck and cover” is usually initiated by classroom teachers.***

WHEN TO DUCK, COVER AND HOLD ON

- Civil Unrest
- Explosion
- Landslide
- ****Major Earthquake**
- National Security Emergency
- Shooter on Campus
- Terrorism
- Transportation Accident
- Winter Storm

DUCK, COVER AND HOLD ON PROCEDURES

- ✓ Sound alarm
- ✓ Notify Staff and students

****In the event of an earthquake, the ground shaking initiates the Duck, Cover and Hold On procedures.**

For all other events:

- a. Make an announcement over the PA:
“Duck, cover, and hold on. Stand-by for further instructions.”
 - b. If you do not have a PA system or bell code system and it is safe to do so, send runners to each classroom with above information. Be sure ***all*** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified...
- ✓ When the threat passes, make “All Clear” announcement and issue call to “Resume Regular Activities” or direct another response action (such as Evacuation, Cancellation or Closure of School)

INDOORS

- ✓ Students, staff, and employees drop immediately to the floor and crawl under their desks (or, a table or a work bench). Use one hand to hold onto the furniture/table and the other to cover the back of your neck.
- ✓ Stay put until “All Clear” announcement is made
- ✓ Check for injuries and make sure everyone is accounted for

HALLWAYS AND BATHROOMS

- ✓ Kneel next to a bare, inside wall and place your hands over the back of your neck
- ✓ Stay put until “All Clear” announcement is made
- ✓ Check for injuries and make sure everyone is accounted for

OUTDOORS

- ✓ Move away from trees, billboards, signs, buildings, electrical wiring and power poles
- ✓ Drop to the ground and cover the back of your neck with your hands
- ✓ Stay put until “All Clear” announcement is made
- ✓ Check for injuries and make sure everyone is accounted for

DIVISIONS INVOLVED IN REVERSE EVACUATION

- Management/Command
- Operations (*as needed*)
- Logistics (*as needed*)
- Planning/Intelligence (*as needed*)
- Finance/Administration (*as needed*)

NOTE

After an earthquake, remember to stay alert for aftershocks!

EOC STAFFING LIST		DISTRICT:	
FOR OPERATIONAL PERIOD:		PREPARED:	
FROM: <i>Date</i>		<i>Date</i>	
<i>Time</i>		<i>Time</i>	
MANAGEMENT STAFF		OPERATIONS SECTION	
Incident Commander		Operations Section Chief	
EOC Director		Law Enforcement Unit	
Public Information Officer/Public Relations Mgr.		Fire Unit	
Liaison Officer		Medical Unit	
Safety Officer		Public Works Services	
Legal Advisor			
PLANNING & INTEL SECTION		LOGISTICS SECTION	
Planning & Intel Section Chief		Logistics Section Chief	
Situation Status Unit		Services	
Documentation Unit		Communications Unit	
Advance Planning Unit		Care & Shelter Unit	
Damage Assessment Unit		Personnel Unit	
Recovery Planning Unit		Support	
GIS Unit Leader		Supply Unit	
		Utilities Unit	
		Transportation Unit	
AGENCY REPRESENTATIVES		FINANCE & ADMIN SECTION	
		Finance Section Chief	
		Time Unit	
		Comp/Claims Unit	
		Cost Unit	
Approved by:		Prepared by:	
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet			

EOC SECTION TASKS**DISTRICT:****Part A**For Op Period from: *Date**Time*to: *Date**Time***MANAGEMENT SECTION****Assigned To:****PIO SECTION****Assigned To:****OPERATIONS SECTION****Assigned To:**

EOC Management Situation Report (page 2 of 2)

SAFETY MESSAGE (SAFETY OFFICER)

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	EOC LOCATION	CONTACT NUMBER
RACES			
American Red Cross			
SCWA			
PacBell			
Salvation Army			
CNG			
OpArea OES			
Transit			
County Office of Education			

DISTRIBUTION:

- All section chiefs
- All Operations Team Leaders
- All Management Section staff
- Documentation Unit
- _____
- _____
- _____
- _____

SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)				
BRIEFING TYPE	FREQUENCY	TIME	LOCATION	BRIEFER
EOC Section Chiefs	2/Daily			Incident Commander/Plans Chief
EOC Staff	2/Daily			Plans Chief
Media	2/Daily			PIO

SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)				
MEETING TYPE	FREQUENCY	TIME	LOCATION	FACILITATOR
Planning Meeting	2/Daily			Incident Commander/Plans Chief

SITUATION STATUS REPORT INITIAL

- INITIAL ASSESSMENT -

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

School _____

Completed by _____ Date _____ Time _____

Immediate Assistance Required

_____ None _____ Medical _____ Fire
_____ Search & Rescue _____ Support Personnel

Condition of Students

_____ All Accounted For _____ No Injuries _____ No immediate help required
_____ Missing (number)

Names

Trapped in Building: (number)

Names

_____ Injured (number)

_____ Number Requiring Immediate Medical Attention

Type of Injury

Names

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
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SITUATION STATUS REPORT (CONTINUED)

Condition of Staff

_____ All Accounted For
_____ Missing (number)

_____ No Injuries

_____ No immediate help required
Names

_____ Trapped in Building (number) Names

_____ Injured (number)

_____ Number Requiring Immediate Medical Attention

Type of Injury

Names

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Condition of School Building and Grounds

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

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Condition of Neighborhood

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

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

STUDENT EMERGENCY CONTACT CARD

Emergency Contact/ Medical Consent (Page two)



STUDENT

In case of an emergency, it is imperative that the school be able to reach the student's parent or guardian. Please fill in the information on both sides of this card Grade _____

Last Name
Middle
Teacher/Advisor

First
Female

Home Address (Primary Residence) City

Office Use Only

CSIS _____

Date Enrolled _____

- MEDICAL
- CUSTODY
- SPECIAL NEEDS

STUDENT EMERGENCY CONTACT CARD

Medical Information and Consent

STUDENT

 Last Middle
 First

MEDICAL/HEALTH INFORMATION

Medication: Does your child require medication?
 No Yes

If your child requires medication at school, all medication sent to school must be in the original prescription container with a current date and the child's name. An "Authorization for Administration of Medication" form must be on file. For disasters, please provide a separate three-day supply for the school office, in the same format, along with the green "72-Hour Disaster Medication" form. Both forms are available from the school office.

Medication	Do

Health Insurance Information: *Please check appropriate box.*

EMERGENCY TREATMENT AUTHORIZATION

I/we, the undersigned parent(s) or legal guardian of

_____, a minor, do hereby give authorization and consent to the school to obtain emergency medical care and necessary transportation, including x-ray examination, anesthetic, medical or surgical diagnosis and emergency hospital which is deemed advisable by and is to be rendered under the general or specific supervision of medical and emergency room staff licensed under the provisions of the medicine practice act and the State of California Department of Public Health.

Student _____
 School _____
 Physician _____

Student _____
 School _____
 Physician _____

*In an emergency, please **DO NOT CALL** the school and tie up the school telephones. Use the designated hotline for

*In an emergency, please **DO NOT CALL** the school and tie up the school telephones. Use the designated hotline for

SCHOOL EMERGENCY CONTACT INFORMATION

SCHOOL EMERGENCY CONTACT INFORMATION

SCHOOL EMERGENCY/EVACUATION

Student _____
 School _____
 Physician _____

People to whom I have authorized the school to call in an emergency are:

SCHOOL EMERGENCY/EVACUATION

*In an emergency, please **DO NOT CALL** the school and tie up the school telephones. Use the designated hotline for

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.
- Keep emergency supplies in

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.

School Emergency Supplies

FOOD

Suggested quantities are for 100 people for a period of 72 hours.

Food

<u>Item</u>	<u>Quantity</u>
Raisins - boxed and dated	20 lbs.
Large potatoes - canned and dated	60 cans
Large soups - dated	60 cans
Stewed tomatoes - dated	20 cans
Large canned beans - dated	20 cans
Large mixed fruit or fruit - dated	60 cans
Large peanut butter	20 tubs
Crackers	2 cases
Canned fruit juice	2 cases
Sugar cubes	4 boxes

Note: Military rations (MREs) may be substituted for the above items in order to maximize shelf life and storage space.

Water

<u>Item</u>	<u>Quantity</u>
Drinking water – based on 2 quarts per person-per day	150 gallons

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted for the above item in order to maximize shelf life and storage space.

School Emergency Supplies

Suggested quantities are for 100 people for a period of 72 hours.

<u>Item</u>	<u>Quantity</u>
Blankets	100
Large battery operated radio with batteries	1
Heavy duty flashlights with spare batteries and bulbs	4
Whistles (for communicating with staff and students)	4
Clipboards	4
Ink pens	6
Medium garbage bags	4 packages (40 ct)
Large 3-ply garbage bags	4 packages (20 ct)
Plastic buckets - 5 gallon	6
Pads of paper	4
Scotch tape	4 rolls
Bed sheet strips (to be used as optional bandages)	4
Plastic cups	6 packages (100 ct)
Paper plates	6 packages (100 ct)
Plastic spoons, knives and forks	6 packages (100 ct)
Can openers - manual	5
Portable toilet kit	2
Activities/games for the children	5

School Emergency Supplies

<u>Item</u>	<u>Quantity</u>
First Aid Handbook (current, Red Cross)	1
Alcohol	4 bottles
Alcohol prep	4 boxes - 100 ct
Aluminum foil - 18 inches wide	4 rolls
Antibiotic solution (Betadine)	4 bottles
Aromatic spirits of ammonia	4 boxes - 10 ct
Band-Aids - assorted sizes	8 boxes
Bandage - ACE wrap, Kerlix, Kling, or other conforming bandage of several widths - 2, 3, 4, 6 inch)	4 boxes each
Bandage scissors - blunt nose type	9 pairs
Bandage, triangular - 36 x 40 x 55 inch	30
Basin, emesis - disposable	10
Blankets - space or disposable	150
Blood pressure cuff with manometer	6
Burn sheets - sterile, disposable	4 packages
Cervical collar - small, medium & large	4 each
Cotton balls - unsterile	4 large packages
Disinfectant - hand washing	4 gallons
Dressings - 2x2's, 3x3's & 4x4's sterile	4 boxes each
Dressings - 5x9's & 8x10's sterile	4 boxes each
Dressings - eye pad, oval sterile	15 boxes
Dressings - Vaseline gauze 3x36 inch sterile	4 boxes
Ipecac	4 bottles
Kleenex	10 boxes
Marking pens - skin	6
Needles - for removing splinters & glass	4 packages
Note pads	20

School Emergency Supplies

FIRST AID, cont'd

<u>Item</u>	<u>Quantity</u>
Pack - cold Temp-Aid	1 case
Paper cups	4 boxes
Pack - hot Temp-aid	1 case
Paper bags	4 boxes
Paper towels	4 cases
Pencils or ball point pens	4 packages
Petroleum jelly	4 large jars
Pitcher or jar with cover - can be used as a measuring device	4 one quart size
Q-tip swabs	6 packages
Safety pins - assorted sizes	6 packages
Saline - 1 tsp. per quart sterile water = normal saline	4 boxes
Sanitary napkins - can be used for heavy bleeding wounds	2 cases
Spine board - long and short	2 each
Splints - inflatable, boards, magazines or other	Several sets
Standard surgical gloves - medium and large	4 boxes
Table	4
Thermometer - oral - Tempa-dot, disposable	4 boxes each
Toilet tissue	4 cases
Tongue depressors	4 packages
Towelettes - moist	15 boxes
Treatment log	1
Triage tags (from Office of Emergency Services)	150
Tweezers - large	9 pairs
Tylenol (15 grains)	6 bottles
Water purification tablets, or	4 bottles
Household bleach (6 drops in 1 gallon of water)	2 gallons

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION

Management/Command Incident Commander Go-Kit

- School Emergency Plan
- Campus map
- Staff and student roster
- Job description clipboard
- Walkie talkie/FRS
- AM/FM radio
- Bullhorn
- Whistle
- Pens, pencils, paper and clipboard
- Disaster response forms
- Vest and/or ID badge
- Hard hat/safety equipment

Management/Command Incident Commander Supplies/Equipment

- School district radio
- Table and chairs (*if EOC has to be moved outside*)

Management/Command PIO Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- AM/FM Radio (w/batteries)
- Walkie talkie/FRS
- Clipboard and paper
- Pens/Sharpies/Dry Erase Markers
- Scotch tape/masking tape/duct tape
- Scissors
- School site maps and regional/neighborhood maps

**Management/Command
PIO Supplies/Equipment**

- Newsprint or dry erase board and portable easel
- "Media Here" Sign

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

Management/Command Safety Officer Go-Kit

- School Emergency Plan
- Job Description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie-talkie/FRS

Management/Command Liaison Officer Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie talkie/FRS

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Section Chief Go-Kit

- School Emergency Plan
- Job description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, pencils, paper and clipboard
- Walkie talkie/FRS
- Campus supply storage lists
- School site maps and regional/neighborhood maps

OPERATIONS Assembly/Shelter Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkie/FRS
- Hard hat and vest/safety equipment
- Facility and supply storage maps
- Job description clipboard
- Pens, pencils, paper and clipboard
- Bullhorn

OPERATIONS Assembly/Shelter Team Go-Kit

- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Forms
- Hard hats and vests/safety equipment
- Masking and/or Duct tape
- Whistles
- File boxes

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Assembly/Shelter Team Supplies/Equipment

- Supply storage map
- Tarps/black poly sheeting (rolls)
- 5-gallon toilet buckets
- Toilet paper
- Stainless steel clamps
- Sanitation supplies
- Poles
- Toilet bucket liners
- Disposable hand-wipes
- Blankets

OPERATIONS Communications Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Battery Operated Radio w/batteries
- Hard hats and vests/safety equipment

OPERATIONS Communications Team Leader

- Table and chairs
- File boxes

OPERATIONS Communications Team Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Map of facility
- Pens, pencils, paper and clipboards
- Hard hats and vests/safety equipment
- Communications log
- Message forms
- Position roster

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Communications Team Supplies/Equipment

- Tables and chairs
- File boxes

OPERATIONS Crisis Intervention Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Info
- Roster of students and staff
- Student Emergency Contact Cards
- Walkie-talkie/FRS
- Job description clipboard
- Hard hat and vest/safety equip
- Mental Health Response Plan
- Map of facility
- Pens and pencils, paper

OPERATIONS Crisis Intervention Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Mental Health Response Plan
- Map of facility
- Hard hats/vests/safety equipment
- Student Emergency Contact Cards
- Walkie-talkies/FRS
- Pens and pencils, paper and clipboards
- Tissues and rubber gloves

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS First Aid Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Emergency Plan
- School Site Map
- Job description clipboard
- Hard hat/vest/safety equipment
- Rubber gloves (box)
- Roster of students and staff
- Walkie-talkie/FRS
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboard
- Quick reference medical guides

OPERATIONS First Aid Team Leader Supplies/Equipment

- Table and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

OPERATIONS First Aid Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Walkie-talkies/FRS
- Hard hats/vests/safety equipment
- Sharpies
- Rubber gloves (2 boxes)
- School Site Map
- Student Emergency Contact Cards
- Pens, pencils, paper and clipboards
- Duct tape
- Quick reference medical guides
- Triage Tags

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS First Aid Team Supplies/Equipment

