

Maple Creek Elementary School District Board of Trustees

February 12, 2026 - 9:30 AM

15933 Maple Creek Road - Korbel, CA 95550

Regular Board Meeting Agenda

1. CALL TO ORDER

2. ADJUSTMENT OF THE AGENDA

3. PUBLIC COMMENTS

Members of the public may address the board on non-agenda items at this time.

4. CONSENT AGENDA:

The Board is asked to receive/approve these routine items.

- 4.1. January 15, 2026 Regular Board Meeting Minutes
- 4.2. Payroll January 2026
- 4.3. Warrants January 2026
- 4.4. BP 0450, AR 0450 Comprehensive Safety Plan
- 4.5. BP 1340, AR 1340 Access to District Records
- 4.6. BP 1445, AR 1445 Response to Immigration Enforcement
- 4.7. BP 5125, AR 5125 Student Records
- 4.8. BP Behavioral Health Concerns

5. INFORMATION ITEMS:

The Board is asked to receive/discuss these items

- 5.1. Superintendent's Report
- 5.2. Staff Report

6. DISCUSSION/ACTION ITEMS:

The Board is asked to receive/discuss; however, they may take action at their discretion.

- 6.1. Presentation of the Maple Creek Elementary School District Mid-Year LCAP Report
- 6.2. Discussion of response to 1st Interim Budget Positive Certification
- 6.3. Approval of Maple Creek Elementary School District Comprehensive School Safety Plan

7. BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

8. ADJOURNMENT

Notice: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any persons in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office, 15933 Maple Creek Rd. Korbel, CA in compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent of the Maple Creek School District at (707)668-5596. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to assure accessibility to this meeting.

MAPLE CREEK ELEMENTARY SCHOOL
February 12, 2026
BOARD OF TRUSTEES MEETING

4.0 CONSENT AGENDA

The Board is asked to receive/approve these routine items.

- 4.1 January 15, 2026 Regularly Schedule Board Meeting Minutes
- 4.2 Payroll January 2026
- 4.3 Warrants January 2026
- 4.4 BP 0450, AR 0450 Comprehensive Safety Plan
- 4.5 BP 1340, AR 1340 Access to District Records
- 4.6 BP 1445, AR 1445 Response to Immigration Enforcement
- 4.7 BP 5125, AR 5125 Student Records
- 4.8 BP Behavioral Health Concerns

Maple Creek Elementary School District Board of Trustees

January 15, 2026 - 9:30 AM

15933 Maple Creek Road - Korbel, CA 95550

Regular Board Meeting Minutes

1. CALL TO ORDER

9:43am

Board Members Present: Chris Edgar, Rama Zarcufsky

Staff Present: Beth Wylie

2. ADJUSTMENT OF THE AGENDA

None

3. PUBLIC COMMENTS

Members of the public may address the board on non-agenda items at this time.

None

4. CONSENT AGENDA:

The Board is asked to receive/approve these routine items.

- 4.1. December 11, 2025 Regular Board Meeting Minutes
- 4.2. Payroll December 2025
- 4.3. Warrants December 2025
- 4.4. Williams 4th Quarter Report 2025

Moved/seconded by Zarcufsky/Edgar to approve the consent agenda items. Ayes 2, noes 0 , abstain 0. Motion carried.

5. INFORMATION ITEMS:

The Board is asked to receive/discuss these items

5.1. Superintendent's Report

- Van maintenance is up to date and a schedule is in place for future needs.
- The new heater is installed and operating on a schedule which is helping us to be more efficient with the use of the heater while also providing additional comfort.
- In the process of getting Zoe set up so I can transfer the accounts payable and accounts receivable parts of business services to her.
- Really enjoyed being able to have families here for the holiday celebration and we are actively seeking ways to increase family involvement
- Preparing for next year has begun. Considering staffing and assisting students to complete the inter district transfer process which is now completely digital.

5.2. Staff Report provided by Gijs Muizelaar

- Math and robotics - UC Davis - math competitions going to watch "spare parts"
- Rain gauge installed in the garden.

- Preparing the greenhouse for the new planting season.
- Combining kids from both classrooms is increasing and we are finding success

6. DISCUSSION/ACTION ITEMS:

The Board is asked to receive/discuss; however, they may take action at their discretion.

6.1. Acceptance of Maple Creek Elementary School District 24-25 Audit

Moved/seconded by Zarcufsky/Edgar to accept the Maple Creek Elementary School District 24-25 Audit. Ayes 2, noes 0 , abstain 0. Motion carried.

6.2. Approval of the 2024-2025 Maple Creek Elementary School Accountability Report Card

Moved/seconded by Zarcufsky/Edgar to approve the Maple Creek Elementary School District 24-25 School Accountability Report Card . Ayes 2, noes 0 , abstain 0. Motion carried.

6.3. Board Policy 5117 Interdistrict Transfer Agreements AR 5117 Interdistrict Transfer

Moved/seconded by Edgar/Zarcufsky to approve the Board Policy 5117 and AR 5117 Interdistrict Transfer . Ayes 2, noes 0 , abstain 0. Motion carried. Chris motions, Rama 2nds

6.4. Agreements Interdistrict Transfer Agreement for 2026-2027 School Year

Moved/seconded by Zarcufsky/Edgar to approve the 2026-2027 Interdistrict Transfer Agreement. Ayes 2, noes 0 , abstain 0. Motion carried.

6.5. Appointment of Anthony Lowe to fill vacant board position with a term that ends in December 2026.

Moved/seconded by Zarcufsky/Edgar to approve the appointment of Anthony Lowe to fill vacant board position with a term that ends in December 2026.. Ayes 2, noes 0 , abstain 0. Motion carried.

7. BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

8. ADJOURNMENT

10:25am

Notice: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any persons in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office, 15933 Maple Creek Rd. Korbel, CA in compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent of the Maple Creek School District at (707)668-5596. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to assure accessibility to this meeting.

Pay01a

Payroll Summary by Org

Pay Date 01/30/2026

Fiscal Year 2025/26

EARNINGS by Earnings Code		Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
Regular		21,371.49		Federal Withholding	1,194.33		1,194.33	20,108.81
				State Withholding	680.90		680.90	20,108.81
				Social Security	679.57	679.57	1,359.14	10,960.80
				Medicare	309.89	309.89	619.78	21,371.49
				SUI		10.68	10.68	21,371.49
				Workers' Comp		501.30	501.30	21,371.49
TOTAL		21,371.49		SUBTOTAL	2,864.69	1,501.44	4,366.13	
EARNINGS by Group		Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay		20,990.03		PERS	408.33	1,563.92	1,972.25	5,833.34
Stipends		191.67		PERS / 62	394.87	1,323.29	1,718.16	4,935.79
Vacation Pay		189.79		STRS / 60	459.48	856.19	1,315.67	4,482.69
TOTAL		21,371.49		Health & Welfare		1,784.40	1,784.40	
				SUBTOTAL	1,262.68	5,527.80	6,790.48	
EARNINGS		Person Type	Female Employees	DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Certificated	3	16,410.70	2	Summer Savings	784.54		784.54	4,707.25
Classified	2	4,960.79	1	SUBTOTAL	784.54	.00	784.54	
TOTAL	5	21,371.49	3	TOTALS	4,911.91	7,029.24	11,941.15	

Vendor Summary for Pay Date 01/30/2026

Vendor Checks
Vendor Liabilities

Cancel/Reissue for Process Date 01/30/2026

Reissued
Cancel Checks
Void ACH

BALANCING DATA

	16,459.58	Net Pay
Gross Earnings	21,371.49	4,911.91 Deductions
District Liability	7,029.24	7,029.24 Contributions
	28,400.73	28,400.73

NET

Direct Deposits	14,964.19	4
Checks	1,495.39	1
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	16,459.58	5

Selection Grouped by Org, Filtered by (Org = 29, Fiscal Year = 2026, Starting Pay Date = 1/1/2026, Ending Pay Date = 1/30/2026)

ERP for California

Page 1 of 1

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000300395	01/08/2026	EMPLOYMENT DEVELOPMENT DEPT	01-9540	State Unemployment Taxes due quarterly		32.14
3000300396	01/08/2026	HealthSPORT	01-5800	HealthSPORT Swim ELOP		110.00
3000300397	01/08/2026	NORTH COAST SIG C/O KEENAN & ASSOC SETECH DEPT	01-9542	Worker's Comp Premiums		1,462.75
3000300398	01/08/2026	P G & E	01-5520	Electric sump pump 25-26 PG&E Electric 25-26	27.40 395.19	422.59
3000300399	01/08/2026	Tinyeye Technologies Corp	01-5800	Speech and Language Services		1,227.60
3000300400	01/08/2026	UBEO Business Services	01-5637	Estimated copier costs for 25-26		169.42
3000300401	01/08/2026	Valley Pacific Petroleum	01-4364	Gas for Van		360.41
3000300784	01/12/2026	Revolving Cash Fund	01-4310	ELOP Instructional Supplies OPEN PO for ELOP Snack 25-26	131.85 190.25	
			01-4361	Est cost for 25-26 Van Maintenance Misc Supplies	115.72	
			01-4710	Estimate for Supplies for Food Program 25/26	464.24	
			01-5560	Refuse Disposal	16.75	
			01-5800	Van Maintenance	80.00	
			01-5950	Postage Stamps	105.30	1,104.11
3000301701	01/22/2026	Amazon Capital Services	01-4400	Back Up Battery for Network Office Computer	317.10 690.55	1,007.65
3000301702	01/22/2026	AT&T	01-5909	Phone and Internet 25-26		92.57
3000301703	01/22/2026	Blue Star Gas - Arcata	01-5510	Estimated costs for propane for 25-26 SY		1,368.66
3000301704	01/22/2026	Harvey M. Harper Company	01-4361	Van Maintenance	318.95	
			01-5800	Van Maintenance	737.25	1,056.20
3000301705	01/22/2026	Muizelaar, Zoe T	01-4310	ELOP program snack	50.91	
			01-4710	Lunch program foods	54.46	105.37
3000301706	01/22/2026	PACIFIC PAPER CO	01-4351	OPEN PO for Office Supplies 25-26		270.53
3000301707	01/22/2026	Tinyeye Technologies Corp	01-5800	Speech and Language Services		990.00
3000302690	01/29/2026	AT&T	01-5909	Phone and Internet 25-26		1.21
3000302691	01/29/2026	California Heating	01-5800	Heater Replacement		11,100.00
3000302692	01/29/2026	P G & E	01-5520	Electric sump pump 25-26 PG&E Electric 25-26	31.81 381.22	413.03
3000302693	01/29/2026	Rich Well Drilling & Pump	01-5800	Water Pump Replacement		3,655.98
Total Number of Checks					19	24,950.22

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

 **ERP for California**
Page 1 of 2

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	19	24,950.22
	Total Number of Checks	19	24,950.22
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		24,950.22

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

 **ERP for California**
Page 2 of 2

Policy 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 12/13/2024 | **Last Revised Date:** 11/13/2025

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

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

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

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

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Regulation 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 12/13/2024 | **Last Revised Date:** 11/13/2025

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher
3. One parent/guardian whose child attends the school
4. One classified employee
5. Other members, if desired

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The County Supervisor
2. A representative of each teacher organization at the school
3. A representative of the school's student body
4. All persons who have indicated that they want to be notified

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

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

The assessment may include, but not be limited to, law enforcement crime data, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
 - b. An earthquake emergency procedure system as specified
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
 - d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:
 - a. The school will not conduct a high-intensity drill, as defined in Education Code 32282
 - b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill
 - c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill
12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in

Education Code 32282

15. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose
16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282
17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians
7. Annual notification to parents/guardians related to the safe storage of firearms
8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
11. Measures to prevent or minimize the influence of gangs on campus
12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content
14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity
16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

17. Strategies for suicide prevention and intervention
18. District policy and/or plan related to pandemics
19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
20. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
 - f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
 - g. Development of a method for the reporting of violent incidents
 - h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

Such training shall include preparation to implement the elements of the CSSP

22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants
23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

Policy 1340: Access To District Records

Status: DRAFT

Original Adopted Date: 12/13/2024 | **Last Revised Date:** 10/09/2025

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 member of the public reasonable access to the public records of the district during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

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.

The district may charge for copies of public records or other materials requested by individuals or groups, in accordance with law and as specified in the accompanying administrative regulation.

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.

Regulation 1340: Access To District Records

Status: DRAFT

Original Adopted Date: 12/13/2024 | **Last Revised Date:** 10/09/2025

This administrative regulation is a non-exhaustive list of records that may be defined as either public or exempt and/or confidential. Other records which fall into these definitions may exist and may be identified in the future.