- Tables and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

OPERATIONS Maint/Fire/Site Security Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Utility shut-off map/checklists
- Walkie-talkie/FRS
- Communications log
- DANGER placards
- Duct tape and sharpies
- Facility and supply storage maps
- Pens and pencils
- Job description clipboard
- Hard hat, vest and safety equipment

OPERATIONS Maint/Fire/Site Security Team Leader

- Wrenches and assorted tools
- Caution Tape (yellow and red)
- Fire suppression gear
- Master keys

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS

Maint/Fire/Site Security Team Go-Kit

- Team Checklist and Contact Information
- Facility and supply storage maps
- Walkie-talkies/FRS
- Hard hats, vest and safety equipment
- Leather gloves
- DANGER placards
- First Aid Kit
- School Disaster Plan
- Utility shut-off map/checklists
- Goggles
- Sturdy shoes
- Duct tape and sharpies
- Yellow caution tape

OPERATIONS

Maint/Fire/Site Security Team Supplies/Equipment

- Wrenches and assorted tools
- Fire suppression gear
- Master keys

OPERATIONS

Search & Rescue Team Leader Go-Kit

- | | |
|---|---|
| <input type="checkbox"/> Team Leader Checklist | <input type="checkbox"/> Job desc. clipboard |
| <input type="checkbox"/> Team Checklist and Contact Information | <input type="checkbox"/> Map of school |
| <input type="checkbox"/> Roster of students and staff | <input type="checkbox"/> Walkie-talkie/FRS |
| <input type="checkbox"/> School Disaster Plan | <input type="checkbox"/> Flashlight w/batteries |
| <input type="checkbox"/> Hard hat, vest and safety equipment | <input type="checkbox"/> Pens and paper |

OPERATIONS

Search & Rescue Team Leader

- Table and chair
- White Board or newsprint flipchart
- Markers erasable or permanent

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Search & Rescue Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Duct tape and sharpies
- Backpacks for gear/first aid supplies
- Clipboards, paper and pens
- Map of school
- Walkie-talkies/FRS
- Sturdy shoes/boots
- Hard hats/vests/safety equip
- Whistles
- Rubber gloves/dust masks
- Leather gloves

OPERATIONS Search & Rescue Team Supplies/Equipment

- Plastic buckets for tools/gear
- Blankets
- Fire extinguishers
- Flashlights w/batteries
- Master keys and bolt cutter
- Crowbars and fire axes
- Shovels and ropes
- Caution tape and barricades
- Basic first aid kit
- Cribbing supplies

OPERATIONS Student Release Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of students and staff
- Hard hat, vest and safety equipment
- Pens and paper
- Map of school
- Walkie-talkie/FRS
- Job description clipboard

OPERATIONS Student Release Team Leader Supplies/Equipment

- Table and chair

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

OPERATIONS Student Release Team Go-Kit

- Team Checklist and Contact Information
- Roster of students and staff
- Yellow caution tape
- Paper, pens, markers
- Stapler and staples
- School Site Map
- Student Emergency Cards
- Dry erase markers
- Clipboards (lots)
- Scotch tape and dispenser
- Vests

OPERATIONS Student Release Team Supplies/Equipment

- Tables and chairs
- Stanchions and/or barricades
- White board
- Easel for white board

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

LOGISTICS Section Chief Go-Kit

- School Emergency Plan
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

LOGISTICS Section Chief Supplies/Equipment

- Table and chair

LOGISTICS Supplies & Staffing Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Communications log
- Hard hat, vest and safety equipment

LOGISTICS Supplies & Staffing Team Leader

- Table and chair
- Phone
- Computer or laptop

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

LOGISTICS Supplies & Staffing Team Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- On-campus supply storage list(s)/map
- Communications log
- Map of facility
- Pens and pencils, paper
- Hard hats, vests and safety equipment

LOGISTICS Supplies & Staffing Team Supplies/Equipment

- Table and chair
- Phones
- Computers or laptops

LOGISTICS Transportation Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- School Disaster Plan
- Map of facility
- Job description clipboard
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- Pens and pencils, paper
- Communications log

LOGISTICS Transportation Team Leader Supplies/Equipment

- Table and chair
- Phone

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

LOGISTICS Transportation Team Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Communications log
- Walkie-talkies/FRS
- Pens and pencils, paper
- Hard hat, vest and safety equipment

LOGISTICS Transportation Team Supplies/Equipment

- Table and chair
- Phones

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

PLANNING/INTELLIGENCE Section Chief Go-Kit

- School Emergency Plan
- On-campus supply storage list(s)/map
- Map of facility
- Job description clipboard
- Pens and pencils, paper
- Master keys
- Hard hat, vest and safety equip
- Walkie-talkie/FRS

PLANNING/INTELLIGENCE Section Chief Supplies/Equipment

- Table
- Chair

PLANNING/INTELLIGENCE Documentation Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

PLANNING/INTELLIGENCE Documentation Team Leader Supplies/Equipment

- Table
- Chair

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

PLANNING/INTELLIGENCE Documentation Team Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

PLANNING/INTELLIGENCE Documentation Team Supplies/Equipment

- Table
- Chairs

PLANNING/INTELLIGENCE Situation Status Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Assorted regional/area maps
- Job description clipboards
- File Boxes
- Vendor contracts/agreements list
- Large facility and site maps
- Pens and pencils, markers and paper
- Hard hat, vest and safety equipment

PLANNING/INTELLIGENCE Situation Status Team Leader Supplies/Equipment

- Table
- Chairs

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

PLANNING/INTELLIGENCE Situation Status Team Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Assorted regional/area maps
- Hard hat, vest and safety equipment
- Large facility and site maps
- Pens and pencils, markers and paper
- File Boxes

PLANNING/INTELLIGENCE Situation Status Team Supplies/Equipment

- Table
- Chairs

GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT BY SECTION AND POSITION – (continued)

FINANCE/ADMINISTRATION Section Chief Go-Kit

- School Emergency Plan
- Vest and/or ID badge
- Hard hat
- Clipboard w/pad and pens/Sharpies
- Walkie-talkie/FRS
- Job description clipboard
- File folders and boxes

FINANCE/ADMINISTRATION Section Chief Supplies/Equipment

- Table
- Chair

FINANCE/ADMINISTRATION Recordkeeping Team Leader Go-Kit

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Job description clipboard
- File Boxes
- Vendor contracts/agreements list
- Pens and pencils, paper
- Hard hat and vest

FINANCE/ADMINISTRATION Recordkeeping Team Leader Supplies/Equipment

- Table, chair, computer or laptop

**GO-KIT CONTENTS AND SUPPLIES/EQUIPMENT
BY SECTION AND POSITION – (continued)**

**FINANCE/ADMINISTRATION
Recordkeeping Team Go-Kit**

- Team Checklist and Contact Information
- Vendor contracts/agreements list
- Pens and pencils, paper
- File Boxes
- Walkie-talkies/FRS
- Hard hat and vest

**FINANCE/ADMINISTRATION
Recordkeeping Team Supplies/Equipment**

- Table
- Chairs

RECOVERY

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the district's assets are also crucial to the overall restoration of the educational process.

RECOVERY ACTION CHECKLIST

- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. District-level counselor may want to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

During the preparedness phase, local vendors who can assist in recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration,

structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Assemble the Crisis Intervention Team. A Crisis Intervention Team, or CIT, is composed of individuals at either the district or school level involved in recovery. A review of the literature shows that there are different models for organizing a CIT. In one model, there is a centralized CIT at the district level, which serves all schools in that district. In another model, the district trains school-based CITs. Even when crisis intervention teams exist within individual schools, it may be necessary for the superintendent or designee to allocate additional resources on an as-needed basis.

Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help district and school personnel coordinate activities of the community service providers and see that district procedures and intervention goals are followed.

Return to the “business of learning” as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Schools and districts need to keep students, families and the media informed. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school and district are providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school(s). Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/relandscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged. Use the Loss Recovery Resource Guide that is provided as part of the SchoolGuard USDOE Emergency Response and Crisis Management Grant.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who need intervention by a school counselor, social worker, school psychologist or other mental health professional. Arrange for appropriate interventions by school or community-based service providers. In addition, available services need to be identified for families who may want to seek

treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

Conduct daily debriefings for staff, responders, and other assisting in recovery. Mental health workers who have provided services after crises stress the importance of ensuring that those who are providing “psychological first aid” are supported with daily critical incident stress debriefings. Debriefings help staff cope with their own feelings of vulnerability.

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a long time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of crises. Trauma experts discourage memorials for suicide victims to avoid glorification and the sensationalizing of these deaths.

Evaluate. Evaluating recovery efforts will help prepare for the next crisis. Use several methods to evaluate recovery efforts. Conduct brief interviews with emergency responders, families, teachers, students and staff. Focus groups may also be helpful in obtaining candid information about recovery efforts. The following are examples of questions to ask:

- ▶ Which classroom-based intervention proved most successful and why?
- ▶ Which assessment and referral strategies were the most successful and why?
- ▶ What were the most positive aspects of staff debriefings and why?
- ▶ Which recovery strategies would you change and why?
- ▶ Do other professionals need to be considered to help with future crises?
- ▶ What additional training is necessary to enable the school community and community at large to prepare for future crises?
- ▶ What additional equipment or resources are necessary to support recovery efforts?
- ▶ What other planning actions will facilitate future recovery efforts?

Recovery may seem like an end, but it is also a beginning. You must close the loop on the circle. A critical step in crisis planning is to evaluate each incident. What worked? What didn't work? How could you improve operations? Take what you have learned and start at the beginning. Update and strengthen the plan so that in a crisis, no child is left behind.

ADDRESSING THE NEEDS OF INDIVIDUALS WITH DISABILITIES

All school Emergency Operations Plans must include procedures to address the needs of students, staff and visitors with disabilities during a disaster. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language/terms they understand. Because our schools may, at one time or another, have staff, students or visitors who need evacuation assistance, all schools must have a plan that includes the needs of individuals with disabilities.

This checklist indicates those steps necessary to address the needs of those with disabilities. The training materials that are part of the pre-plan include detailed information and guidelines for developing and implementing an effective plan.

- Assess classrooms and offices for unsecured, non-structural hazards, potentially blocked exits and other issues that could put students and staff at risk of injury in a fire, earthquake or other emergency.
- Take mitigation measures to eliminate or reduce hazards.
- Develop a list of individuals needing evacuation assistance and update regularly.
- Establish Evacuation Staging Areas.
- Establish a Buddy System and assign an adult to assist a disabled individual in exiting the building or getting to an Evacuation Staging Area.
- Test your evacuation plan.
- Finalize Your Evacuation Plan.
- Train staff in evacuation procedures.
- Include procedures for evacuating individuals with disabilities in regular fire, earthquake and all other drills and exercises.

Review Evacuation Procedures for Individuals with Disabilities annually and make changes as necessary.

Resources Available for Schools

Information, Guides and Reports

Emergency Plan Web Site

The Department of Education's (ED) Office of Safe and Drug-Free Schools' Emergency Plan Web site www.ed.gov/emergencyplan provides a one-stop site for information to help plan for, mitigate, respond to and recover from any emergency (natural disasters, violent incidents, terrorist acts, etc.). The site provides access to ED materials, such as Practical Information on Crisis Planning, and links to additional emergency planning resources of government agencies, nongovernmental organizations, health-care provider resources, mental health resources, and state and local resources.

Practical Information on Crisis Planning: A Guide for Schools and Communities

This binder provides schools and communities with basic guidelines and useful ideas on how to develop and refine their emergency response and crisis management plans for each phase of crisis planning: mitigation and prevention, preparedness, response and recovery. This information is available at www.ed.gov/emergencyplan/.

Infrastructure Protection: National Clearinghouse for Educational Facilities

This Web-based clearinghouse at www.edfacilities.org provides information on school safety issues, such as how to design buildings to prevent or mitigate possible terrorist attacks and violence.

Bomb Threat Assessment Guide: ED and Bureau of Alcohol, Tobacco and Firearms

The Step-by-Step Guide for Bomb Threats can assist school districts, administrators and emergency responders in planning an effective bomb threat response protocol in schools. A CD-ROM interactive planning tool provides schools with a 15-step guide. In 2003, a copy of the CD-ROM was distributed to every school district in the country. It is still available at www.ed.gov/emergencyplan/.

Campus Public Safety Guide

The Department of Homeland Security's Office of Domestic Preparedness published a series titled Campus Public Safety: Weapons of Mass Destruction and Terrorism Protective Measures in April 2003. This document describes affirmative steps colleges and universities can take to prevent, deter or effectively respond to an attack by weapons of mass destruction. It is available at www.ed.gov/emergencyplan/.

Safe Schools Initiative: ED and the U.S. Secret Service

The 2002 Safe Schools Initiative Guide and Final Report provides guidelines for managing threatening situations and offers ways to create a safe school environment. It is available at www.ed.gov/emergencyplan/.

SCHOOLGUARD

www.SchoolGuard.com is a website that was created by the USDOE Emergency Response and Crisis Management Grant #Q184E040087 to provide information to schools and parents on emergency preparedness.

Information Specifically for Children

A Web site with age-appropriate information for children on disasters is at www.fema.gov/kids/. In addition, the Department of Homeland Security is working to expand its citizen preparedness "Ready" campaign by getting children involved in preparing for crises. The Web site is planned to be launched in 2005.

Information Dealing With Trauma

The National Child Traumatic Stress Network Web site

http://www.nctsn.org/nccts/nav.do?pid=ctr_tool contains the following links to tools and materials that can be used by schools both for school planning purposes and as handouts to parents and caregivers:

- The link to "Presentation Tools"
http://www.nctsn.org/nccts/nav.do?pid=ctr_tool_present allows one to view and download slide presentations on selected topics related to child trauma and traumatic stress, including statistics on the prevalence of child trauma, current interventions to reduce the impact of child traumatic stress, and an overview of the National Child Traumatic Stress Network.
- The "Educational Materials" link
http://www.nctsn.org/nccts/nav.do?pid=ctr_tool_educ includes tip sheets for parents, caregivers, and teachers on current topics, as well as basic information on child traumatic stress for different audiences.

Grants Available From the U.S. Department of Education

Emergency Response and Crisis Management Discretionary Grants

Emergency Response and Crisis Management grants provide funds to local educational agencies to improve and strengthen their emergency response and crisis management plans. This year, ED is obligating 105 awards for a total of \$28 million. ED anticipates conducting another competition in the area of crisis planning in fiscal year 2005. We anticipate that a notice regarding the competition will be issued in a few months.

The Safe Schools-Healthy Students Initiative Grants

These grants provide students, schools and communities with federal funding to implement a comprehensive plan of activities, programs and services focusing on promoting healthy childhood development and preventing violence and alcohol and drug abuse. In fiscal year 2004, ED contributed a total of \$95 million for grants supporting this initiative. Other federal departments also contributed funds. We anticipate additional funding for this initiative in fiscal year 2005.

Questions and Answers

Q. Why is the Department of Education sending this information? Is there an imminent threat to America's schools?

A. The FBI and DHS are currently unaware of any specific, credible information indicating a terrorist threat to public or private schools, universities or colleges in the United States. The FBI and DHS have told us that there is no imminent threat to U.S. schools and that the group that conducted the operation in Russia has never attacked or threatened to attack U.S. interests. However, in an abundance of caution, the Department of Education and our federal law enforcement partners are providing state and local law enforcement officials and educators with an analysis of some of the important lessons learned about the recent incident in Beslan, Russia.

Q. Who else have federal officials contacted regarding the Beslan incident?

A. The DHS and FBI recently sent an analysis of the Beslan incident to their constituents in the law enforcement field. The Department of Education (ED) is distributing information to our constituents in the education community. Among those to whom ED is sending the information are: school police and school security personnel; school resource officers; emergency response and crisis management grantees; chief state school officers; members of boards of education; organizations representing principals; institutions of higher education; and various groups representing non-public schools. Our intent is to inform all appropriate school-related constituencies, all types of schools, whether public or non-public, and institutions of higher education.

Q. How should those informed respond to the bulletin?

A. School districts, in partnership with local law enforcement officials and first responders, should review their crisis plan, ensure that it is up to date, practice their plan, and make modifications as needed.

Q. What should we tell parents and students?

A. We believe you need to be truthful and open. You need to tell students that there are no imminent threats to U.S. schools but that there is a continued need to be prepared to deal with a wide range of crises that can occur in schools and communities.

Q. Are there any resources available at the federal level to help us with our crisis planning?

A. Yes, there are numerous Web pages, booklets, manuals, clearinghouses, etc. available to help you. A summary of resources is found as an attachment to this document.

Q. What about financial resources? Does ED have any financial resources to assist school districts?

A. ED anticipates conducting another competition in the area of crisis planning in fiscal year 2005. We anticipate that a notice regarding the competition will be issued in a few months.

What the Law Requires of Schools

THE FIELD ACT (Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

THE KATZ ACT

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS
California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
 - A state emergency has been proclaimed
- or,**
- A federal disaster declaration has been made

NOTE: No public school employee may leave the school site during an emergency until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

POST-DISASTER SHELTERS

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 to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

Consult *Schools as Shelters: Planning and Management Guidelines for Districts & Sites* (ordering information is available from the Office of Emergency Services)

THE PETRIS BILL
California Government Code Section 8607

Requires schools to respond to disasters using the
Standardized Emergency Management System (SEMS) by December 1996

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5
February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

Initial compliance deadlines:

- Phase I:** Initial Staff Training by **Oct. 2004**
- Phase II:** Identification of Relevant Plans, Procedures and Policies by **Nov. 2004**
- Phase III:** Modification of Existing Plans, Procedures and Policies by **July 2005**
- Phase IV:** Supporting NIMS Integration Center Standards by **Sept. 2005**

The Language of Emergency Response

Acronyms

ARC	American Red Cross
CP	Command Post
CERT	Community Emergency Response Team
DES	Department of Emergency Services
DHS	Department of Homeland Security
DO	District Office
DPH	Department of Public Health
DSW	Disaster Service Worker
EAS	Emergency Alert System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
FEMA	Federal Emergency Management Agency
FRS	Family Radio System
HAZMAT	Hazardous Materials
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
LOG	Logistics
MOU	Memorandum of Understanding
NIMS	National Incident Management System
OASIS	Operational Area Satellite Information System
OES	Office of Emergency Services (California)
OP AREA	Operational Area
OPS	Operations
PA	Public Address
PIO	Public Information Officer
RACES	Radio Amateur Civil Emergency Services
S&R	Search and Rescue
SCAN USA	Secure Cops Alert Network
SEMS	Standardized Emergency Management System
SIT REP	Situation Report
SOP	Standard Operations Procedure
SIT STAT	Situation Status
VOAD	Volunteer Organizations Active in Disasters
VRC	Volunteer Reception Center
WMD	Weapon of Mass Destruction

Glossary

Action Plan	the plan prepared on-site by the Management Team that will guide response to the emergency at hand.
Activate	is the verb used to describe the intention of implementing the emergency plan.
American Red Cross	a national volunteer agency that provides disaster relief.
Command Post	is the physical location where the Management Team and Section Leaders gather to coordinate response activities.
Damage Assessment	the process used to determine the amount and severity of damage caused by a disaster or emergency.
Disaster	a sudden, calamitous event that causes damage, loss, and destruction to people and property.
Disaster Service Worker	refers to any public employee or any unregistered person impressed into service consequent to a state of emergency.
Emergency	a condition of disaster or extreme peril to the safety of persons and property.
Emergency Operations Center	the location from which centralized management is performed during emergency response.
Emergency Operations Plan	the plan that each district has and maintains for responding to disasters and/or school crisis's.
Exercise	a simulated emergency situation designed to evaluate an organization or agency's level of preparedness.
Federal Disaster Assistance	refers to the federal government's in-kind and financial assistance provided to disaster victims, the state, or local government agencies through the Federal Disaster Relief Act.
First responder	a collective term used to describe law enforcement, fire, EMS, public works, and public health personnel; those agencies generally first on the scene during emergencies.
Function	the five major components of the Incident Command System: Management/Command, Operations,

	Planning/Intelligence, Logistics, and Finance/Administration.
Hazard	any source of danger or element of risk to people, property, or the environment.
Hazard Mitigation	any measure taken that attempts to eliminate or reduce the potential for damage or injury from a disaster.
Incident	an occurrence or event, natural or man-made, that requires action by emergency personnel.
Incident Commander	the individual responsible for the overall management and command during an emergency response. In a Unified Command situation, this function may be performed by two or more individuals representing multiple agencies.
Incident Command System	the national standard for on-scene emergency management.
Management by Objectives	a top-down management activity that involves a three-step approach to problem-solving: establishing the objectives, selecting the appropriate strategy (ies) to achieve those objectives, and providing the direction of or assignments associated with the selected strategy.
Mass Care Facility	a location where food, lodging, clothing, first aid, welfare inquiry, and social services are available to victims of disaster.
Media	refers to any/all of the means of disseminating information and instructions to the public: radio, television, and newspapers.
Memorandum of Understanding	a pre-existing agreement between agencies to render support (personnel, equipment or facilities) during times of emergency.
Mitigation	the pre-event actions taken to lessen the effects and impact of a disaster.
Operational Area	an intermediate level of the state emergency organization, consisting of a county and all of the political subdivisions/special districts within its boundaries.

Preparedness	refers to the entire spectrum of planning and training that ensures emergency readiness
Recovery	those activities associated with “getting back to business” after an emergency; the long-term plan.
Response	those activities undertaken to address the immediate short-term effects of an emergency or disaster. Response activities include actions taken to save lives, protect property and meet basic human needs.
Section	within ICS, the organizational level with responsibility for a major functional area of incident response: Management/Command, Operations, Planning/Intelligence, Logistics, Finance/Administration.
Section Chief	the ICS title given to those individuals responsible for the command of a functional section.
Triage	a process of rapidly classifying patients on the basis of urgency of treatment.
Threats	those situations or circumstances that are likely to occur within, or affect, the Operational Area.

Personnel

Sexual Harassment

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.82 Nondiscrimination on the basis of sex in employment in education programs or activities

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

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

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

Personnel

Sexual Harassment

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Title IX Coordinator

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Jason Morse, Superintendent
44141 Little Lake Road
P.O. Box 1154
Mendocino, CA 95460
707-937-5868
JMorse@mcn.org

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR [106.8](#))

Prohibited Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code [212.5](#); Government Code [12940](#); 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code [12950.1](#))

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code [12926](#))

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code [12950.1](#))

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code [12950.1](#); 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code [12950.1](#), the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR [106.8](#))

A copy of the Board policy and this administrative regulation shall: (Education Code [231.5](#))

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code [12950](#))

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR [11021](#) for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code [12950](#))

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Personnel

Title IX Sexual Harassment Complain Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints shall be investigated and responded to pursuant to AR 4030 - Nondiscrimination in Employment.

A report of sexual harassment shall be submitted directly to or forwarded to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

The Superintendent or designee shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures. (34 CFR 106.30, 106.44)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal. (34 CFR 106.45)

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process

Formal Complaint Process

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, the district investigates allegations about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons.

During the investigation process, the district shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
9. After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 45 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the district shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the U.S. Equal Employment Opportunity Commission.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. [4117.7/4317.7](#) - Employment Status Report)

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain for a period of seven years a record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)

The Superintendent or designee shall also maintain for a period of seven years all materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public. (34 CFR 106.45)

(cf. [3580](#) - District Records)

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex

[48900](#) Grounds for suspension or expulsion

[48900.2](#) Additional grounds for suspension or expulsion; sexual harassment

[48985](#) Notices, report, statements and records in primary language

CIVIL CODE

[51.9](#) Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

WEB SITES

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

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

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

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Students

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex

[48900](#) Grounds for suspension or expulsion

[48900.2](#) Additional grounds for suspension or expulsion; sexual harassment

[48904](#) Liability of parent/guardian for willful student misconduct

[48980](#) Notice at beginning of term

[48985](#) Notices, report, statements and records in primary language

CIVIL CODE

[51.9](#) Liability for sexual harassment; business, service and professional relationships

[1714.1](#) Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

[12950.1](#) Sexual harassment training

CODE OF REGULATIONS, TITLE 5

[4600-4670](#) Uniform complaint procedures

[4900-4965](#) Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

[1221](#) Application of laws

[1232g](#) Family Educational Rights and Privacy Act

[1681-1688](#) Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

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Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

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

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

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

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

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Students

Sexual Harassment

Title IX Coordinator

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Jason Morse, Superintendent
44141 Little Lake Road
P.O. Box 1154
Mendocino, CA 95460
707-937-5868
JMorse@mcn.org

The district shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR [106.8](#))

Prohibited Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code [212.5](#); 5 CCR [4916](#))

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code [48980](#); 5 CCR [4917](#))
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code [231.5](#))
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code [231.6](#))
4. Be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator. (Education Code [234.6](#); 34 CFR [106.8](#))
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code [231.5](#))
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code [231.5](#))
7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations (34 CFR [106.8](#))

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator, regardless of whether the alleged victim files a formal complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 1312.3 - Uniform Complaint Procedures.

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Students

Title IX Sexual Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints shall be investigated and responded to pursuant to AR 1312.3 - Uniform Complaint Procedures.

A report of sexual harassment shall be submitted directly to or forwarded to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

The Superintendent or designee shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures. (34 CFR 106.30, 106.44)

Emergency Removal from School

On an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that

removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal. (34 CFR 106.45)

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Formal Complaint Process

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, the district investigates allegations about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons.

During the investigation process, the district shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

9. After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 45 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the district shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code [48900.2](#), [48915](#))

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference

3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain for a period of seven years a record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)

The Superintendent or designee shall also maintain for a period of seven years all materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public. (34 CFR 106.45)

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex

[48900](#) Grounds for suspension or expulsion

[48900.2](#) Additional grounds for suspension or expulsion; sexual harassment

[48985](#) Notices, report, statements and records in primary language

CIVIL CODE

[51.9](#) Liability for sexual harassment; business, service and professional relationships

[1714.1](#) Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

[12950.1](#) Sexual harassment training

CODE OF REGULATIONS, TITLE 5

[4600-4670](#) Uniform complaint procedures

[4900-4965](#) Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

[1221](#) Application of laws

[1232g](#) Family Educational Rights and Privacy Act

[1681-1688](#) Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

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

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

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

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

7/20

Mendocino Unified School District
2020-21 Annual Report - District of Choice

Background:

Education Code Section 48313 requires that the Superintendent annually report on the number of students who exited the district pursuant to the District of Choice program. Additionally, a reporting must be made of those students who had a District of Choice application denied that includes the reason for the denial. Moreover, the number of students who entered the district pursuant to the District of Choice program must be reported. Additionally, with regard to incoming students a number of other criteria must be included in the accounting. Below is an accounting of the students who either entered or exited the Mendocino Unified School District as a result of the District of Choice legislation and policy for the 2020-21 school year.

Number of students who exited the Mendocino Unified District of Choice Program	26
Number of students who entered the Mendocino Unified District of Choice Program	64
Number of students who had a District of Choice Application denied in 2020-21	6

Legend For Acronyms - Page 4

Gender	Race	Socio Economic Disadvantaged	Disability Exceptional Needs	English Language Status	Grade Level	District of Residence
Students Entering Mendocino Unified						
M	500	P		EL	11	Fort Bragg USD
M	700	R		EO	11	Fort Bragg USD
M	700	R		EO	9	Fort Bragg USD
M	700	P		EO	9	Fort Bragg USD
F	700	P		EO	11	Fort Bragg USD
F	500	R		EO	11	Fort Bragg USD
F	500	R		EO	6	Fort Bragg USD
M	500	R		EO	0	Fort Bragg USD
M	700	F	290	EO	9	Fort Bragg USD
M	700	F	290	EO	12	Fort Bragg USD
F	700	F		EO	11	Fort Bragg USD
F	700	F		EO	10	Fort Bragg USD
M	700	F		EO	6	Fort Bragg USD
F	700	F		EO	11	Fort Bragg USD
F	700	F		EO	9	Fort Bragg USD
M	700	F		EO	7	Fort Bragg USD
F	700	F		EO	4	Fort Bragg USD
M	700	R		EO	12	Fort Bragg USD
F	700	P		EO	7	Fort Bragg USD
F	700	P		EO	4	Fort Bragg USD
F	500	P		EO	8	Fort Bragg USD

Mendocino Unified School District
2020-21 Annual Report - District of Choice

Gender	Race	Socio Economic Disadvantaged	Disability Exceptional Needs	English Language Status	Grade Level	District of Residence
M	700	P		EO	10	Fort Bragg USD
M	700	R		EO	10	Fort Bragg USD
M	700	F		EO	3	Fort Bragg USD
M	700	F		EO	10	Fort Bragg USD
F	700	P		EO	9	Fort Bragg USD
F	299	F		EL	7	Fort Bragg USD
F	299	F		EO	8	Fort Bragg USD
M	700	P	290	EO	8	Fort Bragg USD
F	700	P		EO	12	Fort Bragg USD
F	500	P		EO	6	Fort Bragg USD
F	500	P		EO	9	Fort Bragg USD
M	700	F		EO	12	Fort Bragg USD
M	600	P		EO	11	Fort Bragg USD
M	600	P		EO	1	Fort Bragg USD
F	700	P		EO	10	Fort Bragg USD
M	700	P		EO	9	Fort Bragg USD
M	700	P		EO	10	Fort Bragg USD
M	700	F		EO	11	Fort Bragg USD
M	700	P		EO	7	Fort Bragg USD
M	600	F	290	EO	12	Fort Bragg USD
M	700	P		EO	4	Fort Bragg USD
M	700	P		EO	7	Fort Bragg USD
F	700	P		EO	12	Fort Bragg USD
F	700	R		EO	0	Fort Bragg USD
F	700	F		EO	9	Fort Bragg USD
M	700	P		EO	8	Fort Bragg USD
M	500	R		EO	11	Fort Bragg USD
F	700	P		EO	4	Fort Bragg USD
M	700	P		EO	2	Fort Bragg USD
F	700	R		EO	3	Fort Bragg USD
F	700	R		EO	5	Fort Bragg USD
M	700	R		EO	12	Fort Bragg USD
M	700	F	290	EO	12	Fort Bragg USD
F	700	R		EO	7	Fort Bragg USD
F	700	P		EO	3	Fort Bragg USD
M	700	F	290	EO	8	Fort Bragg USD
F	700	P		EO	10	Fort Bragg USD
M	299	P		EO	9	Anderson Valley

Mendocino Unified School District
2020-21 Annual Report - District of Choice

Gender	Race	Socio Economic Disadvantaged	Disability Exceptional Needs	English Language Status	Grade Level	District of Residence
M	299	P		EO	9	Anderson Valley
M	299	P		EO	12	Anderson Valley
F	299	P		EO	10	Anderson Valley
M	700	P		EO	11	Anderson Valley
F	700	P		EO	10	Anderson Valley

LEGEND

Gender

M- Male
F- Female

Race

299 – Other Asian
700- White
600- Black or African American
500 – Hispanic or Latino
100- American Indian or Alaska Native
203- Korean

Disability Exceptional Needs

290 – Specific Learning Disability
280 – Other Health Impairment

English Language Status

EO – English Only
EL – English Learner

Socio Economic Disadvantaged

F- Free
R- Reduced pay
P- Full pay

District of Residence

2365565 - Fort Bragg Unified
2365540 – Anderson Valley Unified

Community Relations

Access to District Records

The Governing Board recognizes the right of citizens to have access to public records of the District. The Board intends the District to provide any person reasonable access to the public records of the schools and District during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

The District may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other statutes.