Definitions

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 7920.530)

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 7920.545)

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 7920.515)

Public Records

Unless otherwise exempt from disclosure, 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)
2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)
6. Meeting agendas (Government Code 54957.5)
7. Official communications between the district and other government agencies
8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law
9. Initial proposals of exclusive employee representatives and of the district, once presented at a district Governing Board meeting (Government Code 3547)
10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 7927.200, 7927.205)
11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)
12. Documents containing names, salaries, and pension benefits of district employees
13. Employment contracts and settlement agreements (Government Code 53262)
14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)
15. Executed contracts for the purchase of goods or services, even if the contract contains provisions specifying

that the contract is confidential or a proprietary record of the vendor (Government Code 7928.801)

Access to public records of the district shall be granted to 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 7921.305, 7921.310)

Exempt and Confidential Public Records

Records exempt from disclosure under the California Public Records Act (CPRA) 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 7927.500)
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 7927.200, 7927.205)
3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 7927.700)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees shall only be disclosed as follows: (Government Code 7928.300)

- 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
- d. 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
- e. 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. The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official posted by the district online without first obtaining the written permission of that individual (Government Code 7928.205)
5. Student records, except directory information and other records to the extent permitted by law and district policy (Education Code 49073, 49076; 20 USC 1232g; 34 CFR 99.1-99.8)
6. Test questions, scoring keys, and other examination data except as provided by law (Government Code 7929.605)
7. 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 7928.705)
8. 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 7925.000)

9. 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 7927.100, 7927.105)
10. 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 7927.705)
11. 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 7929.200)
12. Information security record if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, an information technology system of the district (Government Code 7929.210)
13. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 7924.110)
14. Minutes of Board meetings held in closed session (Government Code 54957.2)
15. Computer software developed by the district (Government Code 7922.585)
16. 16. 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 7926.400, 7930.000-7930.215)
17. 17. Tribal financial information as a condition of or requirement for receiving financial assistance (Government Code 7930.205, 8450)
18. Any other records listed as exempt from public disclosure in the CPRA or other statutes
19. 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 7922.000)

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 7922.200, 7928.300)

Unless otherwise authorized or required by law, information regarding an individual's religious beliefs, practices, or affiliation shall not be disclosed. (Government Code 8310.3)

Additionally, an individual's immigration status shall only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Inspection of Records, Requests for Copies, and Recovery of Costs

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code 7922.530)

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 7922.535)

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 7922.535)

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, such as a state agency or city, having a substantial interest in the determination of the request or among two or more components of the district, such as 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
5. In the case of electronic records, the inability to access its electronic servers or systems due to a cyberattack in order to search for and obtain a record that the district believes is responsive to a request and is maintained on the servers or systems in an electronic format, and only until the district regains its ability to access its electronic servers or systems and search for and obtain electronic records that may be responsive to a request
6. The need to search for, collect, and appropriately examine records during a state of emergency proclaimed by the Governor pursuant to the California Emergency Services Act in the jurisdiction where the district is located when the state of emergency currently and directly affects, due to the state of emergency, the district's ability to timely respond to staffing shortages or closure of facilities where the requested records are located (Government Code 8567)

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 7922.535)

Public records shall be open to inspection at all times during district office hours. If a portion of the requested record(s) is exempt from disclosure, any non-exempt, reasonably segregable portion of the record shall be made available for inspection after deletion of the portions exempted by law. (Government Code 7922.525)

Upon request for a copy that reasonably describes an identifiable, non-exempt record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 7922.530)

If only a portion of the identified record is exempt from disclosure, the record's exempt material shall be redacted prior to disclosure.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication in accordance with law. Written requests to waive the fee shall be submitted to the Superintendent or designee.

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 7922.530)

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

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. Additionally, the Superintendent or designee may 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 7922.530)

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 website and, in response to a public records request, directing the member of the public to the location on the website where the record can be found. However, if the member of the public is unable to access or reproduce the record from the website, 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 7922.545)

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 7922.570)

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 7922.575)

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

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 7922.600)

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 CPRA 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 7922.500, 7922.540)

Policy 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
 - a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
 - b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Regulation 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order

3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age

b. A description of the records to be disclosed

c. The reason for the release of information

d. The parties or class of parties receiving the information

e. A copy of the records to be released, if requested by the parent/guardian or student

4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

Such written consent shall include all of the following:

a. The signature and signature date of the employee

b. A description of the records to be disclosed

c. The reason for the release of information

d. The parties or class of parties receiving the information

e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee

2. For requests regarding student information, provide the student's parent/guardian, or the student, if the

student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee
2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor
3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records
4. Contact and consult with the district's legal counsel or Superintendent or designee
5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use

information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Policy 5125: Student Records

Status: DRAFT

Original Adopted Date: 12/13/2024 | **Last Revised Date:** 10/09/2025

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity,

including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws

Regulation 5125: Student Records

Status: DRAFT

Original Adopted Date: 12/13/2024 | **Last Revised Date:** 10/09/2025

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information
2. Informal notes compiled by a district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8
4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with exceptional needs who is 18 years of age or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate

educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)
2. Students who are 16 years of age or older or who have completed the 10th grade (Education Code 49076)
3. District officials and employees, consistent with the definition provided in "Definitions," above (Education Code 49076; 34 CFR 99.31)
4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)
5. Officials and employees of other districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program

However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under 18 years of age, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)
8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)
9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to Item #8 above (Education Code 49076)
10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student 14 years of age or older who is an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)
17. An individual who completes items #1-4 of the Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232g)
19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written consent by

a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)
3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)
 - a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31
4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)
6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)
7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)
8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of

records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log need not include requests for access to records by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who have received written consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. District officials and employees who have a legitimate educational interest

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of

various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
2. A log identifying persons or organizations who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

5. Language training records
6. Progress slips/notice required by Education Code 49066 and 49067
7. Parent/guardian restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or prohibition of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into the district from any other district, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of district property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)
13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in

accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in Item #3 above

Additionally, the notification shall include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:
 - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian
 - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request
2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
5. The name of the employee who completed the request
6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

Governing Board Policy Statement (*EC* Section 49428.2(b)(1))

The Governing Board, at its regularly scheduled meeting held on February 12, 2026, hereby adopts the following policy on referral protocols for addressing pupil behavioral health concerns in grades 7–8. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups (*EC* Section 49428.2(b)(3))

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The District staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Foster/Homeless Youth, and Schoolsite administrators.

District leadership may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Student Privacy

Maple Creek Elementary School District recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], *EC* Section 49073, et seq., etc.) with which the Maple Creek Elementary School District must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with

implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

Referral Protocols and Procedures

The Governing Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

Needs Assessment

- The Superintendent or designee shall conduct a needs assessment to:
 - Identify behavioral health trends;
 - Review available resources; and
 - Detect service gaps within the school community.

Capacity Building

- Maple Creek Elementary School District shall:
 - Provide professional development on referral pathways and staff roles;
 - Clarify responsibilities among certificated and classified staff; and
 - Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

- The Superintendent or designee shall:
 - Define referral pathways for crisis and non-crisis concerns;
 - Establish goals and assign responsible roles for each step in the referral process; and
 - Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

- Maple Creek Elementary School District shall establish step-by-step procedures to:
 - Initiate referrals;
 - Document concerns;
 - Notify parents/guardians consistent with law;
 - Triage level of need;
 - Link pupils to appropriate services; and
 - Schedule follow-up checks.

Evaluation and Continuous Improvement

- Maple Creek Elementary School District shall conduct an annual evaluation of referral protocols that includes:
 - Data collection and analysis;
 - Input from staff, families, and community stakeholders; and
 - Targeted improvements based on results.
- Evaluation monitors outcomes such as:
 - Median time to first contact;
 - Percentage of follow-ups completed within ten school days;
 - Referral closure rates; and
 - Results for the pupil groups identified in *EC* Section 49428.2(b)(3).
- A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training (*EC* Section 49428.2(b)(4), (c)-(e))

The Maple Creek Elementary School District shall ensure that teachers of pupils in grades 7–8 receive training on pupil behavioral health. Training materials approved by the School District shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the schoolsite and within the larger community; and
- When and how to refer pupils and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

Subject to *EC* Section 49428.2(d), the Maple Creek Elementary School District shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with *EC* Section 49428.2(c)(1)–(5). (Please note: the Maple Creek Elementary School District may meet the requirements of *EC* Section 49428.2(c) through an alternative approach by adopting a policy that describes how this approach is consistent with the goals specified in *EC* Section 49428.2(c) but better meets the needs of pupils.)

Authorization and Scope of Practice (*EC Section 49428.2(b)(5)*)

In order to ensure that all school employees act only within the authorization or scope of their credential or license, the Maple Creek Elementary School District shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with *EC* sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

MAPLE CREEK ELEMENTARY SCHOOL
February 12, 2026
BOARD OF TRUSTEES MEETING

5.0 Information Items for Discussion

The Board is asked to receive and discuss the following items

5.1 Superintendent's Report

A brief presentation about the current status at Maple Creek Elementary from the Superintendent.

5.2 Staff Report

A brief presentation about the current happenings at Maple Creek Elementary from the Staff.

MAPLE CREEK ELEMENTARY SCHOOL
February 12, 2026
BOARD OF TRUSTEES MEETING

6.0 DISCUSSION / ACTION ITEMS

The board will discuss and take action at its authority on items listed.

6.1 Presentation of the Maple Creek Elementary School District Mid-Year Local Control Accountability Plan (LCAP) Report

DEPARTMENT/PROGRAM:

Fiscal/Board Governance

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Every district in the state is required to have a Local Control Accountability Plan that defines the school's program and budget to the public. The most recently adopted version of the LCAP will be updated at the end of this school year. Each year, schools are required to present a mid-year report to demonstrate progress towards implementation of goals and actions. The fiscal data is as of 2/6/26. Some metrics cannot be collected until the end of the school year.

ACTION REQUESTED/RECOMMENDATION:

To receive the Maple Creek Elementary School District Mid-Year LCAP report

6.2 Discussion of response to 1st Interim Budget Positive Certification

DEPARTMENT/PROGRAM:

Fiscal/Board Governance

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The County Office of Education has reviewed and approved the district's 2025-2026 First Interim Report with a positive certification. However, they identified an ongoing structural deficit.

As of the 1st interim, the district faces a structural deficit of \$78,773 for the current fiscal year. It should be noted that since this letter was received, the budget has undergone revisions that reduced deficit spending by \$48,000, bringing the adjusted deficit to approximately \$30,773.

Based on state COLA projections (3.02% for 2026-27 and 3.42% for 2027-28), the district is projected to face deficits of \$77,945 in 2026-27 and \$74,274 in 2027-28.

Recommendations:

Given the ongoing structural deficit in the current year and projected deficits in the upcoming fiscal years, the board should engage in a discussion regarding staffing levels and strategies for the 2026-27 school year. This conversation should address how to align personnel costs with projected revenue to ensure long-term fiscal sustainability while maintaining educational quality. This is a preliminary conversation with the board with the planned action of having the same discussion with staff.

6.3 Approval of Maple Creek Elementary School District Comprehensive School School Safety Plan**DEPARTMENT/PROGRAM:**

Board Administration

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Each year schools are required to revise and update their Comprehensive School Safety Play and have it adopted to the board prior to March 1 of the school year. This year's report was updated to be in compliance with latest requirements. It is the intention of the school to continue to update this plan on an ongoing basis through collaboration with board members, families and staff.

Recommendations:

To approve the Maple Creek Elementary School District Comprehensive School Safety Plan.



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maple Creek Elementary	Beth Wylie Superintendent/Principal	admin@maplecreekschool.org (707)668-5596