Legal Reference:

EDUCATION CODE

35145 Public meetings

35170 Authority to secure copyrights

35250 Duty to keep certain records and reports

42103 Publication of proposed budget; hearing

44031 Personnel file contents and inspections

44839 Medical certificates; periodic medical examination (re access to medical certificate in personnel file)

49060-49079 Pupil records

49091.10 Parental review of curriculum and instruction

52015 Ongoing evaluation and modification of school improvement plans

52015.5 Availability of information required by EC 52015(g)

52850 Applicability of article (School-based Program Coordination Plan availability)

54722 Application of article (Motivation and maintenance program Plan availability)

GOVERNMENT CODE

3547 Proposals relating to representation

6250-6270 California Public Records Act

6275-6276.48 Other exemptions from disclosure

53262 Employment contracts

54957.2 Minute book record of closed sessions

54957.5 Agendas and other writings distributed for discussion or consideration

81008 Public records; inspection and reproduction

CODE OF REGULATIONS, TITLE 5

430-438 Individual pupil records

COURT DECISIONS

Fairley v. Superior Court, 66 Cal.App. 4th 1414 (1998)

North County Parents Organization for Children with Special Needs v. Department of Education, 23 Cal.App. 4th 144 (1994)

ATTORNEY GENERAL OPINIONS

71 Ops.Cal.Atty.Gen. 235 (1988)

64 Ops.Cal.Atty.Gen 186 (1981)

Community Relations
Access to District Records

Note: The following optional policy and accompanying administrative regulation reflect requirements of the California Public Records Act (CPRA) (Government Code [6250-6270](#)) pertaining to public access to public records of the district. "Public records," as defined by Government Code [6252](#), include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics; see "Definitions" in the accompanying administrative regulation. For information regarding retention of records, see BP/AR 3580 - District Records, AR 4112.6/4212.6/4312.6 - Personnel Files, and BP/AR 5125 - Student Records.

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. [3553](#) - Free and Reduced Price Meals)

(cf. [3580](#) - District Records)

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

(cf. [4112.6/4212.6/4312.6](#) - Personnel Files)

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)

(cf. [5020](#) - Parent Rights and Responsibilities)

(cf. [5125](#) - Student Records)

(cf. [5125.1](#) - Release of Directory Information)

(cf. [6162.5](#) - Student Assessment)

(cf. [9011](#) - Disclosure of Confidential/Privileged Information)

(cf. [9321](#) - Closed Session)

Note: In City of San Jose v. Superior Court, the California Supreme Court held that communications regarding public business that have been sent, received, or stored by public officials on a personal account or device are not categorically exempt from disclosure under the CPRA (Government Code [6250-6270](#)). The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public official's or employee's personal device regardless of whether they were transmitted through district servers. Such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications. Also see [AR 3580](#) - District Records and [BB 9012](#) - Board Member Electronic Communications.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

(cf. [4040](#) - Employee Use of Technology)

(cf. [9012](#) - Board Member Electronic Communications)

Note: Government Code [6253](#) authorizes the district to charge a person requesting a copy of a record a fee covering the direct costs of duplication; however, no fee can be charged to a person who wishes to inspect but

not copy a record. In *North County Parents Organization for Children with Special Needs v. Department of Education*, the court determined that direct costs include only the cost of running the copy machine and possibly the expense of the person operating it. Examples of costs that do not fit this definition include costs associated with searching, reviewing, or redacting the record; assisting the requester in formulating the request; responding to the request; or employee time to sit with the requester during inspection of the record. Because it is not clearly authorized by law, districts wishing to charge for the cost of the copy machine operator should consult with legal counsel.

Note: In addition, Government Code [6253](#) authorizes districts to provide faster access or access to more records than the minimum standards provided by law. According to the court in *North County Parents Organization*, this provision permits a district to waive or reduce its fees, as a reduction in copy fees permits greater access to records. For example, a district may consider waiving fees below a certain dollar threshold because the costs of collecting the fee exceed the fee amount.

Note: Pursuant to Government Code [6253](#), as amended by AB 1819 (Ch. 695, Statutes of 2019), members of the public who request to inspect a disclosable record of the district have the right to use their own equipment on district premises, without being charged any fees or costs, to photograph, copy, or reproduce the record in a manner that does not require the equipment to make physical contact with the record. For further information about exceptions and limitations on the use of one's own equipment to copy a record of the district, see "Inspection of Records and Requests for Copies" in the accompanying administrative regulation.

The district may charge for copies of public records or other materials requested by individuals or groups, unless they are using their own personal equipment to reproduce the record. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

Note: The following paragraph is optional.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Legal Reference:

EDUCATION CODE

[234.7](#) Student protections relating to immigration and citizenship status

[35145](#) Public meetings

[35170](#) Authority to secure copyrights

[35250](#) Duty to keep certain records and reports

[41020](#) Requirement for annual audit

[42103](#) Publication of proposed budget; hearing

[44031](#) Personnel file contents and inspections

[44839](#) Medical certificates; periodic medical examination

[49060-49079](#) Student records

[49091.10](#) Parental review of curriculum and instruction

GOVERNMENT CODE

[3547](#) Proposals relating to representation

[6250-6270](#) California Public Records Act

[6275-6276.48](#) California Public Records Act; other exemptions from disclosure

[8310.3](#) California Religious Freedom Act

53262 *Employment contracts*

54957.2 *Minute book record of closed sessions*

54957.5 *Agendas and other writings distributed for discussion or consideration*

81008 *Political Reform Act, public records: inspection and reproduction*

CALIFORNIA CONSTITUTION

Article 1, Section 3 Right of access to governmental information

CODE OF REGULATIONS, TITLE 5

430-438 *Individual student records*

COURT DECISIONS

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282

Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440

International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319

Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381

Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324

Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414

North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144

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71 Ops.Cal.Atty.Gen. 235 (1988)

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Management Resources:

CSBA PUBLICATIONS

Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

California Department of Justice Guidelines for Access to Public Records, October 2017

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

The People's Business: A Guide to the California Public Records Act, rev. April 2017

WEB SITES

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

California Office of the Attorney General: <http://oag.ca.gov>

Institute for Local Government: <http://www.cacities.org>

State Bar of California: <http://www.calbar.ca.gov>

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Access to District Records

Records Open to the Public - Public records include any writing containing information relating to the conduct of the District's business prepared, owned, used, or retained by the District regardless of physical form or characteristics.

A member of the public includes any person, except a member, agent, officer, or employee of the District acting within the scope of his/her office or employment. Governing Board members are entitled to access to public records permitted by law in the administration of their duties, and, as to other public records, on the same basis as any other person.

Records to which the public shall have access during normal business hours include but are not limited to:

1. The proposed and approved budgets.
2. Statistical compilations.
3. Reports and memoranda.
4. Notices and bulletins.
5. Minutes of public meetings.
6. Meeting agendas.
7. Official communications between governmental branches.
8. School-based program plans.
9. Information and data relevant to the evaluation and modification of school improvement plans.
10. Initial proposals of exclusive employee representatives and of the District.
11. Tort claims filed against the District and records pertaining to pending litigation which predate the filing of the litigation, unless otherwise protected by some other provision of law
12. Statements of economic interests required by the Conflict of Interest Code.
13. Contracts of employment and settlement agreements.

Confidential Records Records to which the general public shall not have access include but are not limited to:

1. Preliminary drafts, notes, interdistrict or intradistrict memoranda which are not retained by the District in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure
2. Records specifically prepared for litigation to which the District is a party or to claims made pursuant to the Tort Clams Act, until the pending litigation or claim has been finally adjudicated or otherwise settled, unless the records are protected by some other provision of law.
3. Personnel records, medical records, student records, personal correspondence, or similar materials the disclosure of which would constitute an unwarranted invasion of personal privacy. The home addresses and home telephone numbers of employees may be disclosed only as follows:
 - a. To an agent or a family member of the individual to whom the information pertains.
 - b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of its official duties.
 - c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed.
 - d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to District employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents.
4. Test questions, scoring keys, and other examination data except as provided by law.
5. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the District relative to the acquisition of

property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained.

6. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information.
7. Library circulation records kept for the purpose of identifying the borrower of items available in the library.
8. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege.
9. Recall petitions or petitions for the reorganization of school districts
10. The minutes of Board meetings held in closed session
11. Computer software developed by the District
12. Written instructional textbooks or other materials for which providing a copy would infringe a copyright or would constitute an unreasonable burden on the operation of the District
13. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes.

Inspection of Records and Requests for Copies. Public records are open to inspection at all times during District Office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law.

Within ten days of receiving any request for a copy of records, the Superintendent or designee shall determine whether to comply with the request and immediately inform the person making the request of his/her determination and the reasons for it.

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request::

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request.
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request.
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request or among two or more components of the agency having substantial subject matter interest therein.

Any person may request a copy of any District record open to the public and not exempt from disclosure. Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Requests to waive the fee shall be submitted to the Board.

Computer data shall be provided in a form determined by the Superintendent or designee.

Provisions of the Public Record Act shall not be construed so as to delay access for purposes of inspecting records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denials.

Access to District Records

Note: Article 1, Section 3 of the California Constitution grants any person the right to access information concerning meetings and writings of state and local government bodies, officials, and agencies as long as the constitutional rights of privacy and due process are protected. Courts broadly interpret rules or laws granting access and narrowly interpret those denying access; thus, the burden is on the district to demonstrate the need for restricting access to public records.

Note: The following optional administrative regulation lists those records defined as public and, in contrast, those defined as confidential to which there is no public access. It is not intended to provide an all-inclusive list of records that may be defined as either public or confidential.

Definitions

Note: Pursuant to Government Code [6252](#), a "public record" includes any writing that relates to district business as defined below.

*Note: Emails and other electronic communications related in a substantive manner to district business are considered public records. Furthermore, in *City of San Jose v. Superior Court*, the California Supreme Court held that using a personal account or personal device to send, receive, or store communications regarding public business does not categorically exclude those records from disclosure upon request under the California Public Records Act (CPRA) (Government Code [6250-6270](#)). The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public employee's or official's personal device or account. Such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's Legal Alert: *Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications*. Also see the accompanying Board policy, AR 3580 - District Records, and BB 9012 - Board Member Electronic Communications.*

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code [6252](#))

(cf. [3580](#) - District Records)

(cf. [9012](#) - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code [6252](#))

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code [6252](#))

Public Records

Note: While not specifically enumerated in Government Code [6252](#), items #1-14 below are items which fall within the definition of "public records."

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code [41020](#), [42103](#))

(cf. [3100](#) - Budget)

(cf. [3460](#) - Financial Reports and Accountability)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code [35145](#))

(cf. [9324](#) - Minutes and Recordings)

6. Meeting agendas (Government Code [54957.5](#))

(cf. [9322](#) - Agenda/Meeting Materials)

7. Official communications between the district and other government agencies

Note: District and school plans (e.g., local control and accountability plan, school plan for student achievement, comprehensive safety plan) must generally be accessible to the public. However, pursuant to Education Code [32281](#), the Governing Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. See BP [0450](#) - Comprehensive Safety Plan.

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

(cf. [0400](#) - Comprehensive Plans)

(cf. [0420](#) - School Plans/Site Councils)

(cf. [0440](#) - District Technology Plan)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)

(cf. [3543](#) - Transportation Safety and Emergencies)

(cf. [7110](#) - Facilities Master Plan)

9. Initial proposals of exclusive employee representatives and of the district (Government Code [3547](#))

(cf. [4143.1/4243.1](#) - Public Notice - Personnel Negotiations)

Note: Government Code [6254](#) exempts from disclosure those records pertaining to pending litigation until the pending litigation or claim has been finally adjudicated or otherwise settled. However, the Attorney General opined in 71 Ops.Cal.Atty.Gen. 235 (1988) that records predating the filing of the lawsuit are subject to disclosure. In Fairley v. Superior Court, a California Court of Appeal concurred and held that documents were exempted only if they were prepared for use in litigation. (See item #2 in the section "Confidential Records" below.) The Board should consult legal counsel if it believes that any document related to litigation should not be disclosed.

10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code [6254](#), [6254.25](#))

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

11. Statements of economic interests required by the Conflict of Interest Code (Government Code [81008](#))

(cf. [9270](#) - Conflict of Interest)

Note: Generally, the names and salaries of public employees are subject to disclosure under the CPRA. In Sacramento County Employees Retirement System v. Superior Court, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code [31532](#). However, in International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, the California Supreme Court recognized that, in some instances, the salaries of certain employees might be exempt

from disclosure, depending on the facts and circumstances. The Board should consult legal counsel if it believes that any document related to the names and salaries of public employees should not be disclosed.

12. Documents containing names, salaries, and pension benefits of district employees

13. Employment contracts and settlement agreements (Government Code [53262](#))

(cf. [2121](#) - Superintendent's Contract)

(cf. [4117.5/4217.5/4317.5](#) - Termination Agreements)

(cf. [4141/4241](#) - Collective Bargaining Agreement)

14. Instructional materials including, but not limited to, textbooks (Education Code [49091.10](#))

(cf. [5020](#) - Parent Rights and Responsibilities)

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

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code [6252.5](#), [6252.7](#))

Note: Government Code [6254.29](#) specifies that the CPRA does not require a district to disclose a social security number and states the Legislature's intent that districts will redact social security numbers from any records being disclosed to the public. In addition, Government Code [6254.3](#) prohibits disclosure of an employee's personal cell phone number and birth date.

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code [6254.29](#), [6254.3](#))

Confidential Public Records

Note: Education Code [234.7](#) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members. If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing that information to U.S. Immigration and Customs Enforcement (ICE), as such disclosure is not among the limited exceptions specified in law for which student records may be released without parental consent or a lawful judicial order. An ICE "administrative warrant" is not a court order that would allow a district to disclose student records without parent/guardian consent. See BP/AR 5125 - Student Records, BP/AR 5145.13 - Response to Immigration Enforcement, and the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.

Note: In addition, pursuant to Government Code [8310.3](#), districts are prohibited from collecting or disclosing to federal government authorities any personal information regarding an individual's religious beliefs, practices, or affiliation for the purpose of compiling a list, registry, or database of individuals based on religious affiliation, national origin, or ethnicity.