Goal 1

Goal Description
Enhance student attendance through the implementation of targeted academic engagement strategies and comprehensive enrichment programs designed to captivate students' interest and foster a deeper connection to their learning journey.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Suspension rates	0% suspension rate 2023-2024	0% suspension rate		0% as of 2/6/26	Maintain 0% suspension rate
1.2	Expulsion rates	0% Expulsion rate 2023-2024	0% expulsion		0% as of 2/6/26	Maintain 0% Expulsion rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.3	Report Cards	A minimum of one group project has been completed by all students. During the 2023-2024 all students participated in Arts Integration projects through the ArtSEL grant program.	Two group projects were completed in the 2024-2025 school year.		One group project in process as of 2/6/26	A minimum of two group projects will be completed by all students.
1.4	"Teachers, Instructional Materials, and Facilities (P1)"	[100%] of teachers are fully credentialed, [all] students have access to standards-aligned instructional materials, and facilities are in [good] repair (2023-24 Local data)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials and facilities are in good repair.		100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities in good repair	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities in good repair
1.5	Project Based Learning: Place-based learning and Science Instruction	Currently 0% of students participate in place-based learning activities related to science instruction.	Placed based group project learning is occurring in an outdoor setting by 100% of the TK-8 students.		Placed based group project learning is occurring in an outdoor setting by 100% of the TK-8 students.	A minimum of one individual and one group project related to place-based learning in an outdoor setting will be completed by 100% of students in grades TK-8
1.6	Records of Summer Learning Program participation	50% participation rate in 2023-2024	44% of students participated in the Summer Learning Program		30% of students participated in the Summer Learning Program.	Maintain at least 50% participation rate in the Summer Learning Program
1.7	Improved Attendance	85% average daily attendance in 2023-2024	P2 attendance rate is 80.9%		P1 Attendance rate is 91.4%	Improve school-wide attendance to 92% average daily attendance.
1.8	Dashboard Indicators surveys and summaries; Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials, SARC report, Instructional Materials Sufficiency annual public hearing. Ratio of devices to student. Budget for the	All students have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. There is one device per student. Students are able to borrow	All students have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. There is one device per student. Students are able to borrow		All students have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. There is one device per student. Students are able to borrow	All students will have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. All students will have access to technology. All students will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	purchase of classroom library books.	devices. Wifi booster is mounted outside of the school building. 2023-2024	devices. Wifi booster is mounted outside of the school building.		devices. Wifi booster is mounted outside of the school building. All students have access to classroom library and library books.	able to borrow devices for distance learning and have access to the school's Wifi. All students will have access to classroom library books.
1.9	Maple Creek History Day or Science Fair participation records; Countywide rubrics/assessments will be used to measure the preparedness for countywide events for grades 4-8.	100% of students participated in the Maple Creek Science Fair for the 2023-2024 school year. Alternative science and history projects were completed for the 2020-2021 school year.	No students participated		No Students participated.	100% of students will participate in science and/or history projects. Maple Creek History Day and Science Fair will alternate each year. Alternative projects and accommodations due to distance learning and/or student interest can be approved be approved by a certificated teacher.
1.10	CAASPP participation rate Outcome: All students in 3rd through 8th grade will participate in CAASPP assessments(Math, ELA, and CAST). CAASPP results cannot be published/shared due to the small group size.	100% participation in CAASPP assessments (Math, ELA, and CAST). 2023-2024. Results cannot be published/shared due to the small group size.	100% participation in CAASPP assessments (Math, ELA, and CAST) in spring 2025.		N/A - will occur after mid-year report.	100% of students in 3-8th grade will be required to participate in CAASPP assessments (Math, ELA, and CAST).
1.11	Implementation of State Standards	Academic content standards, including English learners, are [fully] implemented (2023-24 Local data)	Academic content standards, including English learners, are [fully] implemented		Academic content standards, including English learners, are fully implemented	Academic content standards, including English learners, are fully implemented
1.12	Formative Assessments and Progress Monitoring	Maple Creek will adopt IXL in the beginning of the 2024-2025 for all students in grades K-8.	IXL adopted and in process of being implemented.		IXL is implemented. Need to set progress monitoring schedule with data review.	Academic progress for unduplicated students, particularly low-income students will meet or exceed standards for ELA and Math.
1.13	Parent Involvement	Seek parent input in decision making, including promotion of	Parent input was sought on decision making process		Informal parent input is received through meetings, emails and	Continue to seek parent input in decision making,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		parent participation in programs for unduplicated pupils and special need subgroups (2023-24 Local data)	through family surveys and family input night as well as ongoing opportunities.		phone calls. Family surveys and input nights will be held in the spring.	including promotion of parent participation in programs for unduplicated pupils and special need subgroups
1.14	EL Reclassification Rate and ELPAC Proficiency	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	N/A		N/A	The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.
1.15	Pupil Access to a Broad Course of Study (P7)"	A Broad Course of Study provided to unduplicated pupils and individuals with exceptional needs. [All] pupils are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data)	A Broad Course of Study provided to unduplicated pupils and individuals with exceptional needs. [All] pupils are enrolled in a broad course of study as defined in Ed Code 51220		A Broad Course of Study provided to unduplicated pupils and individuals with exceptional needs. All students have access to a broad course of study.	A Broad Course of Study provided to unduplicated pupils and individuals with exceptional needs. All students have access to a broad course of study.
1.16	Sense of Safety and School Connectedness(P6)	Rounding opportunities were provided to all students, parents, and staff to gain a sense of school connectedness. 100% of student participated. 75% of parents participated; 100% of staff participated. All participants reported feeling safe; Staff and parents feel connected to the school. 86% of students feel connected to the school. 86% of students are happy to be at Maple Creek.	Rounding opportunities were provided to all students, parents, and staff to gain a sense of school connectedness. 100% of student participated. 77% of parents participated; 100% of staff participated. All participants reported feeling safe; Staff and parents feel connected to the school. 86% of students feel connected to the school. 86% of students are happy to be at Maple Creek.		N/A will be completed after mid-year LCAP report.	Rounding opportunities and surveys will alternate years to all students, parents, and staff to gain a sense of school connectedness. 100% of students will participate. 90% of parents will participate; 100% of staff will participate. All participants will report feeling safe, connected, and happy with the school environment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.17	Middle school dropout rates Outcome: District will maintain 0% dropout rate for middle school	0% dropout rate for middle school 2019-2020	0% dropout rate		0% dropout rate as of 2/6.	Middle school drop out rate will be 0%
1.18	Attendance Rate (P5)	87.97% attendance rate (CALPADS P2)	P2 attendance rate is 80.9%		P1 Attendance rate is 91.4%	95% attendance rate
1.19	Chronic Absenteeism Rate (P5)	72.7% Chronically Absent (2023 California Dashboard Additional Reports and Data)	No 2024 California Dashboard		No 2025 California Dashboard Information	Reduce Chronic Absenteeism Rate to 30%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	School Facilities School facilities will be kept in good condition to provide a safe and comfortable learning environment.	No	Fully Implemented	\$39,430.00	\$24,787.07
1.2	Curriculum Maple Creek will adopt new Mathematics curriculum that aligns with the new California Mathematics Framework. This will occur in year two or three of this LCAP Cycle. Adoption year will depend on when the new Mathematics Framework is adopted by the State Board of Education.	No			
1.3	Curriculum Placed-Based/Outdoor Learning Curriculum Adoption	No	Fully Implemented	\$4,856.00	\$3113.2

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.4	Project Based Learning Students will be required to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science Fair, History Day, Place-Based Learning, or alternative projects approved by the classroom teacher.	No	Not Implementing		
1.5	Field trips Field trips will connect students with higher education and working professionals as well as provide learning experiences that not available/accessible to low-income student and students that live rurally with transportation hardships.	No	Fully Implemented	\$1,272.00	\$322.85
1.6	Broad Course of Study Teachers will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Standards-aligned, Common Core curriculum and textbooks will be provided for all students. Second through Eighth grade students will be provided with Khan Academy accounts throughout the year, including the summer.	No	Fully Implemented	\$85,297.00	\$36,672.77
1.7	Professional Development The District provides a minimum of one opportunity per year for professional development and growth including teaching the recently adopted academic standards and/or curriculum frameworks. All certificated teachers	No	Planned	\$11,569.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	are fully credentialed and highly qualified. The Superintendent approves the staff training.				
1.8	Attendance In order to improve attendance rates, Maple Creek will be implementing school-wide and individual incentives to promote school attendance.	No	Fully Implemented		
1.9	Library The school will take regular field trips to the county library to provide ongoing access to individually selected reading materials. School staff will guide the selection to ensure that a minimum number of selected books are at the students just right reading level.	No	Fully Implemented		
1.10	Expanded Learning Opportunity Program The ELOP program will encompass summer, before and after school programs that will be offered to all students with an emphasis on social emotional experiences, asset based engagement, and academic support. Priority is given to students with IEPs, foster and homeless youth.	No	Fully Implemented	\$77,265.00	\$38,411.03
1.11	Student academic support (Supplemental Concentration) A high teacher to student ratio provides more one to one and small group instruction that is principally directed to low-income students. A 0.2 FTE teacher salary provides additional support in the core academic area focusing on math and	Yes		\$34,077.00	\$17,009.95

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	language arts (both written and spoken) principally focusing on providing one to one and small group instruction with low-income, foster and homeless youth, and students with IEPs. This service is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.				
1.12	Students with Disabilities Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, general education teacher, and/or an aide for any student that is in need of such services under his/her I.E.P. Additional materials and supplies, including technology, for students with IEPs will be purchased as needed to further their academic growth and ensure access to all state academic content standards. IEPs will be completed within the legally defined timelines.	No		\$35,732.00	\$13,345.11
1.13	Transportation The District will provide home to school transportation. The District has an MOU with HCOE to provide transportation for foster care to their school of origin.	No		\$31,954.00	\$12,778.70
1.14	Communication and Participation Staff (clerical support) will maintain records of parent involvement, create newsletters and flyers, maintain the website, and hold community events. Records of participation will be kept for low-income, foster youth, and families who have students with IEPs. By ensuring IEPs will be	No		\$17,288.00	\$9,671.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	completed within the legally defined timelines we are supporting parent engagement and decision making for students with disabilities.				
1.15	School lunch program Low-income students will be provided with free/reduced price lunch. All students will be provided with nutrition instruction.	No		\$6,500.00	\$4107.73

Goal 1

Goal Description

By school year 2026-2027, the school will promote the holistic growth and well-being of both students and staff by prioritizing social and emotional development through a multi-tiered system of support that provides tailored programs, supportive environments, and ongoing resources aimed at nurturing a positive and thriving community of learners.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.2	Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board	100% of parents participated in one or more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Community Events, Parent Nights. 100% of parents/guardians were informed of the importance of attendance and were invited to be involved in finding solutions.	100% of parents participated in one or more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Community Events, Parent Nights. 100% of parents/guardians were informed of the importance of attendance and were invited to be involved in finding solutions.		The annual survey will be completed in March.	100% of parents will participate in one or more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians will be informed of the importance of attendance and will be invited to find solutions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						The school will utilize the newsletter; meetings; events; letters; phone calls; emails; text; Facebook posts, and/or virtual meetings to express the importance of attendance.
2.3	Multi-Tiered System of Support	Tiered levels of social and emotional, behavior, academics, and attendance interventions are not systematized, clearly articulated, nor aligned with the district's vision and values.	MTSS training has begun with staff.		The team has begun to defining the three tiers of support.	By year three of the LCAP cycle policies, procedures, and practices will be in place that support a meaningful integration of tiered interventions (universal, targeted, and intensive) and that align with the vision and values of the school community. Development and implementation of tiered models of support will be driven by evidence based practices.
2.4	Medical Billing: California Youth Behavioral Health Incentive Program	Maple Creek does not currently have the infrastructure to bill for Medical or Private Insurance services. With the launching of the CBYHI program the district intends to partner with the COE to develop this infrastructure. Due to the district's small size and rural isolation it is currently unable to bill for and receive mental health related services.	Maple Creek is a part of a consortium with HCOE and other schools to access CYBHI services and billing.		Maple Creek has not yet entered into an agreement with CYBHI.	By year three of the LCAP cycle the infrastructure will be in place to enable 100% of Maple Creek Students to receive Mental Health and Social and Emotional Supports by trained medical professionals on its campus or via tele-medicine.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>CBYHI: Systems Improvement and Equity Engagement</p> <p>Maple Creek School is committed to ensuring that all students have access to comprehensive mental health and social and emotional supports. By the third year of the LCAP cycle, we aim to have the necessary infrastructure fully established to provide these vital services to 100% of our students, either on-campus or through tele-medicine.</p> <p>Currently, Maple Creek does not have the infrastructure to bill for medical or private insurance services, which limits our ability to provide consistent mental health support. Recognizing this gap, the district will launch the CBYHI (Community-Based Youth Health Initiative) program in partnership with the County Office of Education (COE) to develop this critical infrastructure. Due to our small size and rural isolation, we currently face challenges in billing for and receiving mental health-related services. This partnership will be essential in overcoming these obstacles.</p> <p>Administrator staff time will be allocated to oversee and support the implementation of this initiative. The Superintendent/Principal will play a crucial role in project management, ensuring that each phase of the development is planned, executed, and monitored. Additionally, they will oversee the development of policies and procedures to protect student privacy and ensure the quality of care.</p> <p>Project management will be crucial in tracking milestones, addressing challenges, and maintaining clear communication among all stakeholders. Regular updates and feedback loops will ensure that the implementation remains aligned with our goals and adjusts to any emerging needs or opportunities.</p>	No	Partially Implemented	\$80,379.00	\$39,956.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	By dedicating administrator staff time, Maple Creek School is committed to building a sustainable infrastructure that guarantees all students have access to the mental health and social and emotional supports they need to thrive. This initiative, supported by the CBYHI program and COE partnership, reflects our dedication to the holistic well-being of our students and the creation of a supportive, responsive school environment.				
2.2	<p>Equitable MTSS Integration, Alignment and Implementation.</p> <p>Maple Creek School is dedicated to creating a comprehensive support system that effectively addresses the diverse needs of our students. By the third year of the LCAP cycle, we aim to have fully developed and implemented policies, procedures, and practices that facilitate the meaningful integration of tiered interventions—universal, targeted, and intensive—across social and emotional, behavioral, academic, and attendance domains.</p> <p>Currently, our tiered levels of interventions are not systematized, clearly articulated, nor aligned with the district's vision and values. To address these gaps, we will allocate .40 FTE administrator staff time to support the implementation and project management of this initiative. Administrators will lead the effort to design and integrate these tiered models of support, ensuring they are driven by evidence-based practices and aligned with our school community's vision and values.</p> <p>Administrators will work closely with teachers, counselors, and support staff to develop a clear framework for interventions at each tier. This will include:</p>	No	Partially Implemented	\$32,040.00	\$15,926.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Universal Interventions: School-wide practices and programs aimed at promoting positive behavior and academic success for all students.</p> <p>Targeted Interventions: Specialized support for groups of students who are at risk of falling behind academically or behaviorally.</p> <p>Intensive Interventions: Individualized and intensive support for students with significant needs.</p> <p>Project management will involve creating detailed timelines, setting measurable goals, and regularly reviewing progress. Administrators will organize professional development sessions to train staff on the implementation of tiered interventions and ensure that everyone is equipped with the knowledge and skills to support students effectively.</p> <p>Collaboration with stakeholders, including parents and community partners, will be crucial to align these interventions with the broader vision and values of the Maple Creek community. Regular feedback loops will be established to refine and improve the system continuously.</p> <p>By dedicating administrator staff time and employing robust project management practices, Maple Creek School is committed to building a sustainable and effective system of tiered interventions. This initiative will ensure that every student receives the appropriate level of support, promoting their overall well-being and academic success, in alignment with our community's vision and values.</p>				

January 15, 2026

Beth Wylie, Superintendent
Maple Creek School District
15933 Maple Creek Route
Korbel, CA 95550

Subject: Certification of 2025-2026 First Interim Report

Dear Beth Wylie:

Thank you for the timely submission of the district's 2025-2026 First Interim Report. We acknowledge that you and the governing board have issued a positive certification of the district's financial status.

In accordance with Education Code Section 42131, we have completed our review and analysis of the district's First Interim Report. Given the assumptions underlying these budget projections, we concur with your positive certification.

Although we concur with your positive certification, we wish to bring your attention to the following:

Deficit

During our review, we noted that the district's current year structural deficit, after adjustments for one-time revenues and expenditures, is projected to be \$78,773.

Multi-Year Budgets

During our review of the multi-year budget projections, we noted that the Local Control Funding Formula (LCFF) was based on Department of Finance (DOF) projections for COLA. The LCFF includes cost-of-living (COLA) increases 3.02% for 2026-27 and 3.42% for 2027-28. Under these revenue assumptions, the multi-year budgets project deficits of \$77,945 in 2026-27 and \$74,274 in 2027-28.

We wish to acknowledge and express our appreciation to the district's staff, the governing board and the community for their continued diligence and hard work. If you have any questions regarding our review process, please feel free to contact our office.

Sincerely,



Corey Weber
Assistant Superintendent of Business Services
Humboldt County Office of Education

CW: ts

c: Michael Davies-Hughes, Superintendent, HCOE
District School Board President



**Maple Creek
Elementary School
District**

2025 – 2026 Comprehensive School Safety Plan

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e). This plan is available for public inspection during normal business hours at the Maple Creek School District District office located at 15933 Maple Creek Road, Korbel CA 95550 . For questions regarding this plan please call (707) 668-5596.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Maple Creek Elementary School District CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
10/20/25	15933 Maple Creek Road, Korbel CA 95550	2:00pm
1/16/26	15933 Maple Creek Road, Korbel CA 95550	2:00pm
2/12/26	15933 Maple Creek Road, Korbel CA 95550	9:30pm

CSSP Public Meeting

Date of Meeting	Location	Time
10/20/256	15933 Maple Creek Road, Korbel CA 95550	2:00pm
1/26/26	15933 Maple Creek Road, Korbel CA 95550	2:00pm
2/12/26	15933 Maple Creek Road, Korbel CA 95550	9:30am

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
2/12/26	15933 Maple Creek Road, Korbel CA 95550	9:30am	

Maple Creek Elementary School District's CSSP SSC/Safety Committee

Separate Safety Committee or Parent Advisory Council

School Stakeholders for Planning and Approval

Administrators:

Beth Wylie, Superintendent

Teachers:

Jacklyn Johnson

Parents:

Zoe Muizelaar

Classified:

Dan Murphy

School Site Council Representative (If Title 1 School):

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: William Honsal, Sheriff

Notification to Date of Consultation: 2/10/26

Fire Department Agency/Name/Title: George Morris III, North Region Chief CalFire

Notification to Date of Consultation: 2/10/26

Probation Agency/Name/Title:

Notification to Date of Consultation:

Other:

Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Not Applicable		
Rep From School Employee Org	Jacklyn Johnson	1/20/26	email
Rep from PTA	Not applicable		
Rep from Teacher Org	Not applicable		
Rep from Student Body Govt			
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

The school community is invited to participate through weekly newsletters that are sent home both in paper and email format. Families are also notified of our ongoing board meetings and are invited to attend monthly. The families receive an email specifically inviting them to the meeting when we review the School Safety plan with the following language.

Good Afternoon,

As per California Education Code 32288, it mandates that each school holds a public meeting to discuss and plan for school site safety. Each year the update of the plan also requires notification to a variety of community partners to provide input into the plan.

In compliance with this statute, we are hosting a public school site safety planning meeting on February 12, 2026. This meeting will serve as an opportunity to discuss current safety procedures, and to review the current Comprehensive School Site Safety Plan.

We welcome your input and participation in this critical process. Your expertise and perspective are valuable in developing a comprehensive safety plan that effectively addresses the unique needs of our school.

Thank you for your commitment to the safety and well-being of our school community. Together, we can create a safe and secure environment for our students and staff.

Vision Statement

The vision of Maple Creek Elementary School District is to provide an educational program that meets students where they are. The students can learn through personalized instruction to meet every student's needs. The is located on a beautiful rural campus that allows for placed based learning about the environment and history.

Mission Statement

The mission of Maple Creek Elementary School District is to provide an exemplary educational program for the students of Maple Creek School. The high teacher-to-student ratio provides personalized instruction to foster the development of each student's talents, academic performance and social/emotional growth. We provide a solid foundation for our students to enter high school, college and chosen career paths.

Emphasis on promotion of literacy in language arts, mathematics and technology skills:

High expectations and an optimal learning environment produce proficient and advanced academic skills; Students, teachers and parents cooperate in a nurturing and interactive educational setting that enhances the learning experience;

Global literacy and digital citizenship are promoted with the use of Chromebooks for the students and professional development for the staff to remain updated on innovative technologies.

Emphasis on communication skills:

Classroom environment promotes the development of personal responsibility, positive social skills, effective self-management strategies, tolerance and respect for both self and others;

Collaborative projects provide opportunities to think critically, be creative, solve problems and work as a community; An ArtSEL program provides a space for students to demonstrate these skills.

Final Approval Meeting Minutes

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of data from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

We increased the implementation of ArtSEL strategies in all grade levels and we are excited to see evidence this learning in the student success on a daily basis. Morning meetings are occurring in both classrooms and once a week we hold school wide meetings. These provide an opportunity to incorporate social emotional learning and human connection to promote a healthy school climate. More in depth ArtSEL units are in place in the upper grade classroom that promote community and self-regulation. Younger grade students receive at minimum bi-weekly ArtSEL lessons.

The safety and cleanliness of the site has dramatically increased since last year. The team has put a concerted effort into removing items that are no longer necessary in the school, allowing for better organization and access to both teacher and student materials.

Findings & Desired Improvements*

Based on our data analysis we have an opportunity to improve student attendance. Last school year our annual attendance rate was just below 80%. Another area of growth is the maintenance of our physical environment. While we have made great progress, we continue to be challenged with ways to decrease clutter and increase regular systems that allow us to remain organized.

Priorities/Goals for Safe and Orderly Environment*

The school aims to continue to increase school attendance through promoting a healthy school environment that produces a sense of belonging so that students want to attend school. In addition, we are regularly extending the opportunity for students to participate in short term independent study. The staff will adopt a pride in stewardship motto by clearing out unused materials from the classrooms and storage areas.

Overall Strategies for the 2025-2026 School Year are:

The school will increase attendance through ongoing use of ArtSEL strategies and resources as well as short term independent study. In addition, the school will improve the safety and functionality of the classrooms and storage areas by clearing out unused materials.

Component 1 People and Programs (School Climate)

ArtSEL strategies will be continually increased and regularly lessons will be on the weekly schedule.

Component 2 Places (Physical Environment)

Staff will clean out and remove unused materials.

Policies and Procedures for Positive School Climate

The governing board of Maple Creek believes in creating an environment where all students feel safe, seen, heard and valued and in turn thrive both academically, behaviorally and socially. The board takes regular action to policies to promote a positive school climate. The superintendent reports out to the board the strategies that are utilized to support this effort.

Section 3 – Data Analysis

School Performance Overview Dashboard

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
5	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

Total Number of Students enrolled in Maple Creek Elementary School District.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

School and Student Performance Data

Overall Performance

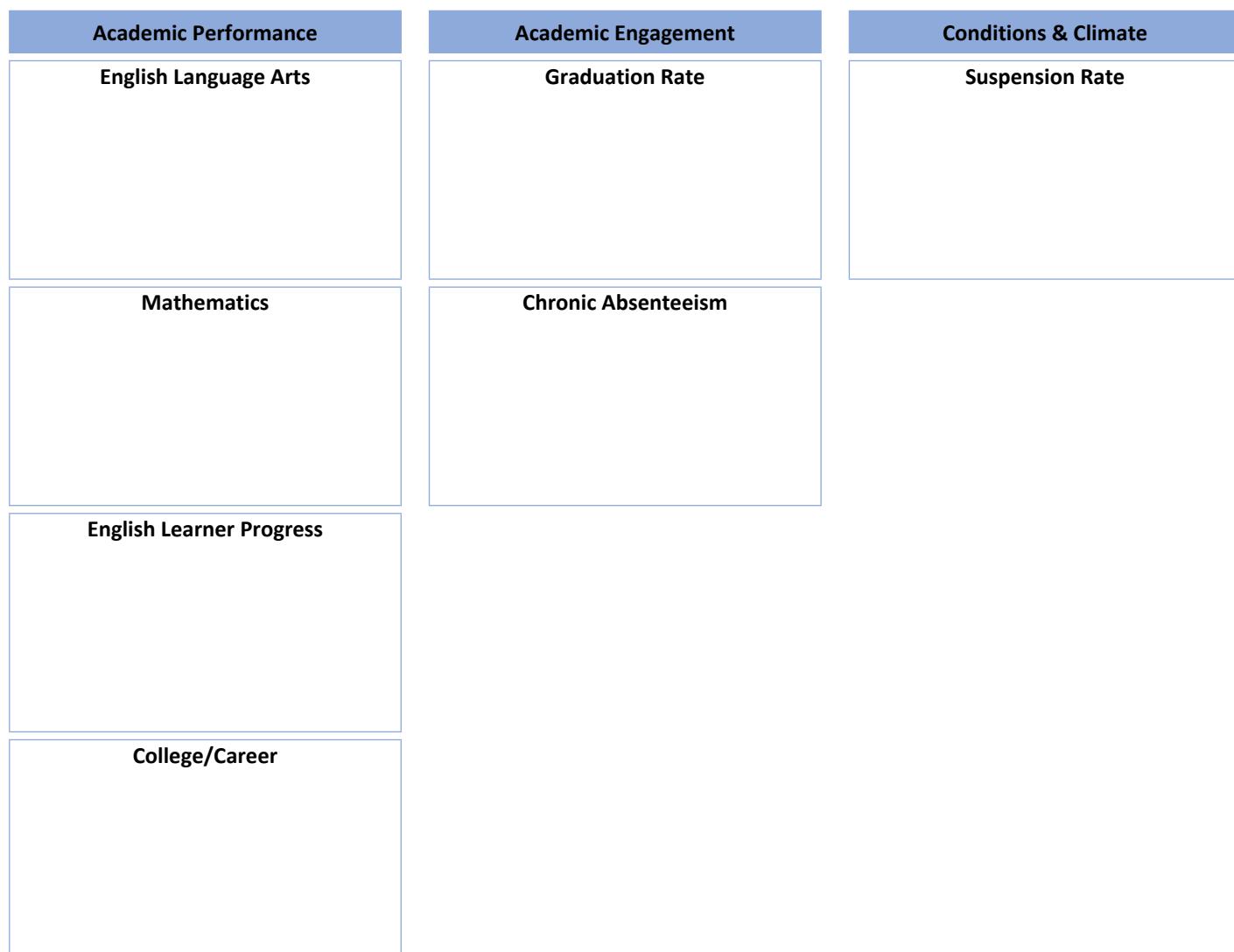
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students



School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance			Highest Performance	

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
-----	--------	--------	-------	------

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
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School and Student Performance Data

Academic Performance Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
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This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
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School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number Students:	making progress. Number Students:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red

Orange

Yellow

Green

Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

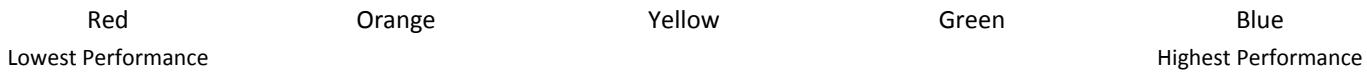
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red Orange Yellow Green Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance			Highest Performance	

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance			Highest Performance	

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
-----	--------	--------	-------	------

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Section 4 – Policies and Procedures

Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Policy 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Revised Date: 11/13/2025 | Last Reviewed Date: 11/13/2025

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Suspected Child Abuse Report Form (BCIA 8572)



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE			TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY				
	ADDRESS Street		City	Zip	DATE/TIME OF PHONE CALL		
	OFFICIAL CONTACTED - NAME AND TITLE		TELEPHONE				
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street		City	Zip	TELEPHONE		
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____		
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	NAME 1. _____ 2. _____		NAME 3. _____ 4. _____		NAME BIRTHDATE SEX ETHNICITY		
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street		City	Zip	HOME PHONE		BUSINESS PHONE
SUSPECT	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street		City	Zip	HOME PHONE		BUSINESS PHONE
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
ADDRESS Street		City	Zip	TELEPHONE			
OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)						

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.legislature.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Board Policy Manual

Policy 5144: Discipline

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When

misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Dress Code – BP/AR 5132

Policy 5132: Dress And Grooming

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Board Policy Manual

Regulation 5132: Dress And Grooming

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

Appropriate dress contributes to a productive learning environment. Students are encouraged to wear clothing that they feel comfortable in and are able to participate in a wide range of movement activities. Parents are encouraged to support their students to be prepared for the variety of weather patterns that can arise on any given school day. Maple Creek ?values each child's unique expression and seeks to have an inclusive Dress Code. If at any time a member of the community has feedback to improve the inclusiveness of the policy, we welcome the chance to improve.

General:

Clothing is free of hate speech, curse words or phrases as well as advertising drugs, alcohol, tobacco, gang related activities and anti school messages.

The body is covered from above the bust down to the upper mid-thigh. Clothing covering this area is opaque and skin does not show through.

We encourage students to wear clothing that allows them to move their bodies and engage in the physical activities that they wish to with comfort.

Top half of the body:

Shirts will cover the tops of the shoulder (with at minimum a strap), torso front and back. No half-shirts, crop tops, backless, and strapless tops allowed. Shoulder straps stick firmly to the body with low risk of falling off children's shoulders.

Students are encouraged to remove hats and hoods while in class except for warmth, mental health and well-being, medical or religious reasons.

Bottom half of the body:

Pants fit the waist, and are worn at waist level.

Underwear is completely covered by outer clothing.

If skin or undergarments are exposed through tights or leggings, they are worn as an undergarment and covered by shorts or skirts.

Shorts, or skirts are worn in such a manner that underclothing and bottoms are covered. Layers worn underneath such as leggings can help provide ease of movement if needed.