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code [234.7](#); Government Code [8310.3](#))

(cf. [5145.13](#) - Response to Immigration Enforcement)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code [6254](#))

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)

(cf. [9011](#) - Disclosure of Confidential/Privileged Information)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code [6254](#), [6254.25](#))

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code [6254](#))

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

(cf. [4112.6/4212.6/4312.6](#) - Personnel Files)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code [6254.3](#))

a. To an agent or a family member of the employee

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee.

(cf. [4140/4240/4340](#) - Bargaining Units)

d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. [4154/4254/4354](#) - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted by law and district policy

(cf. [5125](#) - Student Records)

(cf. [5125.1](#) - Release of Directory Information)

(cf. [5125.3](#) - Challenging Student Records)

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code [6254](#))

(cf. [6162.51](#) - State Academic Achievement Tests)

6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code [6254](#))

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code [6254](#))

8. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library; to persons authorized in writing, by the individual to whom the records pertain, to inspect the records; or by court order (Government Code [6254](#), [6267](#))

(cf. [6163.1](#) - Library Media Centers)

Note: The following exemption protects attorney-client privileged communications and attorney work product, as well as other work product prepared for use in pending litigation or claims. Pursuant to the Rules of Professional Conduct of the State Bar of California, when an attorney has been hired to represent the district as a whole, this privilege may only be waived by the Board.

Note: In *Los Angeles County Board of Supervisors v. Superior Court*, the California Supreme Court held that invoices for the services of district counsel, or portions of those invoices, may be privileged and therefore exempt from disclosure. The Board should consult with legal counsel to determine what records to disclose in response to a CPRA request for such invoices.

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code [6254](#))

(cf. [9124](#) - Attorney)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code [6254](#))

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code [6253.5](#))

(cf. [9223](#) - Filling Vacancies)

12. Minutes of Board meetings held in closed session (Government Code [54957.2](#))

(cf. [9321](#) - Closed Session)

13. Computer software developed by the district (Government Code [6254.9](#))

14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code [6254.19](#))

15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code [6254](#), [6255](#))

(cf. [5141.6](#) - School Health Services)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

Note: Item #17 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code [6255](#). This exemption allows a district to withhold a record based on analysis of the specific facts of the situation and in light of the competing public interests. This exemption also includes the "deliberative process privilege" which is designed to protect a district's decision-making process in order to encourage candid discussions within the district. Legal counsel should be consulted to determine whether a request for a record falls under this exemption.

17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code [6255](#))

Inspection of Records and Requests for Copies

Note: Court decisions have held that a public record request may be made orally, by phone, or in writing, including by email, fax, or hand delivery. The district may ask, but not require, that the person put an oral request in writing.

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code [6253](#))

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code [6253](#))

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code [6253](#))

- 1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request*
- 2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request*
- 3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request*
- 4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data*

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code [6253](#))

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code [6253](#))

Note: Government Code [6253](#) states that copies of records must be provided "promptly." The term "promptly" is not defined in law, but Government Code [6253](#) also states that a district may not delay or obstruct the inspection or copying of records. Thus, if the records are held in a manner that allows for prompt disclosure, the records generally should not be withheld because of the 10-day response period or the 14-day extension detailed above.

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code [6253](#))

Note: The following optional paragraph is for use by districts that charge for copies. See the accompanying Board policy.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Note: Pursuant to Government Code [6253](#), as amended by AB 1819 (Ch. 695, Statutes of 2019), members of the public have the right to use their own equipment on district premises to copy a disclosable record, without being charged any fees or costs. The record must be reproduced in a manner as specified below.

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code [6253](#))

1. Do not require the equipment to make physical contact with the record
2. Will not result in damage to the record
3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

Note: Government Code [6253](#), as amended by AB 1819, authorizes the district to impose reasonable limits on the use of personal equipment by members of the public to copy disclosable records, as specified below.

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. The Superintendent or designee may also impose any limit that is necessary to maintain the integrity of, or ensure the long-term preservation of, historic or high-value records. (Government Code [6253](#))

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code [6253](#))

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code [6253.9](#))

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code [6253.9](#))

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

Note: Government Code [6253.1](#) requires the district to assist a person requesting to inspect or obtain a copy of a public record as specified below. This assistance is not required if the district grants the request and the records are made available or if the request is denied on the grounds that the records are confidential.

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code [6253.1](#))

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code [6253](#))

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Personnel

Assignment

In order to serve the best interests of students and the educational program, the Governing Board authorizes the Superintendent or designee to assign certificated personnel to positions for which their preparation, certification, experience, and aptitude qualify them.

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement.

Teachers shall be assigned to teach core academic subjects in Title I and non-Title I programs in accordance with the requirements of the No Child Left Behind Act pertaining to teacher qualifications. (20 USC 6319, 7801; 5 CCR 6100-6126)

The Superintendent or designee may assign holders of a credential other than an emergency permit, with their consent, to teach subjects outside their credential authorization in departmentalized classes. The Superintendent or designee shall, with the assistance of subject matter specialists, develop procedures to verify the subject matter knowledge of the teacher before any such assignment is made. (Education Code 44258.3)

The Superintendent or designee shall periodically report to the Board on any teacher misassignments or vacancies. He/she shall report to the Board the results of the County Superintendent's review of district misassignments and vacancies, and shall provide recommendations for remedying any identified issues.

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35035 Additional powers and duties of superintendent

35186 Complaint process

37616 Assignment of teachers to year-round schools

44225.6 Commission report to the legislature re: teachers

44250-44279 Credentials and assignments of teachers

44395-44398 Incentives for assigning NBPTS-certified teachers to high-priority schools

44824 Assignment of teachers to weekend classes

44955 Reduction in number of employees

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

6100-6126 Teacher qualifications, No Child Left Behind Act

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

Personnel

Assignment

Note: Education Code [35035](#) gives the Superintendent or designee the authority to assign personnel subject to Governing Board approval. The following optional policy may be revised to reflect district practice.

Note: Staff assignments must be reported to the California Department of Education through the California Longitudinal Pupil Achievement Data Systems (CALPADS) Professional Assignment Information Form.

In order to serve the best interests of students and the educational program, the Governing Board authorizes the Superintendent or designee to assign certificated personnel to positions for which they are qualified pursuant to their certification, preparation, professional experience, and aptitude.

(cf. [4112.2](#) - Certification)

(cf. [4112.21](#) - Interns)

(cf. [4112.22](#) - Staff Teaching English Learners)

(cf. [4112.23](#) - Special Education Staff)

(cf. [4112.8/4212.8/4312.8](#) - Employment of Relatives)

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement or Board policy.

(cf. [4141/4241](#) - Collective Bargaining Agreement)

Assignment to Courses/Classes

The Superintendent or designee shall assign teachers based on the grade level and subject matter authorized by their credentials.

When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare the teacher to provide instruction in that subject.

Note: The Commission on Teacher Credentialing's (CTC) Administrator's Assignment Manual describes "local teaching assignment options" available to districts when assigning a teacher outside the credential authorization of the teacher. See the accompanying administrative regulation for requirements pertaining to assignments to departmentalized classes in grades K-12 (Education Code [44258.3](#)) or elective courses (Education Code [44258.7](#)).

Note: According to the CTC manual, it is inappropriate to use a local teaching assignment option for an individual who holds an emergency permit, provisional internship permit (PIP), or short-term staff permit (STSP). For information about the circumstances under which persons holding these permits may be employed, see BP/AR 4112.2 - Certification. If a district uses a local teaching assignment option for a holder of an intern credential, the CTC cautions that the district must ensure that the individual meets the specific requirements of the teaching assignment option as well as the requirements of the intern credential; see BP/AR 4112.21 - Interns for further information about intern programs.

Note: The CTC manual indicates that a district may use the options at its discretion. The following paragraph may be revised to reflect options available in the district.

When specifically authorized by law or regulation, the Superintendent or designee may, with the teacher's consent, assign a teacher to a position outside the teacher's credential authorization in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's (CTC) Administrator's Assignment Manual. Such assignments shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.

(cf. [3580](#) - District Records)

If at any time a certificated employee is required by the district to accept an assignment which the employee believes is not legally authorized by the employee's credential, the employee shall notify the Superintendent or designee, in writing, of the misassignment. Within 15 working days, the Superintendent or designee shall notify the employee of the legality of the assignment. If no action is taken by the district, the employee shall provide written notification to the County Superintendent of Schools. No adverse action shall be taken against an employee who files a notice of misassignment. (Education Code [44258.9](#))

Vacancies and Misassignments

Note: Education Code [44258.9](#), as amended by AB 1219 (Ch. 782, Statutes of 2019), requires that the assignments of certificated employees at all schools be monitored annually. Pursuant to Education Code [44258.9](#), the County Superintendent of Schools is responsible for the monitoring of teacher assignments in districts. However, CTC is designated as the monitoring authority for any district that operates within a city or county in which there is a single district. Such districts should modify the following section accordingly to reflect CTC as the monitoring authority.

Note: Pursuant to Education Code [44258.9](#), CTC administers a State Assignment Accountability System which annually produces a data file of vacant positions and assignments that do not have a clear match of credential to assignment. As provided below, CTC will notify districts of an opportunity to review the initial data, and districts may submit documentation within 60 days to correct any errors. Within 90 days of CTC's notification (i.e., 30 days after the deadline for the district's review), the County Superintendent must review the data and any additional documentation submitted by the district and make a determination of potential misassignments and vacant positions. Beginning in 2020-21, CTC will report the misassignment and vacancy data on its web site.

Annually, the district shall review potential misassignments and vacant positions throughout the district. Upon receiving notification from CTC of the availability of data regarding potential misassignments and vacant positions in the district, the Superintendent shall review the data within 60 days. When necessary, the Superintendent or designee may respond by submitting additional documentation to the County Superintendent showing that an employee is legally authorized for an assignment and/or that a position identified as vacant was miscoded and a legally authorized employee is assigned to the position. (Education Code [44258.9](#))

If the district subsequently receives, within 90 days of CTC's initial notification, a notification from the County Superintendent indicating that a certificated employee in the district is assigned to a position for which the employee has no legal authorization, the district shall correct the assignment within 30 calendar days. (Education Code [44258.9](#))

Note: Pursuant to Education Code [44258.9](#), the district serves as the monitoring authority for any charter school it has authorized. However, pursuant to Education Code [44258.10](#), the district is not required to advise the charter school administrator to correct the misassignment of any teachers employed by the charter school during the 2019-2020 school year until July 1, 2025.

The district shall serve as the monitoring authority for teacher assignments in any charter school it has authorized, in accordance with Education Code [44258.9-44258.10](#).

(cf. [0420.41](#) - Charter School Oversight)

Any complaint alleging teacher misassignment or vacancy shall be filed and addressed through the district's procedures specified in [AR 1312.4](#) - Williams Uniform Complaint Procedures.

(cf. [1312.4](#) - Williams Uniform Complaint Procedures)

The school accountability report card for each school shall include any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of English learners, and the number of vacant teacher positions for the most recent three-year period. (Education Code [33126](#))

(cf. [0510](#) - School Accountability Report Card)

Equitable Distribution of Qualified and Experienced Teachers

Note: The following section may be revised to reflect district practice. For districts that receive federal Title I funding, 20 USC [6312](#) requires that the Title I local educational agency (LEA) plan include a description of how the district will identify and address any disparities that result in low-income or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. These specific Title I planning

requirements are fulfilled through the local control and accountability plan and the consolidated application reporting system.

The Superintendent or designee shall identify and address the equitable distribution of highly qualified and experienced teachers among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. The Superintendent or designee shall annually report to the Board comparisons of teacher qualifications across district schools, including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver.

Strategies for ensuring equitable access to experienced teachers may include, but are not limited to, incentives for voluntary transfers, provision of professional development, and/or programs to recruit and retain effective teachers.

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [4111/4211/4311](#) - Recruitment and Selection)

(cf. [4114](#) - Transfers)

(cf. [4131](#) - Staff Development)

(cf. [4131.1](#) - Teacher Support and Guidance)

(cf. [6171](#) - Title I Programs)

Legal Reference:

EDUCATION CODE

[33126](#) School accountability report card

[35035](#) Additional powers and duties of superintendent

[35186](#) Complaint process

[37616](#) Assignment of teachers to year-round schools

[44225.6](#) Commission report to the legislature re: teachers

[44250-44277](#) Credentials and assignments of teachers

[44314](#) Subject matter programs, approved subjects

[44824](#) Assignment of teachers to weekend classes

[44955](#) Reduction in number of employees

GOVERNMENT CODE

[3543.2](#) Scope of representation

CODE OF REGULATIONS, TITLE 5

[80003-80005](#) Credential authorizations

[80020-80020.5](#) Additional assignment authorizations

[80335](#) Performance of unauthorized professional services

[80339-80339.6](#) Unauthorized certificated employee assignment

UNITED STATES CODE, TITLE 20

[6311](#) State plan

6312 *Local educational agency plans*

6601-6651 *Teacher and Principal Training and Recruiting Fund*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California State Plan to Ensure Equitable Access to Excellent Educators

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Administrator's Assignment Manual - Updates and Revisions, May 2014

The Administrator's Assignment Manual, rev. September 2007

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016

Improving Teacher Quality State Grants: ESEA Title II, Part A, rev. October 5, 2006

WEB SITES

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

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

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

U.S. Department of Education: <http://www.ed.gov>

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Personnel

Assignment

Procedures for Verifying Subject Matter Knowledge

With the involvement of appropriate subject matter specialists, the Superintendent or designee shall develop and employ procedures for verifying the subject matter knowledge of teachers assigned to teach in departmentalized classes outside their credential authorization pursuant to Education Code 44258.3. For the purposes of these procedures, subject matter specialists are curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes, or college faculty. (Education Code 44258.3)

Procedures to be used for this purpose shall specify: (Education Code 44258.3)

1. One or more of the following ways in which subject matter competence shall be assessed:
 - a. Observation by subject matter specialists
 - b. Oral interviews
 - c. Demonstration lessons
 - d. Presentation of curricular portfolios
 - e. Written examinations
2. Specific criteria and standards for verifying subject matter knowledge by any of the above methods. These criteria shall include, but need not be limited to, evidence of the individual's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject and the specific content of the district's course of study for the subject at the grade level to be taught.

Whenever a teacher is assigned to teach departmentalized classes pursuant to Education Code 44258.3, the Superintendent or designee shall notify the exclusive representative of the district's certificated employees. (Education Code 44258.3)

Verification of the subject matter competence of teachers assigned to core academic subjects in Title I and non-Title I programs shall be based on procedures and criteria specified in 5 CCR 6100-6115.

Personnel

Assignment

Note: Education Code [44258.3](#) allows the Governing Board to assign the holder of a credential (including a provisional internship permit or short-term staff permit, but not an emergency permit) to teach any subject in departmentalized classes in any of grades K-12 provided that the Board first verifies that the teacher has adequate knowledge of each subject to be taught. If the district chooses to make such assignments, Education Code [44258.3](#) mandates the Board to establish policies and procedures, with specified components, for verifying the adequacy of these teachers' subject matter knowledge. Subject matter specialists as identified below must be involved in the development and implementation of these procedures. For further information, see the Commission on Teacher Credentialing's (CTC) Administrator's Assignment Manual.