Shoes that can be used for an active lifestyle are encouraged. Shoes are worn to school every day. For safety, no high heels, flip-flops, slippers without a sole, "Heelys", athletic cleats, and steel-toed shoes.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Bullying – BP 5131.2

Regulation 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the

consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Notify Teacher of Dangerous Students

California Education Code Section 49079 requires that information the District receives about its pupils from a law enforcement agency must be shared with his/her teachers. Students who have or who are reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, 48900.4, or 48900.7 fall into this category. At Fremont Adult School, teachers receive copies of all school suspensions and have access to student records for events at other sites.

Staff Training

Personnel new to the District receive Student Discipline training as a routine part of their new- teacher orientation held in August of each School Year and also receive a handbook with an outline of the procedures.

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- j. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
- m. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- n. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- o. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - 1) While on school grounds.
 - 2) While going to or coming from school.

3) During the lunch period whether on or off the campus.

4) During, or while going to or coming from, a school sponsored activity.

p. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

b. For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR 5145.3 / 5145.9

Policy 5145.3: Nondiscrimination/Harassment

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Revised Date: 11/13/2025 | Last Reviewed Date: 11/13/2025

The Governing Board desires to provide a welcoming, safe, and supportive 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.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a 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. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

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.

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 district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

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, participates, or refuses to participate 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.

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 website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

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 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.

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.

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 related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

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.

Policy 5145.9: Hate-Motivated Behavior

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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 any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

Promotes an understanding of diversity, equity, and inclusion

Discourages the development of discriminatory attitudes and practices

Includes social-emotional learning and nondiscriminatory instructional and counseling methods

Supports the prevention, recognition, and response to hate-motivated behavior

Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Sexual Harassment – BP/AR 5145.7

Policy 5145.7: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 12/13/2024 | Last Revised Date: 11/13/2025 | Last Reviewed Date: 11/13/2025

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct 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 by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

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:

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

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

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

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 the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

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

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 sexual harassment, 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 completion of an investigation of sexual harassment, 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

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Safe Routes to School Program – BP

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. Schools must include plans for:

- *Identifying the population of people with disabilities determining proper signage and equipment
- *Training staff to assist individuals with disabilities
- *Coordinating with emergency response personnel

Planning:

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Off-Campus Evacuation/Assembly Location:

The following sites have been identified as sites that could potentially house the Maple Creek School staff and students during an emergency:

1. Blue Lake Elementary
2. Carlene Coglaiti

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the “Shelter-in-Place” procedures

Staff Training

1. Personnel new to the District receive training on the emergency procedures as a routine part of their new-teacher orientation held in August of each School Year and also receive a handbook with an outline of the procedure.
2. All Adult School personnel review the emergency procedures annually at reorientation each September at the beginning of the new School Year.

Daily Ingress/Egress Routes

A map of the daily ingress/egress routes is available in the school office.

Safe Ingress and Egress

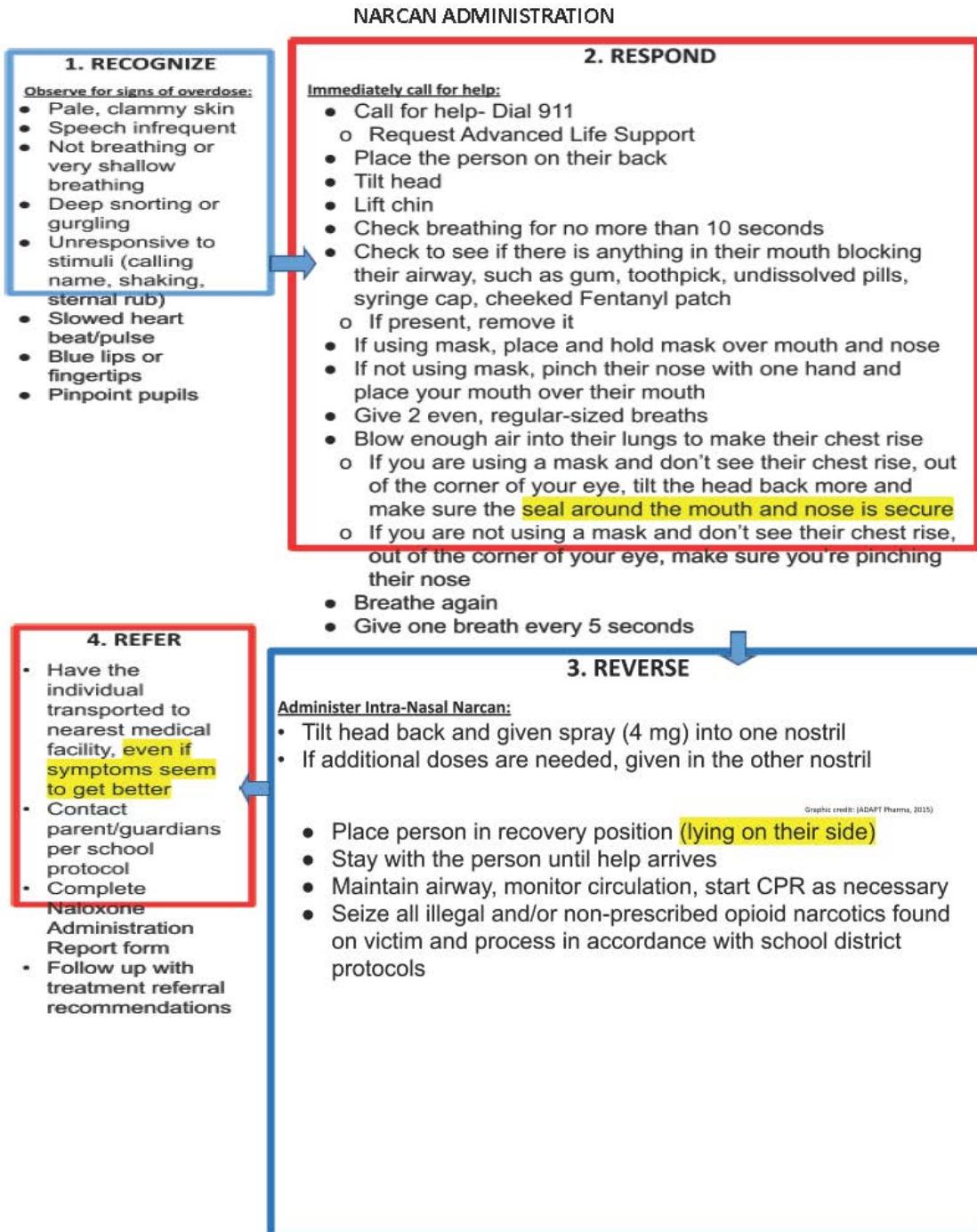
As a small rural school most students arrive on the school van which parks next to the main stairs to our two room school house. When families bring their students, they park in the designated area and walk their students onto campus. The campus can be accessed through two roads. When Maple Creek Road, the main one, is closed the van is redirected to the alternative route through Butler Valley. Emergency responders will approach the school via Maple Creek Road.

Behavioral Intervention Program - STOIC

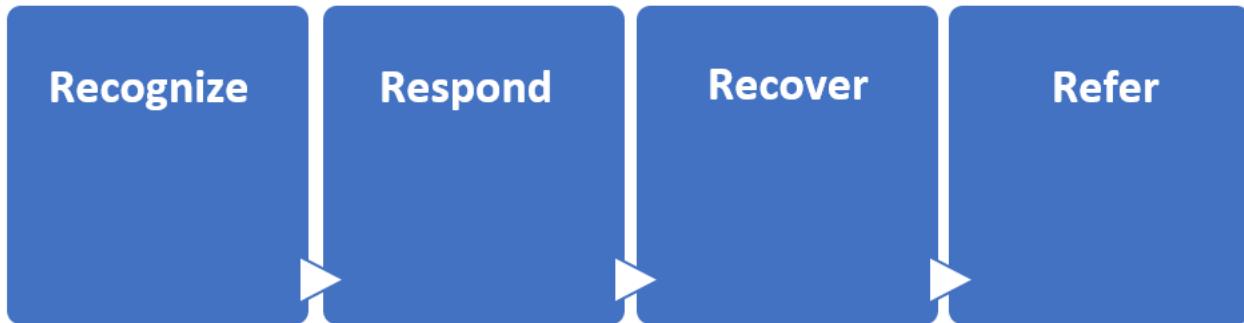
Not in place at this time

Opioid Overdose Protocol – Melanie's Law

In compliance with SB10 Melanie's Law, the school follows the following protocol.



Student Overdose or Possible Overdose Procedures (The 4 Rs)



1. Recognize	2. & 3. Respond and Recover	4. Refer
<ul style="list-style-type: none"> ● Unconscious ● Unresponsive ● Not breathing or erratic ● Choking/gurgling ● Vomiting ● Limp Body ● Face pale and clammy ● Fingernails/lips blue ● Light skin-Bluish/Dark skin-grayish 	<p>Give Narcan and call 9-1-1</p> <ul style="list-style-type: none"> ● Report event and time Narcan was given ● Report condition of victim <p>Be Ready</p> <ul style="list-style-type: none"> ● 2nd dose if no improvement after 2 minutes ● CPR or Rescue Breathing if no heart rate or breathing stops <p>Stay</p> <ul style="list-style-type: none"> ● Stay with victim until EMS arrives ● Begin CPR/Rescue Breathing if needed ● Place person on rescue position (side) ● Reassure victim EMS is on the way 	<ul style="list-style-type: none"> ● Complete naloxone administration form. <ul style="list-style-type: none"> ○ School nurse can help ● Complete emergency report <ul style="list-style-type: none"> ○ Submit to administrator ● Debrief with staff <ul style="list-style-type: none"> ○ Review response to opioid overdose ● Recommend follow up support services <ul style="list-style-type: none"> ○ Mental Health ○ Counseling ○ Primary Health Provider ○ Drug Use Counseling ● Restock Naloxone and document <ul style="list-style-type: none"> ○ School Office

Response to Cardiac Arrest

This memo is sent out every year by administration to all staff to educate them on Sudden Cardiac Arrest and the locations of AEDs on campus. The district also maintains a procedure for the AED Program that is added to the end of this CSSP as an Appendix. Subject: Sudden Cardiac Arrest and Automated Electronic Defibrillator use on your campus

Sudden cardiac arrest (SCA) is often the result of a sudden, unexpected heart malfunction. During SCA, the heart's electrical impulses become chaotic and ineffective and blood flow to the brain ceases. The victim will die unless a normal heart rhythm is restored.

Victims of SCA pass out and will stop breathing, though they may gasp/moan. They have only four to six minutes before brain damage begins to occur, and soon after that, brain death. For each minute that passes without medical or bystander intervention, there is an incremental 10% decrease in the chance of victim survival.

SCA survivors typically have four things in common:

- A passing bystander recognizes the emergency, decides to help, confirms the victim is not responding, and makes sure that 911 is called.
- Someone begins CPR immediately—therefore doubling the victim's chance of survival.
- An automated external defibrillator (AED) is delivered to the scene ideally within three to five minutes and bystanders utilize it immediately. The device provides the life-saving shock (only when it deems it's necessary) to the victim's heart.
- Professional EMS personnel arrive early and provide advanced life-support care.

PROCEDURE FOR USE OF AED

- If someone collapses – tap the victim and shout “Are you OK?”
- If no response & the victim is not breathing or not breathing normally
- Call 9-1-1 and get the AED
- If someone else is present, send them to call 9-1-1 and get the AED
- Begin Hands Only CPR – Push hard and fast in the center of the chest
- Use the AED as soon as it arrives
- Open the lid and turn on the AED
- Follow the voice prompts
- Expose the patient's chest –if wet, wipe dry
- Apply the electrode pads to the patient's exposed chest, as shown in the pictures
- Listen to the voice prompts –Clear (do not touch) the patient when instructed to do so
- Press the SHOCK button, if instructed to do so
- Restart compressions on chest
- Continue to follow the voice prompts
- If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side)

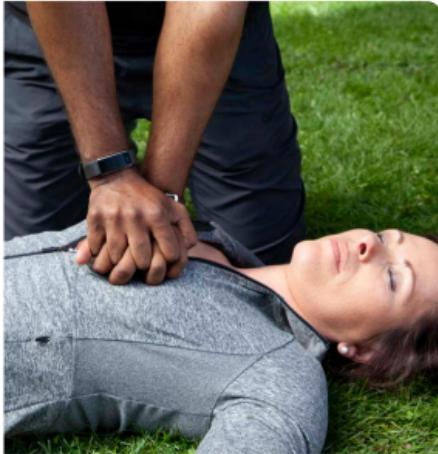
KEEP AED ATTACHED UNTIL EMS ARRIVES

What Is Cardiac Arrest?

Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It's caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs and other organs.

Seconds later, a person becomes unresponsive, isn't breathing or is only gasping. Death can occur within minutes if the person doesn't receive treatment right away.

More than 350,000 cardiac arrests occur outside of the hospital in the U.S. each year.



Is a heart attack the same as cardiac arrest?

No. While a heart attack may cause cardiac arrest, the two aren't the same.

A heart attack is caused by a circulation problem. Heart attacks are caused by a blockage that stops blood flow to the heart.

Cardiac arrest is caused by an electrical problem in the heart. The heart stops beating properly, and the heart's pumping function is "arrested," or stopped.

Both heart attack and cardiac arrest are medical emergencies and require prompt medical treatment.

What causes a cardiac arrest?

Most cardiac arrests are caused by abnormal heart rhythms called ventricular tachycardia or ventricular fibrillation.

Other factors that increase risk for or can trigger cardiac arrest include:

- Cardiomyopathy (thickened heart muscle)
- Certain medications

- Congenital heart defects
- Coronary heart disease
- Heart valve disease
- Heavy alcohol use
- Heavy blow to the chest (commotio cordis)
- Illicit drug use
- Severe emotional stress

How do I know if someone is having a cardiac arrest?

The signs of cardiac arrest:

- The person collapses suddenly and passes out.
- The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or react.
- The person isn't breathing or is only gasping for air.
- The person has no pulse.