Any holder of a credential other than an emergency permit may be assigned, with consent, to teach departmentalized classes in grades K-12 regardless of the designations on the teaching credential, provided that the teacher's subject matter knowledge is verified prior to the assignment. (Education Code [44258.3](#))

Procedures for verifying a teacher's subject matter knowledge shall be developed and implemented by the Superintendent or designee with the involvement of appropriate subject matter specialists, including curriculum specialists, resource teachers, classroom teachers certified to teach the subject, staff assigned to regional subject matter projects or curriculum institutes, or college faculty. (Education Code [44258.3](#))

Note: Items #1-2 below may be revised to reflect procedures and criteria established by the district.

Procedures to be used for this purpose shall specify: (Education Code [44258.3](#))

1. One or more of the following ways in which subject matter competence shall be assessed:

- a. Observation by subject matter specialists*
- b. Oral interviews*
- c. Demonstration lessons*
- d. Presentation of curricular portfolios*
- e. Written examinations*

2. Specific criteria and standards for verifying subject matter knowledge by any of the above methods. These criteria shall include, but need not be limited to, evidence of the individual's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject and the specific content of the district's course of study for the subject at the grade level to be taught.

(cf. [4115](#) - Evaluation/Supervision)

Whenever a teacher is assigned to teach departmentalized classes pursuant to Education Code [44258.3](#), the Superintendent or designee shall notify the exclusive representative of the district's certificated employees. (Education Code [44258.3](#))

(cf. [4140/4240/4340](#) - Bargaining Units)

Assignment to Elective Courses Outside Credential Authorization

Note: The following section is optional. Education Code [44258.7](#) authorizes districts to assign a teacher to an elective course outside the teacher's credential authorization provided that the teacher has special skills and preparation in that subject area and the assignment is approved by a local committee on assignments.

Note: In order to make such assignments, the district must submit a plan to the County Superintendent of Schools which includes, but is not limited to, statements signed by the Board president or chair and the Superintendent approving the establishment of the committee, procedures for the selection of committee members, term of office for committee members, and criteria for determining teachers' qualifications for these assignments.

Note: Pursuant to Education Code [44258.7](#), an "elective course" for this purpose is a course other than English, mathematics, science, or social science. The CTC's Administrator's Assignment Manual clarifies that whether a course is considered to be within these subject areas or an elective depends on whether students in the class receive graduation credit for the subject area. For instance, if a drama, speech, or journalism course grants graduation credit for English, then it cannot be taught by a teacher outside of the teacher's credential authorization under this option. However, if the course does not grant credit for English, then a teacher may be approved by the committee on assignments to teach the course outside the credential authorization.

A full-time teacher with special skills and preparation outside the credential authorization may, with the teacher's consent and the prior approval of a district committee on assignments, be assigned to teach an elective course in the area of the special skills or preparation, excluding a course in English, mathematics, science, or social studies. (Education Code [44258.7](#))

The Superintendent or designee shall establish a committee on assignments, consisting of an equal number of teachers selected by teachers and school administrators selected by school administrators, to approve such assignments. (Education Code [44258.7](#))

Note: The following two paragraphs are optional and may be revised to reflect district practice.

Committee members shall serve a two-year term but may be reappointed using the same procedure as the initial appointment.

When determining whether a teacher is qualified for an assignment pursuant to Education Code [44258.7](#), the committee may consider the teacher's education, prior experience, observation by subject matter specialists, oral interviews, demonstration lessons, presentation of curricular portfolios, and/or written examinations.

Assignments approved by the committee shall be for a maximum of one school year, but may be extended by action of the committee upon application by the principal and teacher. (Education Code [44258.7](#))

Assignment to Special Schedules

Note: The following paragraph is for use by districts that operate one or more schools with year-round schedules in addition to schools with traditional schedules.

The Superintendent or designee shall make every reasonable effort to accommodate the preferences of certificated staff when assigning them to schools with year-round or regular schedules. (Education Code [37616](#))

(cf. [6117](#) - Year-Round Schedules)

Note: The following paragraph is for use by districts that have established weekend classes: see [AR 6176](#) - Weekend/Saturday Classes.

Full-time probationary or permanent classroom teachers employed by the district prior to implementation of weekend classes shall not, without their written consent, be required to teach for more than 180 full days during a school year or for more than the number of full days during the preceding school year, whichever is greater. No teacher shall be assigned to work on a Saturday or Sunday if the teacher objects in writing that such assignment would conflict with religious beliefs or practices. (Education Code [44824](#))

(cf. [6176](#) - Weekend/Saturday Classes)

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Nondiscrimination/Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

Note: The following paragraph is optional and may be modified to reflect district practice. Pursuant to Education Code 234.1, a district is required to publicize its nondiscrimination policies to the school community.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review

Note: Policies related to discrimination or harassment must be consistent with the First Amendment right to free speech. Education Code 48950 prohibits a district from subjecting a high school student to disciplinary sanctions solely on the basis of speech or other communication that would be constitutional y protected if engaged in outside of campus. However, Education Code 48950 also specifies that the law does not prohibit discipline for harassment, threats, or intimidation unless constitutional y protected. Whether such speech might be entitled to constitutional protection would be determined on a case-by-

case basis, with consideration for the specific words used and the circumstances involved. The district should consult legal counsel as necessary.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
Suspension or expulsion for act of hate violence
Suspension or expulsion for threats or harassment 48904
Liability of parent/guardian for willful student misconduct 48907
Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013

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

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

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Students

Nondiscrimination/Harassment

Note: The following mandated policy reflects various provisions of state and federal law which prohibit discrimination against students in educational programs and activities based on certain actual or perceived characteristics of an individual, including Education Code [220](#), which prohibits discrimination based on disability, race, nationality, immigration status, ethnicity, gender, gender identity, gender expression, sexual orientation, religion, or any other characteristic contained in the definition of hate crimes in Penal Code [422.55](#); Government Code [11135](#), which prohibits discrimination based on all the foregoing characteristics and on sex, color, ancestry, age, medical condition, marital status, and an individual's genetic information; Title VI (42 USC [2000d-2000e-17](#)), which prohibits discrimination based on race, color, or national origin; Title IX (20 USC [1681-1688](#)), which prohibits discrimination based on sex, gender, gender identity, pregnancy, and parental status; the Age Discrimination Act of 1975 (42 USC [6101-6107](#)), which prohibits discrimination based on age; and Title II (20 USC [12101-12213](#)) and Section 504 (29 USC [794](#)), which prohibit discrimination based on disability. Education Code [260](#) gives the Governing Board primary responsibility for ensuring that district programs and activities are free from discrimination based on age or any of the characteristics listed in Education Code [220](#). See also BP 0410 - Nondiscrimination in District Programs and Activities.

Note: Moreover, this sample Board policy and the accompanying administrative regulation reflect the statutory right of a transgender student to participate in sex-segregated educational programs and use facilities consistent with one's gender identity as specified in Education Code [221.5](#), and best practices based on existing state and federal law. Districts with questions about the rights of transgender and gender-nonconforming students should consult legal counsel as appropriate. For more information on the rights of transgender students, see CSBA's Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination.

Note: Education Code [234.1](#) mandates that districts adopt policy prohibiting discrimination which applies to all acts related to school activity or school attendance occurring within a school or under the authority of the district, including discriminatory harassment, intimidation, and bullying, based on the foregoing characteristics. The California Department of Education (CDE), through its Federal Program Monitoring process, reviews districts' uniform complaint procedures (UCP) and other anti-discrimination policies and practices to ensure compliance with these requirements. In addition, the U.S. Department of Education's Office for Civil Rights (OCR) is responsible for the administrative enforcement of federal laws and regulations prohibiting discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance from the department, and requires the adoption of nondiscrimination policies and complaint procedures.

Note: OCR has clarified in several publications that conduct that occurs off campus may have an adverse effect on a student at school (i.e., create a "hostile environment" for the student). When that happens, the district has an obligation to investigate and to take steps to protect the student.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. [5146](#) - Married/Pregnant/Parenting Students)

(cf. [6164.6](#) - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Note: In addition to the types of prohibited student conduct described above, unlawful discrimination includes different treatment of students with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services. See [BP 0410](#) - Nondiscrimination in District Programs and Activities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Note: Pursuant to Education Code [234.1](#) and 34 CFR [106.9](#), a district is required to publicize its nondiscrimination policies to the school community. In addition, Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires the district, starting in the 2020-21 school year, to make readily accessible on its web site its nondiscrimination, sexual harassment, suicide prevention, and other specified policies and information related to specified state and federal laws and resources. For further information regarding specific posting requirements, see "Measures to Prevent Discrimination" in the accompanying administrative regulation.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

Note: In its October 2010 Dear Colleague Letter: Harassment and Bullying, OCR identifies training of the school community as one of the key measures for minimizing discriminatory and harassing behavior in school. See the accompanying administrative regulation for specific measures to prevent discrimination and facilitate students' access to the educational program. The following paragraph may be modified to reflect district practice.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to

remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [1330](#) - Use of Facilities)

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. [6145.2](#) - Athletic Competition)

(cf. [6164.2](#) - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Note: Policies related to discrimination must be consistent with the First Amendment right to free speech. Education Code [48950](#) prohibits a district from subjecting a high school student to disciplinary sanctions solely on the basis of speech or other communication that would be constitutionally protected if engaged in outside of campus. However, Education Code [48950](#) also specifies that the law does not prohibit discipline for harassment, threats, or intimidation unless constitutionally protected. Whether such speech might be entitled to constitutional protection would be determined on a case-by-case basis, with consideration for the specific words used and the circumstances involved. The district should consult legal counsel as necessary.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code [48900.4](#). Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. [5145.2](#) - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. [3580](#) - District Records)

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[48900.3](#) Suspension or expulsion for act of hate violence

[48900.4](#) Suspension or expulsion for threats or harassment

[48904](#) Liability of parent/guardian for willful student misconduct

[48907](#) Student exercise of free expression

[48950](#) Freedom of speech

[48985](#) Translation of notices

[49020-49023](#) Athletic programs

[49060-49079](#) Student records

[51500](#) Prohibited instruction or activity

[51501](#) Prohibited means of instruction

[60044](#) Prohibited instructional materials

CIVIL CODE

[1714.1](#) Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

[11135](#) Nondiscrimination in programs or activities funded by state

PENAL CODE

[422.55](#) Definition of hate crime

[422.6](#) Crimes, harassment

CODE OF REGULATIONS, TITLE 5

[432](#) Student record

[4600-4670](#) Uniform complaint procedures

[4900-4965](#) Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

[1681-1688](#) Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

[794](#) Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

[2000d-2000e-17](#) Title VI and Title VII Civil Rights Act of 1964, as amended

[2000h-2-2000h-6](#) Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

[35.107](#) Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

[99.31](#) Disclosure of personally identifiable information

[100.3](#) Prohibition of discrimination on basis of race, color or national origin

[104.7](#) *Designation of responsible employee for Section 504*

[104.8](#) *Notice*

[106.8](#) *Designation of responsible employee for Title IX*

[106.9](#) *Notification of nondiscrimination on basis of sex*

[110.25](#) *Prohibition of discrimination based on age*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

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

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

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

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

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Nondiscrimination/Harassment

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies: (Education Code 234.1; 5 CCR 4621)

Superintendent
Mendocino Unified School District
44141 Little Lake Road
P.O. Box 1154
707-937-5868

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.
4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)
5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Transgender and Gender-Nonconforming Students

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.

As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

2. Determining a Student's Gender Identity: The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

4. Accessibility to Sex-segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Nondiscrimination/Harassment

Note: The following mandated administrative regulation provides measures that may be implemented by a district to comply with state and federal laws and regulations prohibiting unlawful discrimination at school or in school-sponsored or school-related activities, including discriminatory harassment, intimidation, and bullying, of any student based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected category or association with a person or group with one or more of these actual or perceived characteristics. Federal and state law also prohibit retaliation against those who engage in activity to protect civil rights.

Note: 5 CCR [4621](#) mandates the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying. In addition, 34 CFR [106.8](#) and other federal regulations mandate districts that receive federal financial assistance to adopt procedures for the "prompt and equitable" resolution of student and employee discrimination complaints, including the designation of one or more responsible employees to ensure district compliance with federal laws and regulations governing the district's educational programs.

Note: During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for investigating complaints. The U.S. Department of Education's (USDOE) Office for Civil Rights (OCR) is the agency responsible for the administrative enforcement of federal antidiscrimination laws and regulations in programs and activities that receive federal financial assistance from the department. In reviewing a district's discrimination policies and procedures, OCR will examine whether the district has identified the employee(s) responsible for coordinating compliance with federal civil rights laws, including the investigation of complaints.

Note: The following paragraph identifies the employee(s) designated to coordinate the district's efforts to comply with state and federal civil rights laws as the same person designated to investigate and resolve discrimination complaints under AR 1312.3 - Uniform Complaint Procedures. Districts may modify the following paragraph to designate different district employees to serve these functions. Note also that a district may designate more than one employee to coordinate compliance and/or receive and investigate complaints, although each employee designated as a coordinator/compliance officer must be properly trained.

Note: 34 CFR [106.8](#), as amended by 85 Fed. Reg. 30026, requires that the employee designated by the district to coordinate its responsibilities under Title IX be referred to as the Title IX Coordinator. The Title IX Coordinator is responsible for receiving complaints of sexual harassment and determining whether the complaint should be appropriately addressed through AR 1312.3 or the federal Title IX complaint procedures pursuant to 34 CFR 106.44-106.45. The Title IX Coordinator may be the same person designated below and in AR 1312.3. See [AR 5145.7](#) - Sexual Harassment and [AR 5145.71](#) - Title IX Sexual Harassment Complaint Procedures.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code [234.1](#); 5 CCR [4621](#))

Jason Morse, Superintendent
44141 Little Lake Road
P.O.Box 1154
Mendocino, CA 95460
707-937-5868
JMorse@mcn.org

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.71](#) - Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Note: As part of its responsibility to monitor district compliance with legal requirements concerning discrimination pursuant to Education Code [234.1](#), CDE is required to ensure that the district posts its nondiscrimination policies in all schools, offices, staff lounges, and student government meeting rooms.

Note: In addition, federal regulations enforced by OCR require the district to notify students, parents/guardians, and employees of its policies prohibiting discrimination on the basis of sex (34 CFR [106.8](#), [106.9](#)), disability (34 CFR [104.8](#) and 28 CFR [35.107](#)), and age (34 CFR [110.25](#)) and of related complaint procedures. For notification requirements specifically pertaining to sexual harassment, see BP/AR [5145.7](#) - Sexual Harassment.

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Note: Education Code [234.6](#), as added by AB 34 (Ch. 282, Statutes of 2019), requires a district, starting with the 2020-21 school year, to post its nondiscrimination policies on its web site as specified below. In addition to the policies listed below, if the district has a policy in regard to the prevention and response to hate violence, it is also required to be posted, and the following item should be modified accordingly. See BP [5145.9](#) - Hate-Motivated Behavior.

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code [234.6](#) as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code [234.6](#))

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

(cf. [1113](#) - District and School Web Sites)

(cf. [1114](#) - District-Sponsored Social Media)

(cf. [5131.2](#) - Bullying)

(cf. [5145.9](#) - Hate-Motivated Behavior)

Note: Education Code [234.6](#), as added by AB 34, requires a district, starting in the 2020-21 school year, to post the definitions specified below.

3. Post the definition of sex discrimination and harassment as described in Education Code [230](#), including the rights set forth in Education Code [221.8](#), in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code [234.6](#))

Note: Education Code [221.61](#) requires districts and public schools to post on their web sites information related to Title IX (20 USC 1681-1688). Education Code 234.6, as added by AB 34, requires districts, beginning in the 2020-21 school year, to post the Title IX information required pursuant to 221.61 in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. Additionally, districts are required to provide a link to the Title IX information included on CDE's website pursuant to Education Code [221.6](#), in the same manner. A comprehensive list of rights based on the federal regulations implementing Title IX can be found in Education Code [221.8](#). A district that does not maintain a web site may comply by posting the information below on the web site of its county office of education. A school without a web site may comply by posting the information on the web site of the district or county office of education.

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code [221.6](#), [221.61](#), 234.6)

a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code [221.8](#) and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

(1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

(2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site

(3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

d. A link to the Title IX information included on the California Department of Education's (CDE) web site

Note: Education Code 234.6, as added by AB 34, requires a district, starting in the 2020-21 school year, to post a link to statewide resources as specified below.

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code [234.5](#), 234.6)

6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. [5145.6](#) - Parental Notifications)

Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever

information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2003 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter or be served by the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient and costs. State law is more specific than federal law. Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

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

Note: Item #11 below may be revised to reflect district practice. In some situations, the district may need to provide assistance to a student to protect the student from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved.

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. [5131.5](#) - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

(cf. [4112.6/4212.6/4312.6](#) - Personnel Files)

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)

(cf. [5125](#) - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. [6159.4](#) - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Note: Education Code [234.1](#) requires that districts adopt a process for receiving and investigating complaints of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying. Such a process, which is required to be consistent with the uniform complaint procedures (UCP) specified in 5 CCR [4600-4670](#), must include (1) a requirement that school personnel who witness an act take immediate steps to intervene when safe to do so, (2) a timeline for investigating and resolving complaints, (3) an appeal process, and (4) translation of forms when required by Education Code [48985](#). In addition, federal regulations require districts to adopt procedures providing for the prompt and equitable resolution of complaints of discrimination on the basis of sex (34 CFR [106.8](#)), disability (34 CFR [104.7](#) and 28 CFR [35.107](#)), and age (34 CFR [110.25](#)). OCR guidance on federal civil rights requirements notes that districts may have a responsibility to respond to notice of discrimination whether or not a formal complaint is filed.

Note: Complaints of sexual harassment must be addressed through the federal Title IX complaint procedures established pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, if the alleged conduct meets the federal definition of sexual harassment. Pursuant to 34 CFR 106.30, sexual harassment includes (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291. Allegations that do not meet this definition should be addressed through the district's UCP. See BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

Note: Though a formal complaint must be in writing pursuant to 5 CCR [4600](#), the district's obligation to provide a safe school environment for its students overrides the need to comply with formalities. Thus, once the district receives notice of an incident, whether verbally or in writing, it is good practice to begin the investigation of the report and to take steps to stop any prohibited conduct and address any effect on students. The following paragraph reflects such practice and is consistent with OCR recommendation.

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Note: The term "gender identity" is not specifically defined in the Education Code. The following definition is consistent with case law and generally accepted terms within academia, as well as the Resolution Agreement between the Arcadia Unified School District, the U.S. Department of Education Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, which defines "gender identity" as "one's internal sense of gender, which may be different from one's assigned sex, and which is consistently and uniformly asserted, or for which there is other evidence that the gender identity is sincerely held as part of the student's core identity."

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code [210.7](#))

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

Note: Timelines included in items #1-2 below may be modified to reflect district practice.

1. *Right to privacy:* A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR [99.31](#). Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. [1340](#) - Access to District Records)

(cf. [3580](#) - District Records)

2. *Determining a Student's Gender Identity:* The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. *Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.*

Note: Pursuant to Education Code [221.5](#), a district is required to permit a student to use facilities and participate in sex-segregated school programs and activities consistent with the student's gender identity, regardless of the gender listed on the student's educational records. Because Education Code [221.5](#) affords transgender students these rights, districts in California are not impacted by the February 22, 2017 action of the USDOE and U.S. Department of Justice to rescind earlier federal guidance which had indicated that, under Title IX, students must be allowed to use sex-segregated facilities in accordance with their gender identity. In implementing state law, districts may review recommended practices in the USDOE's Office of Elementary and Secondary Education's Examples of Policies and Emerging Practices for Supporting Transgender Students. For more information on the rights of transgender students, see CSBA's Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination.

4. *Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.*

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. [6145.2](#) - Athletic Competition)

(cf. [6153](#) - School-Sponsored Trips)

(cf. [7110](#) - Facilities Master Plan)

Note: Education Code [49062.5](#) and [49070](#), as added and amended by AB 711 (Ch. 179, Statutes of 2019), respectively, require districts to update a former student's records to change the student's name and/or gender as specified below. See AR [5125](#) - Student Records.

5. *Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR [432](#) shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code [49070](#), the district shall update the student's records. (Education Code [49062.5](#), [49070](#))*

(cf. [5125](#) - Student Records)

(cf. [5125.1](#) - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress and Grooming)

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Instruction

Education for English Language Learners

****Note: The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners. In addition, 20 USC 6801-6871 (Title III, Part A) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students. During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See the CDE web site for FPM compliance monitoring instruments. ****

****Note: Contingent upon voter approval in the November 2016 statewide general election, SB 1174 (Ch. 753, Statutes of 2014) would amend and repeal various statutes effective July 1, 2017. If approved, the changes will include authorization for parents/guardians to select a language acquisition program that best suits their child and a requirement for districts to solicit input on language acquisition programs as part of the parent/guardian and community engagement process required for development of the local control and accountability plan (LCAP) (see BP 0460 - Local Control and Accountability Plan). ****

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

****Note: Pursuant to Education Code 42238.02 and 42238.03, the local control funding formula (LCFF) provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP 3100 - Budget. In addition, Education Code 52060 requires the district's LCAP to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code 52052, including English learners; see BP/AR 0460 - Local Control and Accountability Plan. ****

The district shall identify in its local control and accountability plan (LCAP) specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

*(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)*

****Note: Pursuant to Education Code 60811, in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development, aligned with the Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language*

Arts/English Language Development Framework aligned to those standards. Education Code 60811 and 60811.4 require the State Superintendent of Public Instruction to recommend updated English language development standards that are also aligned with state standards for mathematics and science, and require the SBE to either adopt or reject those recommended standards by August 1, 2015.

Education Code 60211 authorizes the SBE to adopt, no later than November 30, 2015, K-8 instructional materials aligned to the state English language development standards. To bridge the gap until such materials are available, the SBE has approved a list of K-8 supplementary instructional materials which is available on the CDE's web site; this list is informational only.

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

*(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)*

****Note: Commission on Teacher Credentialing (CTC) leaflet CL-622, Serving English Learners, describes requirements pertaining to the qualifications of teachers of English learners. A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from the CTC; see AR 4112.22 - Staff Teaching English Language Learners. ****

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

****Note: The following optional paragraph reflects professional development required under 20 USC 6825 for districts receiving federal Title III funds and may be revised or deleted by other districts to reflect district practice. 20 USC 6825 specifies that the professional development described below must be of sufficient intensity and duration to have a positive and lasting impact on teacher performance (i.e., it must go beyond one-day or short-term workshops and conferences). ****

The Superintendent or designee shall provide to teachers, administrators, and other school staff research-based professional development that is designed to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. (20 USC 6825)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

****Note: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. If district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code 52063 requires the establishment of an English learner parent advisory committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan. ****

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Identification and Assessment

****Note: Education Code 313 requires any district that has one or more students who are English learners to assess the English language proficiency of those students. The California English Language Development Test (CELDT) is the state test designated for this purpose. However, in the 2016-17 school year the state will field test a new language proficiency assessment, English Language Proficiency Assessments for California (ELPAC), which is aligned with the 2012 state standards for English language development. The ELPAC will include both an initial screening test to identify students who may be English learners and a summative assessment which will be used to determine English learners' level of English proficiency and their progress in acquiring the skills of listening, speaking, reading, and writing in English. The CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration and identification and reclassification criteria. ****

The Superintendent or designee shall maintain procedures which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

****Note: In addition to testing the level of English proficiency of English learners, districts are required pursuant to Education Code 60640 to administer the California Assessment of Student Performance and Progress to English learners; see BP/AR 6162.51 - State Academic*

*Achievement Tests. As needed, English learners may be provided with the testing resources (i.e., universal tools, designated supports, and accommodations) specified in 5 CCR 853.5 and 853.7, as amended by Register 2014, No. 35, during test administration. Education Code 60640, as amended by SB 858 (Ch. 32, Statutes of 2014), also authorizes districts to administer a primary language assessment to students in grades 2-11. The Standards-Based Test in Spanish may be used for this purpose until a test is available that is aligned with the most recent state English language development standards. The SBE is required to adopt such an assessment to be used no later than the 2016-17 school year. ****

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6162.51 - State Academic Achievement Tests)

Placement of English Learners

****Note: Education Code 300-340, added by Proposition 227 (June 1998), require that English learners who have not yet attained a reasonable level of English proficiency be educated through a program of "structured English immersion," as defined in law and the accompanying administrative regulation, with the goal that students learn English as rapidly and effectively as possible. In *McLaughlin v. State Board of Education*, the court held that the SBE may not grant waivers related to Education Code 300-340 pursuant to its waiver authority in Education Code 33050. ****

Students who are English learners shall be educated through "structured English immersion" (also known as "sheltered English immersion"), as defined in law and the accompanying administrative regulation, for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305-306)

****Note: The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction is provided in English pursuant to Education Code 306, and the SBE has declared that it is the responsibility of districts to determine the appropriate ratio of English to native language instruction. The following paragraph defines "nearly all" as to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language. The following paragraph may be revised to reflect the district's definition of "nearly all." ****

"Nearly all," for the purpose of determining the amount of instruction to be conducted in

English, means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

****Note: Pursuant to Education Code 305-306 and 5 CCR 11301, when a student has acquired a reasonable level of English proficiency, as measured by state or local assessment instruments, he/she shall be removed from the structured English immersion classroom and placed in an English mainstream classroom in which the language of instruction is overwhelmingly in English. The term "overwhelmingly" is not defined in the Education Code nor in the state regulations.*

*The definition of "reasonable level of proficiency" is one that must be made at the local level. The following paragraph should be revised to specify the types of assessment instruments and scores and/or other local tools (e.g., student portfolios or grades) which will be used to determine whether a student has achieved a reasonable level of English proficiency for purposes of qualifying for transfer to an English mainstream classroom. The district should fill in the blanks below with its definition of "reasonable level of proficiency." ****

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305-306; 5 CCR 11301)

(cf. 6162.5 - Student Assessment)

An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

****Note: 5 CCR 11301 allows a parent/guardian to have his/her child moved into an English language mainstream classroom at any time during the school year. According to the CDE, the parent/guardian only needs to request this placement; he/she does not need to go through the waiver process described below in the section entitled "Parental Exception Waivers." ****

****Note: Education Code 320 grants parents/guardians legal standing to sue Governing Board members, teachers, or administrators if their child has been "willfully and repeatedly" denied the option of an English language mainstream classroom. The constitutionality of this section was upheld by the Ninth Circuit Court of Appeals in California Teachers Association v. the State Board of Education. Therefore, districts should ensure that requests from parents/guardians to place their child in an English language mainstream classroom are granted immediately. ****

At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Parental Exception Waivers

****Note: Pursuant to Education Code 310-311, the district may, in three narrowly defined circumstances, grant parental exception waivers from the requirements of Education Code 305*

*regarding placement in the structured English immersion program and instead allow students to be taught through bilingual education or other permitted methodologies. For detailed procedures, see the accompanying administrative regulation. ****

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to the parent/guardian's preference for student placement.

****Note: 5 CCR 11309 mandates that the district's procedure contain the following paragraph. Pursuant to 5 CCR 11309, the district is required to grant all parental exception waiver requests unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student; see the accompanying administrative regulation. Therefore, the burden is on the district staff to show why a waiver request should not be granted. ****

****Note: In 83 Ops. Cal. Atty. Gen. 40 (2000), the Attorney General opined that a district may not deny a parent/guardian request for a waiver on the sole ground that the district has no alternative program. ****

A waiver request shall be granted in accordance with law unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

****Note: The following appeal process is optional. ****

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

****Note: Pursuant to 5 CCR 11310, any parent/guardian who applies for a waiver may request that the SBE review the district's guidelines or procedures. The SBE shall review the guidelines only to make a determination as to whether the guidelines comply with 5 CCR 11309. ****

Program Evaluation

****Note: The following section may be revised to reflect indicators agreed upon by the Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners. ****

****Note: Education Code 52061 requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.*

*Pursuant to Education Code 313.2, the CDE is required to annually determine the number of students in each district and school who are, or at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code 313.1. ****

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

- 1. Progress of English learners towards proficiency in English*
- 2. The number and percentage of English learners reclassified as fluent English proficient*
- 3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1*
- 4. The achievement of English learners on standards-based tests in core curricular areas*
- 5. Progress toward any other goals for English learners identified in the district's LCAP*
- 6. A comparison of current data with data from at least the previous year.*

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48985 Notices to parents in language other than English

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

60200.7 Suspension of state instructional materials adoptions

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005.5 *Continuation of advisory committee after program sunsets*
CODE OF REGULATIONS, TITLE 5
853.5-853.7 *Test administration; universal tools, designated supports, and accommodations*
11300-11316 *English learner education*
11510-11517 *California English Language Development Test*
UNITED STATES CODE, TITLE 20
1701-1705 *Equal Educational Opportunities Act*
6312 *Local education agency plans*
6801-6871 *Title III, Language instruction for limited English proficient and immigrant students*
7012 *Parental notification*
COURT DECISIONS
Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014
California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE
Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007
WEB SITES
California Department of Education: <http://www.cde.ca.gov/sp/el>
U.S. Department of Education: <http://www.ed.gov>

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Instruction**Education for English Language Learners**

Note: The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners.

Note: Pursuant to Education Code [42238.02](#) and [42238.03](#), the local control funding formula provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP [3100](#) - Budget.

Note: In addition, 20 USC 6801-7014 (Title III) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students.

During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See CDE's web site for FPM compliance monitoring instruments.