(continued)

Instructional Continuity Plan

Maple Creek School Instructional Continuity Plan (ICP)

Maple Creek Elementary School District

Date of Last Safety Plan Revision: 2/12/26

Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
 - School website
 - Email and text alerts
 - Social media updates
- Frequency of Updates:
 - Weekly updates during normal operations
 - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
 - Immediate alerts through email and text
 - Emergency contacts established for staff and families
- Point of Contact:
 - Administrator responsible: Beth Wylie
 - Technology support lead: Beth Wylie

Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

Technology Support Measures:

- Training & Support:
- Conduct regular training sessions for students, families, and staff on digital platforms (e.g., Google Classroom, Google Meets).
- Offer technology support on an as needed basis
- Digital Backpacks: Bundle essential digital resources, including instructional apps, e-books, and learning platforms, for easy student access.
- Device & Internet Access:
 - Maintain an inventory of loaner devices for students who need them.
 - Provide Wi-Fi hotspots for students without internet access at home.

Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

Instructional Strategies:

- Prioritize essential learning and align objectives with state standards.
- Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
- Ensure content is available in multiple formats (videos, interactive lessons, PDFs).
- Provide additional academic support through tutoring, virtual office hours, and small group instruction.

Monitoring Student Progress:

- Use state-approved screening tools for students in grades K–2 to assess early reading skills [EC Section 53008].
- Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
- Define achievable learning goals that take into account students' unique circumstances.

Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Regular professional development on virtual classroom management and student engagement.
- Utilize California Educators Together for free training and lesson planning resources.

Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Form an Instructional Continuity Team with administrators, faculty, IT staff, students, and parents.
- Conduct quarterly review meetings to integrate feedback and update protocols.

Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: Beth Wylie, Superintendent

Date: June 12, 2025

Notification of Immigration Enforcement

(For inclusion in Comprehensive School Safety Plans – required by March 1, 2026; effective until January 1, 2031)

1. Purpose

To ensure consistent, timely, and accurate communication to parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed on or near a district school site.

2. Scope

Applies to:

All K–12 schools within the district.

All district staff, including administrators, certificated and classified personnel, and contracted campus security.

Situations where immigration enforcement presence is confirmed, whether by direct observation, official notice, or verified law enforcement report

3. Definitions

Immigration Enforcement: Any activity by federal, state, or local law enforcement officers intended to investigate or enforce immigration laws.

Confirmed Presence: Immigration enforcement officers physically observed on site, or verified by the Superintendent/designee, law enforcement liaison, or site administrator.

4. Procedure

Identification & Verification

Step 1: Identification & Verification

Any staff member who observes suspected immigration enforcement activity must immediately notify the principal/site administrator.

The principal/site administrator will:

Verify the presence by direct observation or communication with the Superintendent/designee.

Consult with District Legal Counsel (when practicable) to confirm classification as immigration enforcement.

Step 2: Internal District Notification

Once confirmed, the principal/site administrator notifies:

Superintendent/designee

District Compliance Officer for AB 49/SB 98

District Communications Office

Step 3: Parent/Guardian & Staff Notification

The Superintendent/designee (with support from the Communications Office) issues a districtwide notification to:

Parents/guardians of enrolled students.

Teachers, administrators, and all school personnel.

Notification methods may include:

Automated calls, texts, or email alerts.

Posting on secure parent portal or district website.

Hard-copy notices sent home (if time permits).

Required Notification Content:

Date and time immigration enforcement was confirmed.

Location of the confirmed presence (e.g., “near the main entrance,” “in the parking lot”).

Link to resources provided by the district, including the California Attorney General’s model policies and local legal/community services.

Statement reaffirming student and family rights under California law.

Step 4: Documentation

The principal/site administrator will complete a Notification Report within 24 hours, including:

Description of the enforcement activity.

Verification steps taken.

Time and method of notifications to parents, staff, and administrators.

Copy of notice sent.

Reports are filed with the Superintendent’s Office and maintained for 5 years.

Step 5: Follow-Up

District Counseling and Student Support Services shall ensure availability of social-emotional supports and legal resources to students and families impacted.

Site administrators shall debrief with staff at the next available meeting to review the incident and reinforce protocols.

5. Roles & Responsibilities

Staff/Teachers: Report suspected immigration enforcement presence immediately.

Principal/Site Administrator: Verify presence, initiate notification protocol, and complete reporting.

Superintendent/Designee: Authorize official communications, coordinate legal review, and ensure compliance.

Communications Office: Draft and disseminate parent/staff notifications.

Compliance Officer: Maintain records, oversee staff training, and audit CSSP implementation.

6. Training

All staff, including front-office personnel and site security, shall receive annual training on this procedure.

Training will cover identification, reporting, family notification, and legal considerations.

Emergencies Disaster Preparedness Plan – BP/AR

Overview

This Emergency Disaster Preparedness Plan establishes standardized procedures for responding to emergencies and disasters at our school. The plan is based on the California Standardized Emergency Management System (SEMS) and Incident Command System (ICS), adapted to meet the needs of our small rural school.

The primary goals of this plan are to:

- Ensure the safety and well-being of students, staff, and visitors
- Provide clear roles and responsibilities during emergencies
- Facilitate coordinated response and communication
- Enable efficient use of available resources

Incident Command System (ICS) Structure

Every emergency requires certain core functions to be performed. Our school uses ICS to organize these functions, which can be scaled up or down depending on the severity of the incident.

Core ICS Functions

****Incident Commander (School Commander)****

- Serves as the leader and decision-maker during emergencies
- Typically filled by the school principal
- Directs all response actions from the designated Command Post
- Assesses the situation continuously and develops appropriate strategies
- Coordinates with external responding agencies (fire, police, emergency services)
- Maintains overall accountability for the incident response

Operations Section

- Implements all response actions as directed by the Incident Commander
- Coordinates first aid, crisis intervention, search and rescue activities
- Manages site security and damage assessment
- Oversees student and staff evacuation procedures
- Handles student release and reunification with families
- Works to reduce immediate hazards and establish control

Planning & Intelligence Section

- Collects, evaluates, and shares information about the emergency
- Documents all response actions and maintains records
- Monitors the situation and anticipates future needs
- Develops action plans for implementation by Operations
- Provides situation updates to the Incident Commander

Logistics Section

- Provides support for all emergency response operations
- Coordinates personnel and assembles volunteers as needed
- Secures necessary supplies, equipment, and services

- Manages communications among emergency responders
- Arranges transportation when required

****Finance & Administration Section****

- Tracks all emergency-related expenditures
- Maintains timekeeping records for emergency responders
- Handles purchasing of necessary materials
- Manages contracts with vendors during recovery
- Coordinates recovery of school records following the emergency

Key	ICS	Principles
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****Flexible Staffing:**** In our small school, one person may fulfill multiple functions depending on the emergency. As the situation evolves, roles can be expanded or consolidated as needed.

****Manageable Span of Control:**** No supervisor should oversee more than seven people, with five being optimal. This ensures effective communication and management.

****Common Terminology:**** All staff must use standardized terminology to describe situations and actions. This ensures clear communication both internally and with external responding agencies.

****Unified Command:**** When multiple agencies respond to an incident on campus, they will work together under a unified command structure, establishing common objectives while maintaining their individual responsibilities and authority.

Emergency	Response	Procedures
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Step One: Identify the Type of Emergency
Quickly determine the nature of the emergency (fire, earthquake, intruder, medical emergency, severe weather, hazardous materials, etc.).

Step Two: Assess the Level of Emergency
Evaluate the severity and scope of the incident to determine the appropriate level of response and which ICS functions need to be activated.

Step Three: Determine Immediate Response Actions
Based on the type and level of emergency, implement appropriate protective actions such as:

- Lockdown
- Evacuation
- Shelter-in-place
- Drop, cover, and hold on
- Medical response

Step Four: Communicate the Response Action
Clearly communicate the required actions to all students, staff, and visitors using established communication methods (intercom, bells, runners, two-way radios, etc.).

Pre-Designated	Emergency	Facilities
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****Command Post:**** The location from which the Incident Commander directs response operations. This should be identified in advance and known to all staff.

****Staging Areas:**** Designated locations where resources and personnel can gather before deployment.

****Evacuation Assembly Areas:**** Safe locations where students and staff assemble following an evacuation.

****Student Release/Reunification Area:**** Designated area for the safe release of students to parents and guardians.

Staff	Responsibilities
All staff members have emergency responsibilities based on their regular job duties. These assignments should be clearly defined, communicated in advance, and practiced regularly through drills and training exercises.	

Documentation	and	Recovery
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All actions taken during an emergency must be documented for review, legal purposes, and to improve future response. The Planning & Intelligence Section and Finance & Administration Section are responsible for maintaining comprehensive records throughout the emergency and recovery phases.

Training	and	Drills
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Regular training and practice drills are essential to ensure all staff understand their roles and can respond effectively during an actual emergency. The school will conduct regular drills for various emergency scenarios throughout the school year.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Maple Creek Elementary School District's Individualized Plans

Individualized Safety Plans for Students with Disabilities

Current Status

At this time, our school does not have any enrolled students who require individualized safety plans related to disabilities. However, we are committed to ensuring the safety of all students, including those with disabilities, and are prepared to develop and implement individualized safety plans as needed.

Legal Compliance

This school recognizes its obligations under:

- The federal Individuals with Disabilities Education Act (IDEA)
- Section 504 of the federal Rehabilitation Act of 1973
- California Education Code requirements for disaster procedures that include adaptations for pupils with disabilities

Preparation and Procedures

When a student with disabilities enrolls at our school, we will:

****Assessment:**** Work with the student's IEP team, 504 team, parents/guardians, and relevant specialists to assess the student's specific needs during emergency situations.

****Plan Development:**** Create an individualized safety plan that addresses the student's unique requirements, including but not limited to:

- Mobility assistance needs during evacuations
- Communication accommodations for emergency notifications
- Medical equipment or medication requirements
- Sensory sensitivities that may be triggered during emergencies
- Cognitive or behavioral support needs during high-stress situations
- Assistive technology or device dependencies

****Staff Training:**** Ensure that all relevant staff members are trained on the student's individualized safety plan and understand their specific roles in supporting the student during emergencies.

****Resource Allocation:**** Identify and secure any specialized equipment, supplies, or personnel needed to implement the individualized safety plan.

****Documentation:**** Incorporate individualized safety plans into each student's IEP or 504 Plan, as appropriate, ensuring all required documentation is maintained and accessible.

****Communication:**** Establish clear communication protocols with parents/guardians regarding emergency procedures specific to their child's needs.

Annual

Review

As part of our annual comprehensive school safety plan evaluation, we will:

- Review enrollment records to identify any students with disabilities who may require individualized safety plans
- Evaluate existing individualized safety plans to ensure they remain current and effective
- Update plans as needed based on changes in student needs, school facilities, or emergency procedures
- Address any concerns or recommendations from IEP teams, 504 teams, parents/guardians, or staff
- Ensure all adaptations are properly integrated into the overall school emergency response procedures

Ongoing

Commitment

Our school is committed to maintaining an inclusive and safe environment for all students. We will proactively monitor student enrollment and needs, and will develop individualized safety plans promptly upon identification of any student requiring such accommodations.

CSSP and Emergency Operations Training

All staff were trained on emergency procedures during a regularly scheduled staff meeting. When updates are made, the staff are trained through direct communication at a staff meeting or 1-1 when necessary. New staff are trained as part of their on-boarding process within 30 days of starting.

Fire Drills and Fires – AR

Fire in Surrounding Area

The School Administrator will call “911” and provide the exact location and nature of emergency. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter. 4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area. 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call “911” and provide the exact location (e.g., building, room, area) and nature of emergency.

Fire on School Grounds

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- a. Order an evacuation if the fire alarm doesn't work
- b. Call 911
- c. Notify the superintendent
- d. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- e. Teachers will close doors upon evacuating.
- f. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
- g. The custodian or designee(s) shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- h. The custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The custodian or designee will also keep access entrances open for emergency vehicles.
- i. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

- a. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- b. Notify the Fire Department by calling 911.
- c. Notify the Superintendent's office.
- d. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	8/27/25
	10/16/25
	11/13/25
	12/16/25
Duck-Cover-Hold Drills (Earthquake)	10/16/25
Lockdown Drills	8/28/25
Shelter in Place Drills	1/13/26
Evacuation Drills	
Multi-Option Drills, Including Tabletop Exercises (Describe Below)	

Active Shooter Drills

Outside Agency Use of Facilities

Use of School Facilities by Outside Agencies During Emergencies

Facility Availability

In the event of a community-wide emergency or disaster, our school facilities may be made available to outside emergency response agencies to support the broader community response and recovery efforts.

Facility Description

Our campus consists of two classrooms and is located in a remote rural area. While our facilities are limited in size, they may serve as a valuable resource for the surrounding community during emergencies.

Potential Uses

Outside agencies may utilize our school facilities for:

- Emergency command post or coordination center
- Temporary shelter for community members
- Distribution point for emergency supplies
- First aid or medical triage station
- Communication hub
- Staging area for emergency personnel and equipment
- Community meeting space for information dissemination

Coordination and Authorization

****Authority:**** The decision to make school facilities available to outside agencies will be made by the school administration in coordination with the school district and/or school board, as appropriate.

****Unified Command:**** When outside agencies use our facilities, we will operate under a Unified Command structure to ensure coordinated response efforts while maintaining our responsibility for student and staff safety.

****Primary Contact:**** Outside agencies seeking to use school facilities should contact the school principal or designated emergency contact. Contact information will be provided to local emergency management agencies and first responders in advance.

Access and Resources

****Facility Access:**** Emergency response agencies will be provided with necessary access to facilities, including keys or access codes as appropriate.