*Note: For further information regarding English learners, programs, and services, see CDE's publication *The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners*, available on its web site.*

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

*Note: Pursuant to Education Code [60811](#), in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development (ELD), aligned with the California Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language Arts/English Language Development Framework aligned to those standards. A supplementary resource, *Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning*, specifies the correspondence between the state ELD standards and the California Common Core State Standards for mathematics and the Next Generation Science Standards.*

Note: CDE's Roadmap encourages differentiated instruction and curriculum which are integrated across all subject areas and emphasize inquiry-based learning and critical thinking skills.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

(cf. [6011](#) - Academic Standards)

(cf. [6141](#) - Curriculum Development and Evaluation)

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

(cf. [6161.11](#) - Supplementary Instructional Materials)

(cf. [6171](#) - Title I Programs)

Note: The following items are for use by districts that maintain middle and/or high schools and may be revised to reflect the grade levels offered by the district. Education Code 60811.8, as added by AB 2735 (Ch. 304, Statutes of 2018), prohibits districts from denying any student who is an English learner the opportunity to enroll in core curriculum courses, courses required for middle school promotion or high

school graduation, courses required for college admission, or advanced courses, with specified exceptions for recently arrived immigrant students. Pursuant to Education Code 60811.8, this law does not require districts to create supplemental courses in languages other than English.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above

3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

(cf. [0415](#) - Equity)

(cf. [6141.4](#) - International Baccalaureate Program)

(cf. [6141.5](#) - Advanced Placement)

Note: Education Code [52060](#) requires the district's local control and accountability plan (LCAP) to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code [52052](#), including English learners; see BP/AR 0460 - Local Control and Accountability Plan. CDE's Roadmap provides an alignment between principles outlined for English learners and the eight state priority areas required in the district's LCAP.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [3100](#) - Budget)

Note: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. Education Code [305](#) requires the district to solicit input on language acquisition programs as part of the parent/guardian and community engagement process during the development of the LCAP; see section on "Language Acquisition Programs" below. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code [52063](#) requires the establishment of an English learner parent advisory committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also

provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [6020](#) - Parent Involvement)

Staff Qualifications and Training

Note: Commission on Teacher Credentialing (CTC) leaflet CL-622, [Serving English Learners](#), describes requirements pertaining to the qualifications of teachers of English learners. A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from CTC; see [AR 4112.22](#) - Staff Teaching English Learners.

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. [4112.22](#) - Staff Teaching English Learners)

Note: The following paragraph reflects a requirement for districts that receive federal Title III funds to improve the education of English learners, and is recommended for use by all districts. 20 USC 6825 lists the required uses of such funds, including the provision of professional development of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. Pursuant to 20 USC 6825, such professional development must not include one-day or short-term workshops and conferences.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Note: The following paragraph is optional. CDE's Roadmap indicates the importance of a supportive and collaborative environment in order for teachers to effectively address the complex needs of English learners.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

Note: CDE's Roadmap emphasizes the importance of early identification of English learners, as early childhood is a crucial period of time for language development. Education Code [313](#) requires any district that has one or more students who are English learners to assess the English language proficiency of those students using the state English Language Proficiency Assessments for California (ELPAC). The ELPAC includes an initial test for identifying students who may be English learners and

an annual summative assessment for determining English learners' level of English proficiency and progress in acquiring the skills of listening, speaking, reading, and writing in English. CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration, identification of English learners, and reclassification criteria.

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

Note: In addition to testing the level of English proficiency of English learners, districts are required pursuant to Education Code [60640](#) to administer the California Assessment of Student Performance and Progress (CAASPP) to English learners; see BP/AR 6162.51 - State Academic Achievement Tests. As needed, English learners may be provided with the testing resources (i.e., universal tools, designated supports, and accommodations) specified in 5 CCR 854.1-854.3 during test administration.

Note: CAASPP also includes the optional California Spanish Assessment for students in grades 3-8 and high school, which measures a student's competency in reading, writing, and listening in Spanish.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code [60603](#), [60640](#); 5 CCR 854.1-854.3)

(cf. [6162.51](#) - State Academic Achievement Tests)

Note: The following paragraph is optional. CDE's Roadmap highlights the importance of formative assessments in order to continually adapt methodologies and instruction to meet the needs of English learners.

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. [6162.5](#) - Student Assessment)

Language Acquisition Programs

Note: Education Code [305-310](#) authorize parents/guardians to select a language acquisition program that best suits their child. At a minimum, the district must offer a structured English immersion program. It also may offer a dual-language immersion program, transitional and developmental program for English learners, or other language acquisition program as defined in Education Code [306](#). Pursuant to 20 USC [6312](#) and 34 CFR [100.3](#), parents/guardians have a right to decline or opt their child out of a language acquisition program. The following section may be revised to reflect programs offered by the district. Also see the accompanying administrative regulation.

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code [306](#); 5 CCR [11300](#))

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code [305-306](#); 5 CCR [11309](#))

Note: The following optional paragraph may be revised to reflect district practice. The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction in the structured English immersion program is provided in English pursuant to Education Code [306](#). The following paragraph defines "nearly all" as to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

Note: Items #1-2 below are optional and may be revised to reflect district practice.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code [305-306](#))

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

(cf. [6142.2](#) - World Language Instruction)

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

Note: The following paragraph is for use by districts that maintain any of grades K-3.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code [42238.02](#). (Education Code [310](#))

(cf. [6151](#) - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code [305](#))

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code [310](#); 5 CCR [11310](#))

(cf. [5145.6](#) - Parental Notifications)

Note: Pursuant to 5 CCR 11311, districts are required to establish a process with specified components for schools to receive and respond to requests from parents/guardians of enrolled students, and those

enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. See the section "Language Acquisition Programs" in the accompanying administrative regulation.

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code [310](#); 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code [313](#) and [52164.6](#), or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

Note: The following section may be revised to reflect indicators agreed upon by the Governing Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners. Education Code [52061](#) requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.

Note: Pursuant to Education Code [313.2](#), CDE is required to annually determine the number of students in each district and school who are, or are at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code [313.1](#).

Note: 20 USC [6311](#) requires the inclusion of a performance indicator on English language proficiency within the state accountability system under Title I.

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

- 1. Progress of English learners towards proficiency in English*
- 2. The number and percentage of English learners reclassified as fluent English proficient*
- 3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code [313.1](#)*
- 4. The achievement of English learners on standards-based tests in core curricular areas*
- 5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR [11309](#)*
- 6. Progress toward any other goals for English learners identified in the district's LCAP*
- 7. A comparison of current data with data from at least the previous year in regard to items #1-6 above*
- 8. A comparison of data between the different language acquisition programs offered by the district*

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications

48985 Notices to parents in language other than English

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

52160-52178 Bilingual Bicultural Act

56305 CDE manual on English learners with disabilities

60603 Definition, recently arrived English learner

60640 California Assessment of Student Performance and Progress

60811-60812 Assessment of English language development

62002.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations

854.9 CASSPP and unlisted resources for students with disabilities

11300-11316 English learner education

11517.6-11519.5 English Language Proficiency Assessments for California

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility

1701-1705 Equal Educational Opportunities Act

6311 Title I state plan

6312 Title I local education agency plans

6801-7014 Title III, language instruction for English learners and immigrant students

7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

[100.3](#) Discrimination prohibited

[200.16](#) Assessment of English learners

COURT DECISIONS

Valeria O. v. Davis, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 F.Supp. 698

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83 Ops.Cal.Atty.Gen. 40 (2000)

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English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

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English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Practitioners' Guide for Educating English Learners with Disabilities, 2019

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

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

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <http://west.edtrust.org>

U.S. Department of Education: <http://www.ed.gov>

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Instruction

Education for English Language Learners

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days. (5 CCR 11511.5)

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (former Education Code 52164.1, 62002)

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
 - a. The manner in which the program will meet the educational strengths and needs of the student
 - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
 - d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))
2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))
3. Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices
2. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Governing Board guidelines

Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)

When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special

physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient: (5 CCR 11303)

1. Assessment of English language proficiency utilizing the CELDT as the primary criterion, and objective assessment of the student's English reading and writing skills
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions
3. Parent/guardian opinion and consultation during a redesignation interview
Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.
4. Comparison of performance in basic skills, including performance on the English-Language Arts section of the California Standards Test
5. Objective data on the student's academic performance in English

The Superintendent or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

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

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

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Instruction

Education for English Language Learners

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code [306](#); 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR [11300](#))

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR [11300](#))

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code [306](#))

Identification and Assessments

Note: Education Code [52164.1](#) and 5 CCR [11307](#) require the district to administer a home language survey to all enrolled students. A sample home language survey form in English and Spanish is available on the California Department of Education's (CDE) web site.

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code [52164.1](#); 5 CCR [11307](#), 11518.5)

Note: When the home language survey indicates that a student's proficiency in English should be tested, Education Code [313](#) requires the district to administer a state assessment of English language proficiency. The English Language Proficiency Assessments for California (ELPAC) are used for initial identification of language proficiency and subsequently for annual assessment of language proficiency.

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code [313](#), [52164.1](#); 5 CCR 11518.5)

Note: 5 CCR 11518.35 specifies "universal tools" that may be used with all students in ELPAC administration, and "designated supports" and "accommodations" that may be used with students with disabilities when specified in their individualized education program or Section 504 plan.

Note: The Individuals with Disabilities in Education Act (20 USC [1412](#)) requires that students with disabilities be included in all state assessments, including the ELPAC as appropriate. Pursuant to 5 CCR 11518.30, students with the most significant cognitive disabilities who cannot participate in the assessment, even with appropriate

accommodations, must be given an alternate assessment of English proficiency. 34 CFR [200.16](#) provides that, if an English learner with a disability is unable to take the assessment with accommodations, the state accountability system must include the student's score on any part(s) of the test for which it is possible to assess the student (i.e., speaking, reading, listening, writing).

Note: Pursuant to Education Code [56305](#), CDE has developed a manual, *California Practitioners' Guide for Educating English Learners with Disabilities*, which provides guidance on identifying, assessing, supporting, and reclassifying English learners with disabilities.

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. [6159](#) - Individualized Education Program)

(cf. [6162.51](#) - State Academic Achievement Tests)

(cf. [6164.6](#) - Identification and Education Under Section 504)

Note: The remainder of this section specifies notifications that must be sent to parents/guardians regarding assessment results and available programs for English learners. CDE has developed sample notification letters, available on its web site in multiple translations, to notify parents/guardians of the initial identification of a student as an English learner or as initially fluent English proficient and to notify them of the results of an annual assessment.

Note: Pursuant to Education Code [48985](#), when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language.

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code [313](#))

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code [52164.1](#); 5 CCR 11518.15)

(cf. [5145.6](#) - Parental Notifications)

Note: The following paragraph is for use by districts that receive federal funds under either Title I or Title III for services to English learners, and may be adapted for use by other districts. Pursuant to Education Code [440](#) and 20 USC [6312](#), districts receiving Title I or Title III funds are required to provide parents/guardians with notification of their child's identification as an English learner and placement in a language acquisition program.

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code [313.2](#), [440](#); 20 USC [6312](#))

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:

a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction

b. The manner in which the program will meet the educational strengths and needs of the student

c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation

d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable

e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

Note: Education Code [313.2](#) requires that the notice contain information in regard to (1) whether the student is a long-term English learner, or English learner at risk of becoming a long-term English learner, and (2) the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help them develop English proficiency and achieve academic standards. Districts may send an alternate notice if the definitions of long-term English learners and those at risk of becoming long-term English learners used by the district are broader than those defined in Education Code [313.1](#), the notice states that the definitions utilized by the district are broader, and the notice contains the information specified in item #4 below.

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code [313.1](#), and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards

5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Note: Pursuant to 5 CCR 11311, districts are required to establish a process for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. Each school is required to follow the process even when the district provides the language acquisition program at another school site. The following section includes the components of the process required by 5 CCR 11311 and may be expanded to reflect district practice.

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code [310](#), such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:

a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program

b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR [11309](#), [11310](#))

1. A description of the programs provided, including structured English immersion

2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development

4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

6. The process to request establishment of a language acquisition program not offered at the school

7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR [11302](#))

Reclassification/Redesignation

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code [52164.6](#))

Note: Education Code [313](#) and [52164.6](#) and 5 CCR [11303](#) require that the district's reclassification process include, at a minimum, the criteria specified in items #1-4 below. Additional guidance is available on CDE's web site. The district may expand the following list to reflect any additional criteria it has established.

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code [313](#), [52164.6](#); 5 CCR [11303](#))

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

Note: Pursuant to Education Code [313.3](#), CDE is required to develop, by June 30, 2020, a standardized teacher observation protocol for use in evaluating a student's English language proficiency, as required by item #2 below, as well as professional development tools to train teachers on the use of the protocol.

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian involvement, including:

a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate

b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

Note: Pursuant to Education Code [313](#), the fourth criterion requires comparison of student performance on an objective assessment of basic skills that provides an empirically established range of performance of English proficient students of the same age. A letter from CDE to district superintendents (Reclassification Guidance for 2017-18) dated April 28, 2017 clarifies that the Smarter Balanced Summative Assessment may be used as a local measure of the fourth criterion, or districts may select another local assessment. CDE correspondence, which is available on its web site, provides examples of appropriate measures.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR [11305](#))

(cf. [5125](#) - Student Records)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR [11304](#))

Note: Pursuant to 20 USC 6841, districts receiving federal Title III funding are required to report to CDE the number and percentage of English learners, including English learners with a disability, meeting state academic standards for each of four years after they are no longer receiving services under Title III. In the Federal Program Monitoring process, CDE reviews whether the district monitors the progress of reclassified students for a minimum of four years to ensure correct classification and placement of reclassified students and the provision of additional academic support as needed. Districts that do not receive Title III funding may revise the following paragraph to reflect district practice.

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure correct classification and placement and to determine whether any additional academic support is needed.

Advisory Committees

Note: The following section should be revised to reflect district practice. Pursuant to 5 CCR [11308](#), an advisory committee on programs and services for English learners is required for any district with over 50 English learners and for each school with over 20 English learners. Duties of the advisory committees are specified in Education Code [52176](#) and 5 CCR [11308](#).

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code [52176](#); 5 CCR [11308](#))

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code [52176](#))

Note: Pursuant to 5 CCR [11308](#), each school-level English Learning Advisory Committee (ELAC) is entitled to elect at least one member to the District English Learner Advisory Committee (DELAC). If there are more than 30 ELACs in the district, the district may use a system of proportional or regional representation. The following paragraph may be revised to reflect district practice.

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code [52176](#))

Note: 5 CCR [11308](#) delineates the duties of the DELAC, as provided below. The list of DELAC duties on CDE's web site omits item #5, administration of the annual language census.

The DELAC shall advise the Board on at least the following tasks: (5 CCR [11308](#))

- 1. Developing a district master plan for education programs and services for English learners, taking into consideration the school site plans for English learners*
- 2. Conducting a districtwide needs assessment on a school-by-school basis*
- 3. Establishing a district program, goals, and objectives for programs and services for English learners*
- 4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements*
- 5. Administering the annual language census*
- 6. Reviewing and commenting on the district's reclassification procedures*
- 7. Reviewing and commenting on the required written parental notifications*

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [5020](#) - Parent Rights and Responsibilities)

(cf. [6020](#) - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR [11308](#))

LCAP Advisory Committee

Note: The following section is applicable if the district's student enrollment includes at least 15 percent English learners, with at least 50 students who are English learners. Education Code [52063](#) requires that such districts establish an English learner parent advisory committee to review and comment on the district's local control and accountability plan; see BP [0460](#) - Local Control and Accountability Plan. 5 CCR [15495](#) requires this committee to include a majority of parents/guardians of English learners.

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP [0460](#) - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code [52063](#); 5 CCR [11301](#), [15495](#))

(cf. [0460](#) - Local Control and Accountability Plan)

The DELAC may also serve as the LCAP English learner advisory committee.

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