****Available Resources:**** Agencies will be informed of available resources on campus, including:

- Restroom facilities
- Water access
- Electrical power
- Communication equipment
- Any emergency supplies stored on-site

****Limitations:**** Due to our small size and remote location, agencies should be aware that our facilities have limited capacity and resources.

Student and Staff Priority

The safety and well-being of students and staff remains the school's primary responsibility. Any use of facilities by outside agencies will be coordinated to ensure it does not compromise student and staff safety or interfere with student care and supervision during school hours or active emergencies.

Restoration

Outside agencies using school facilities are expected to work cooperatively with school staff to restore facilities to normal operating condition as soon as safely possible following the emergency.

Emergency Procedures for People with Disabilities

Training and Preparation

All staff will receive training on these evacuation procedures and will practice them through regular drills. Individualized plans will be developed for each student with disabilities or special needs, and these plans will be reviewed and updated annually or as the student's needs change.

Elements of Needed Evacuation Information

Prior to an emergency, individuals with disabilities or special needs should provide the following information to school administration to ensure safe and effective evacuation:

- *Nature of disability or special need and how it may affect evacuation ability
- *Specific assistance required during an evacuation (personnel, equipment, communication methods)
- *Preferred evacuation methods and any alternatives
- *Location of specialized equipment (wheelchair, walker, communication device, etc.)
- *Emergency contact information for parents/guardians and medical providers
- *Medications or medical equipment that must accompany the individual during evacuation
- *Service animal information if applicable

This information will be kept confidential and accessible only to those with a legitimate need to know for emergency response purposes.

General Categories of Special Need and Disability

Individuals requiring evacuation assistance may include those with:

- *Mobility impairments (wheelchair users, crutch users, limited stamina or balance)
- **Visual impairments (blind or low vision)
- *Hearing impairments (deaf or hard of hearing)
- *Speech impairments
- *Cognitive impairments (intellectual disabilities, autism spectrum disorder, traumatic brain injury)
- *Medical conditions (seizure disorders, diabetes, asthma, heart conditions)
- *Temporary disabilities (broken bones, recovery from surgery)
- *Psychiatric disabilities (anxiety disorders, PTSD)

Each individual's needs are unique and will be addressed through personalized planning and support.

Service Animals

Rights and Protections: Service animals are working animals, not pets, and are trained to perform specific tasks for individuals with disabilities. Service animals are permitted to remain with their handlers during evacuations and emergencies.

Evacuation Procedures:

- *Service animals should remain with their handlers at all times during evacuation unless separation is necessary for safety
- *Staff should not separate a service animal from its handler without explicit permission
- *If temporary separation is necessary, reunification should occur as quickly as possible
- *Service animals do not require special evacuation assistance beyond that provided to their handlers

Considerations:

- *Service animals are trained to remain calm during emergencies
- *Do not pet, feed, or distract service animals during evacuations

*If a handler is incapacitated, staff should keep the service animal with the handler or ensure proper care until reunification can occur.

Standard Building Evacuation

All Students and Staff:

- *Remain calm and follow instructions from staff
- *Exit the building using the nearest safe exit route
- *Walk quickly but do not run
- *Leave personal belongings behind unless immediately accessible
- *Proceed to the designated assembly area
- *Remain at the assembly area until accounted for and given further instructions
- *Do not re-enter the building until given the all-clear by authorized personnel

Staff Responsibilities:

- *Conduct orderly evacuation of assigned areas
- *Assist individuals requiring support
- *Close doors (do not lock) when leaving rooms
- *Account for all individuals at assembly areas
- *Report any missing persons to the Incident Commander immediately
- *Designated Assembly Areas:

Primary assembly area: On basketball court to the east of the school building

Alternate assembly area: In the parking area to the west of the school building.

Ensure assembly areas are accessible to individuals using mobility devices

Mobility Impairment

Individuals Using Wheelchairs or Mobility Devices:

Ground Floor Evacuation:

- *Most individuals using wheelchairs can exit independently via accessible routes
- *Clear accessible exit routes of obstacles
- *Ensure doors are wide enough for wheelchair passage
- *Assign a staff member to accompany the individual if assistance is needed

Multi-Story Evacuation (if applicable):

- *Identify evacuation chairs or evacuation sleds available for emergency use
- *Train designated staff on proper use of evacuation equipment
- *If safe evacuation is not immediately possible, move to a designated Area of Rescue Assistance and notify emergency responders of the location

Individuals with Limited Mobility:

- *Offer arm for guidance and support
- *Allow the individual to set the pace; do not rush
- *Be prepared to provide rest breaks if needed
- *Consider providing a chair or wheelchair if available and the evacuation route is long

Considerations:

- *Some individuals may be able to navigate stairs with assistance but require extra time

- *Ask the individual what assistance they need; do not assume
- *Prosthetic limbs, canes, walkers, and crutches should accompany the individual

Visual Impairment

Evacuation Procedures:

- *Announce the type of emergency and evacuation route clearly
- *Offer your arm (elbow) for guidance; do not grab or pull the person
- *Describe the route as you walk ("we're approaching stairs, three steps down")
- *Alert the individual to obstacles, doors, and changes in terrain
- *Guide dogs should remain with their handlers
- *At the assembly area, orient the individual to their surroundings and remain with them until the situation is resolved.

Communication:

- *Identify yourself and speak directly to the individual
- *Use specific directions (left, right, forward) rather than vague gestures
- *Verbally communicate all visual cues and alerts
- *Do not leave the individual without telling them you are leaving and ensuring someone else is present

Considerations:

- *Some individuals with visual impairments have some usable vision; ask what assistance is needed
- *In smoky conditions, individuals with visual impairments may be better able to navigate using their other senses.

Hard of Hearing or Deaf

Evacuation Procedures:

- *Do not rely solely on audible alarms; use visual alerts (flashing lights, hand signals)
- *Make eye contact before giving instructions
- *Use clear, simple gestures or written notes if the individual does not use sign language
- *If the individual reads lips, face them directly, speak clearly (do not shout), and ensure adequate lighting
- *Assign a staff member to alert and accompany individuals who are deaf or hard of hearing

Communication:

- *Get the person's attention before communicating (wave, tap shoulder gently)
- *Use simple, direct sentences
- *Write brief notes if necessary
- *Learn basic emergency signs if possible ("fire," "exit," "danger," "follow me")
- *Verify understanding by asking the individual to indicate comprehension

Considerations:

- *Hearing aids may not be effective in noisy emergency situations
- *Some individuals use American Sign Language (ASL); consider having staff with basic ASL skills
- *FM systems and cochlear implants may be affected by emergency conditions

Speech Impairment

Evacuation Procedures:

- *Individuals with speech impairments typically do not require special physical assistance during evacuation
- *The primary consideration is communication during and after the emergency

Communication:

- *Allow the individual time to communicate; do not rush or interrupt
- *Ask yes/no questions when possible
- *Provide paper and pen for written communication if needed
- *Some individuals may use communication devices or apps; allow them to use these tools
- *Verify that you have understood the individual correctly

Considerations:

- *During high-stress emergencies, speech difficulties may be more pronounced
- *Individuals with speech impairments can hear and understand instructions (unless they also have a hearing impairment)
- *If the individual uses augmentative communication devices, ensure these accompany them during evacuation

Cognitive Impairment

Evacuation Procedures:

- *Use simple, concrete language and short sentences
- *Give one instruction at a time and allow time for processing
- *Repeat instructions as necessary
- *Provide calm, patient reassurance
- *Use visual cues and gestures along with verbal instructions
- *Maintain a calm, reassuring tone to reduce anxiety
- *Assign a specific staff member to stay with the individual throughout the evacuation

Specific Considerations:

****Autism Spectrum Disorder:**

- *Be aware that loud alarms, flashing lights, and crowds may cause sensory overload
- *Reduce sensory stimulation when possible
- *Allow comfort items if immediately available
- *Use visual schedules or social stories if the individual is familiar with them
- *Maintain routines as much as possible

****Intellectual Disabilities:**

- *Use familiar language and concepts
- *Provide clear, step-by-step directions
- *Check for understanding frequently
- *Offer physical guidance if needed and accepted

****Traumatic Brain Injury:**

- *Limit distractions and competing stimuli
- *Allow extra processing time
- *Be patient with memory difficulties
- *Provide written instructions if possible

General Considerations:

- *Some individuals may become disoriented or confused during emergencies
- *Establish a buddy system pairing individuals with cognitive impairments with trained staff
- *Practice evacuation procedures regularly to build familiarity and reduce anxiety
- *Be prepared for behavioral responses related to stress and confusion

Tactical Response to Criminal Incidents

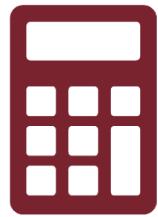
Maple Creek will call Humboldt County Sheriff and follow all appropriate directives.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records

It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.



Crisis or Incident Accounting

- In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.
- These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.
- In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

- Student Daily Attendance
- Site Employee Log
- Visitor Log
- Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose

The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.



Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:

- Channel designations
- Contingency communications procedures
- Training in back-up communications equipment

Key Tasks/Responsibilities

- Develop a local communications plan
- Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
- Support communications equipment (radio, computer, fax, etc.) as needed
- Provide communications capability
- Maintain equipment inventory
- Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
- Predetermine an alternate location in case the primary location is inaccessible
- Establish communication with staff
- Maintain telephone and radio communication with emergency services
- Post rumor control and information on the internet and in an area accessible to our students and the community
- Record emergency related incidents
- Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

In most cases our alert notification system will be used to activate and communicate within our emergency management system (following our Emergency Operations Plan). It may also be used to activate and manage our Emergency Operations Center (EOC).

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

- The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

- Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer
- The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General

Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.



A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- Emergency delegation of authority and an orderly line of succession, as necessary.
- Safekeeping of essential personnel, resources, facilities, and vital records.
- Emergency acquisition of resources necessary for business resumption.
- The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

- Determine when to close District, and/or send students/staff to alternate locations
- Disseminate information internally to students and staff
- Communicate with family, media, and the larger community
- Identify a line of succession, including who is responsible for restoring which business functions for the District
- Ensure systems are in place for rapid contract execution after an incident
- Identify relocation areas for site and administrative operations

- Create a system for registering students (off site or into alternative locations)
- Brief and train staff regarding their additional responsibilities
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
- Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
- Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
- Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
- Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

- Maintain inventory
- Maintain essential records (and copies of records) including the District's insurance policy
- Ensure redundancy of records is kept at a different physical location.
- Secure District's equipment and materials in advance.
- Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
- Retrieve, collect, and maintain personnel data
- Provide accounts payable and cash management services

Administrative Support Staff

- Establish necessary support services for students and staff
- Implement additional response and recovery activities according to established protocols
- Collaborate with public and private providers

Food Services Worker

- Determine how food services will resume
- Support staff and volunteers as much as possible

Transportation

- Provide emergency transportation services as needed
- Assess and implement alternative transportation services that may be necessitated

Evacuation

General

Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).



Concept of Operations

Evacuation orders are generally given by the following:

- Local Police
- Environmental Health & Safety
- Facilities Services
- Administrator, director, or building supervisor
- Fire Department with jurisdiction
- Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

- Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
- Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
- Close all doors and windows. (DO NOT LOCK DOORS)
- Follow the safest evacuation route to the assembly or safe dispersal area.
- Teachers are to take roll and make certain no one reenters the building for any reason.
- If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
- Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
- Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
- If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
- Students should remain 30 – 50 feet away from any building.
- Students are to remain in groups, until the all-clear signal is given.

On-Site Evacuation

- The Incident Commander or designee activates fire alarm.
- All staff follow the Evacuation Procedures identified above.
- Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
- Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.

- The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
- Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
- Once assembled off-site, staff members and students stay in place until further instructions are given.
- In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:

- Review all paths of travel and potential obstacles
- Know the facility, grounds, paths, exits and potential obstacles
- Determine the primary and secondary paths of exit to be used during emergencies
- Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
- Install appropriate signage and visual alarms
- Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
- Place emergency notification devices appropriate for each student
- Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

- Approximately 60 inches above the floor
- In a location that is not obscured in normal operation such as a swinging door
- In all primary function areas

Preparation and Planning

- Identify the students and staff with special needs and the type of assistance they will require in an emergency
- Allow visitors to self-identify on a sign-in log if they have special evacuation needs
- Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
- Train staff in general evacuation procedures
- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
- Provide in-depth training to those designated to evacuate students with special needs
- Train the staff for proper lifting techniques when lifting a person for evacuation
- Anyone can assist a student with a visual impairment
- Check on each special needs student to assure he/she is accounted for during an evacuation
- Review the plan with emergency response personal, including local police, fire and emergency medical technicians
- Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
- Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
- Complete all contracts and Statements of Understanding with key emergency support providers
- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
- Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
- Specify who will do what to address these transportation needs
- Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
- Review the evacuation plan with students and staff to be familiar with the process and identify any problems
- Practice implementation of special duck and cover actions by students with able-bodied partners
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
- Special pre-planned assistance must be provided and reviewed regularly

Lockdown (Deny Entry or Closing)

General

A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.



Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

- If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
- If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
- District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
- Landline phones should not be used. District staff should use cell phones and speak quietly.
- All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General

Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.



Public Health

Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
- Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
- Develop procedures for reporting information to local, State, and Federal Public Health agencies.
- Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
- Send out any required notification to students/family, staff and public as required.
- Establish a dedicated contact phone number for questions and concerns.
- Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
- Provide CPR/First Aid/AED to all staff designated to work in medical capacity
- Establish a triage area for injured students and staff
- Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
- Keep a record of students and staff that are transported off-site for treatment.
- Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

- Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
- Activate crisis counselors during the incident to begin identifying students and staff that require assistance
- Keep a log of individuals counseled or that require counseling following the incident
- Notify students, family, and staff of counseling services available

- Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards” approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. <https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>

Public Safety and Security

Purpose

The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.



Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.

- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

- County Sheriff's Office
- Police Department
- Dispatch
- County Emergency Management
- Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Fire/EMS

Concept of Operations

- Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
 - o In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure
 - Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
 - The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities
 - o As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States

- The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
- o This includes threat or pre-incident as well as post-incident situations
 - When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
 - The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
- o This includes threat or pre-incident as well as post-incident situations
 - The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
- o The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

General

When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.



Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss, there may be a chance it is reimbursable.

Before – Action Items

- Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
- Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
- Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
- Modify and update our Emergency Operations Plan as necessary

During – Action Items

- Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
 - o Incident name
 - o Date
 - o Worker's name
 - o Log each major activity and track start and end times
 - o Don't be concerned with tracking too much – that can be sorted out after the event
 - o This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
 - Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
 - Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
 - o Have all sites or units collect information on their ability to sustain operations.
 - o Develop staffing pattern for the Recovery Unit.

- o Collect information on damages, duration and impact from the following:
 - Utility Providers
 - Social, medical and health services
 - Transportation routes and services
 - Debris issues
 - County Government Operations
 - Private sector retail and wholesale providers
 - Others
- o Develop initial short term and long-term recovery objectives.
- o Refer to hazard/threat-specific annexes for information.
- o Develop information for the PIO on the recovery process and progress.
- o Develop a plan to assign personnel to sustain the recovery effort
- o Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
 - While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
 - It will keep our District “in the loop” and better informed when an incident affecting our District occurs
 - It will alert us to any notice of “Public Assistance” informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
 - If our county’s OACC is overwhelmed with an incident, we should reach out directly to our Emergency Services Coordinator at the Governor’s Office of Emergency Services Region Operational Area.
 - o Ask them to put the District on the list for notification of “Public Assistance” informational meetings
 - o There are forms that will be exchanged between our District and the OACC or the California Governor’s Office of Emergency Services (they act as our liaison with FEMA)
 - If our employees and volunteers remain under our direction and control, we are responsible for any costs associated with their activities. Should they perform work that they would not normally do, and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
 - If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is “covered” and by “whom.” Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
 - Or local hospitals may be “at-capacity” and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.
 - When in doubt, ask for help.

After – Action Items

- Begin closing the Recovery Unit
- o Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
- o Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA

- Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
- Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
- Participate in and debriefings provided by our ICS team and close the Recovery Unit

Resources

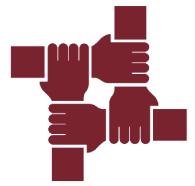
- Activity Log (ICS 214)
- Cal OES Regional Operations
- Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
- Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
- Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
- Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General

Reunification Procedures



Traffic Control

Maintaining the Procedures

Things to Remember

Shelter-in-Place

General

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.



Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

“YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

- If inside, staff should keep students in their rooms until further instructions are given
- If outside, students must proceed to their rooms if it is safe to do so
- o If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
- o Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
- o Anyone who is exhibiting symptoms must be treated
 - Staff is responsible for securing individual rooms and for completing the following procedures as needed:
- o Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
- o Turn off local fans in the area
- o Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.

The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby “get inside” the opponent’s decision cycle and gain the advantage.

- Observe – Sensing yourself and the world around you
- Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
- Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
- Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex addresses the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:

- Develop and maintain a personal family communication plan
- o Use the Family Emergency Communication Plan – Wallet Sized provided by our District
- o The plan should be completed at hire and updated when any of the information changes but at least annually
- o Share our plan with your family
 - Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
 - Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
- o See the “Go-Bag” guide for help in assembling and stocking

- Keep a copy of the District's Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

- If you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
- Assess the situation using the OODA loop and take appropriate action
- Follow our District's Communication protocols as outlined in the EOP
- If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
- If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
- Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
 - Time, Date, and Location of Critical Incident
 - Your condition (unaffected, injured, etc.) and the condition of your equipment
 - Describe the type of incident such as fire, hazmat, earthquake, etc.
 - Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.



To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
- Know the special needs demographics of the attending students on site
- Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
- Consider emergency accommodations for those with temporary disabilities
- Identify existing resources within the site and local community that meet the special needs of these students
- Develop new community partners and resources, as needed
- Inform family members about the efforts to keep students safe
- Identify medical needs and make an appropriate plan
- Determine transportation needs, special vans, and buses for students
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
- Include local responders and establish a relationship with individual students with disabilities and staff

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:

- Active Assailant
- Bomb Threat or Explosion
- Cyber Threat or Attack
- Earthquake
- Extreme Heat and Unhealthy Air Quality
- Fire-Structural
- Fire-Forest, Wildfire, or Urban Interface
- Flood
- Infectious Disease
- Power and Utility Failure
- Severe Weather

[HTAS Report](#)

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.

This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.



Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
<https://www.cisa.gov/topics/physical-security/active-shooter-preparedness>
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
<https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources>
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
<https://rems.ed.gov/IHEActiveShooterSituations.aspx>

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training
 - o Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
 - Foster a respectful school community
 - Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)

If you **see** something, **say** something
REPORT SUSPICIOUS ACTIVITY
Call local authorities or **9-1-1** in case of emergency.



"If You See Something, Say Something" used with permission of the NY Metropolitan Transportation Authority.

Behavioral Red Flags

- Recognizing indicators for potential violence by an individual:
 - o Increased use of alcohol and/or illegal drugs
 - o Unexplained increase in absenteeism; vague physical complaints
 - o Noticeable decrease in attention to appearance and hygiene
 - o Depression/withdrawal
 - o Resistance and overreaction to changes in policy and procedures
 - o Repeated violations of District policies
 - o Increased severe mood swings
 - o Noticeably unstable, emotional responses
 - o Explosive outbursts of anger or rage without provocation
 - o Suicidal; comments about "putting things in order"
 - o Behavior, which is suspect of paranoia, ("everybody is against me")
 - o Increasingly talks of personal problems
 - o Talk of severe financial problems
 - o Talk of previous incidents of violence

- o Empathy with individuals committing violence
- o Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes
 - Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
 - Decide upon communications and public information releases with your Public Information Officer prior to an incident
- o Develop model releases that provide well thought out and consistent messaging on behalf of the District
 - Discuss and decide upon Spontaneous Memorial practices including
- o Ease of public access
- o Minimize disruption of vehicular and pedestrian traffic
- o Monitored for appropriateness of items placed at the memorial
- o Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
- o Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active assailant may be
- Keep your hands visible, to prevent confusion to law enforcement
- Follow the instructions of law enforcement personnel
- Do not attempt to move wounded people
- Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:

- Be out of the active assailant's view
- Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
- Not trap you or restrict your options for movement
- Remember Cover vs. Concealment
- Spread out to reduce target area
- To prevent an active assailant from entering your hiding place:

- o Lock the door, if possible
- o Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
- o Cover any windows or openings that have a direct line of sight into a hallway

If the active assailant is nearby:

- Lock the door, if possible
- Close windows, shades and curtains.
- Silence all cell phone and other electronic devices

- Turn off any source of noise (i.e. radios, televisions, etc.)
- Hide behind large items (i.e. cabinets, desks)
- Remain silent
- Do not sound the fire alarm

o A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit

- Notify Police when it is safe to do so

Fight

If running and hiding are not possible:

- Remain calm
- Notify Police, if possible, to alert hem of the active assailant's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any

injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., cell phones, bags, jackets)
- Immediately raise hands and spread fingers
- Always keep hands visible
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations

If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:

- Location of the active assailant
- Number of assailants
- Identity of the assailant(s), if known
- Physical description of assailant(s)
- Number and type of weapons held by the assailant(s)
- Number of potential victims at the location

After

Good Practice for Coping

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
- Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.

The Incident Commander will make the following announcement on the PA System:



“ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW.”

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

- Drop to knees
- Get under desk and remain facing away from windows
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.

If outside

- Drop to knees
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.
- Avoid glass and falling objects

Procedures

- Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
- When the shaking stops, the Incident Commander will issue the All-Clear Response
- Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
- The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
- Warn all personnel to avoid touching fallen electrical wires.
- First Aid Team will check for injuries and provide appropriate first aid.
- The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.

- If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
- The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

- The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed.
- If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Fire - Structural

The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.



Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more “targets.” Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.

- If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
- o The Incident Commander will call 911 and provide the location and nature of the incident
 - The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
- o Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
 - Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
- o Staff will notify the Incident Commander of any missing students
 - If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
- o All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate “the fire is out”
 - The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
 - The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
 - Outreach and Communication to disseminate information
- o In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
- o If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department, or the appropriate agency provides clearance, and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site opens the following day.

Fire - Forest, Wildfire, or Urban Interface

General

Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.



Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

- Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
- Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
- Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

- Call 911 if you see a fire or flames.
- Activate and follow your Emergency Operations Plan.
- Use your internal Emergency Management Alert System to communicate with staff, students and parents.
- Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
- If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn off HVAC and natural gas. Turn on lights to help rescuers find you if you have power.

Fill sinks and tubs with water and keep windows and doors unlocked.

- Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
 - You might consider predesignating a representative to be an active member of the Recovery task force.
 - If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (i.e.: American Red Cross).
 - Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html, and you can find resources on wildfire smoke safety in this Cal/OSHA link. <https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html>
 - Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at <https://tools.airfire.org/> or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
 - Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.
 - If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
 - Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make

sure air is on “re-circulate” mode.

After

- Continue to follow your EOP Recovery Annex
- Listen to authorities to find out when it is safe to return and whether water is safe to drink.
- Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
- Avoid downed power lines.
- Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
- For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
- Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at <https://tools.airfire.org/> or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
- Contact your insurance company/insurance pool/JPA for assistance.
- Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
- Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
- Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
- <https://www.cdc.gov/disasters/wildfires/afterfire.html> and <https://emergency.cdc.gov/coping/index.asp> and www.NCTSN.org.
- Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
- The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
- The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
- The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
- The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
- If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
- All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
- The Incident Commander should monitor local radio stations for emergency information.
- The Incident Commander will notify the Senior Executive of the emergency situation
 - o The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
 - If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
 - The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
 - In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose

The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does not replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH) requirements.



Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:

- EOPs may have to be activated with community partners if there is an infectious disease outbreak;
- Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
- Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
- Depending on the disease, there may potentially be some deaths in the community; and,
- If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:

- Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection,
- Bacterial infections that can cause E. Coli, MRSA, and strep throat, and
- Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity
- Depending upon the specific virus, it can cause more severe illness than regular flu

Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The "Historical Information" section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as an individual with the disease.

Outbreak

An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.

Phase 1: A virus in animals has caused no known infections in humans.

Phase 2: An animal flu virus has caused infection in humans.

Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.

Phase 4: The risk for a pandemic is greatly increased but not certain.

Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.

Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel protective equipment and telework policies are provided by our Emergency Operations Center to assist in limiting the

spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

- Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on handshaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
- Establishing flexible work hours or worksite, (e.g., telecommuting);
- Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
- Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.

When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

- Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
- Monitor and periodically test protection methods.
- Track and implement changes in approved or recommended protection measures.
- Pre-position material and equipment onsite.
- Ensure essential personnel are at the primary worksite.
- Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
- Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

- During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
- Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
- It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
- We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public

health investigations are conducted with local resources, a city, county, or state health department can request field epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:

- Your local health department contact
- (Searchable database <https://www.naccho.org/membership/lhd-directory>)
- California Department of Public Health – <https://www.cdph.ca.gov/>
- Centers for Disease Control and Prevention (CDC) - <https://www.cdc.gov/>

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:

- Communication annex
- Continuity of Operations Plan (COOP) annex

Additional actions include:

- Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
- Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
- Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
- Insure those who are ill stay home
- Send the sick home immediately
- Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services
- Keep staff and students informed of developing issues
- Assist the Department of Health and Human Services in monitoring outbreaks
- Respond to media inquiries regarding organization attendance status

- Implement telework procedures, if necessary, so that staff can stay home
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance

Respiratory Virus Guidance Snapshot

Core prevention strategies				

Additional prevention strategies		

***Stay home and away from others until, for 24 hours BOTH:**

Then take added precaution for the next 5 days

Layering prevention strategies can be especially helpful when:

- ✓ Respiratory viruses are causing a lot of illness in your community
- ✓ You or those around you have risk factors for severe illness
- ✓ You or those around you were recently exposed, are sick, or are recovering

Landslides & Debris Flow

Before a Landslide



Recognize Warning Signs

During a Landslide

After a Landslide

Power and Utility Failure

Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:



- Disrupt communications, water, and transportation
- Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
- Cause food spoilage and water contamination
- Prevent use of medical devices

Protect Students And Staff During A Power Outage

- Keep freezers and refrigerators closed
- Only use generators outdoors and away from windows or air intakes
- Do not use gas appliances for heating
- Disconnect appliances and electronics to avoid damage from electrical surges
- Have alternate plans for refrigerating medicines or using power-dependent medical devices
- If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site

- Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
- Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
- Include a photo of each panel and label the photos corresponding to the panel numbers
- If panels do not have a numeric identifier, consider adding that at all panel locations
- Label the site main and subpanel main shut-off for each panel so as to minimize confusion
- Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

- Identify all of the items needed that rely on electricity
- Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
- Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
- Plan for batteries and other alternatives to meet our needs when the power goes out
- Sign up for local alerts and warning systems. Monitor weather reports
- Ensure that any carbon monoxide detectors are in working order and that battery backups are available
- Determine whether the phone system will work in a power outage and how long battery backup will last
- Review the supplies that are available in case of a power outage
- Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
- Maintain an inventory of nonperishable food and water

- Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
- Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:

- Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
- Maintain food supplies that do not require refrigeration
- Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
- Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

- When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
- If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug's label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose

The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather.



Situation and Assumptions

El Niño

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to \$1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously. When the impacts exceed the capabilities of local jurisdictions, the State must respond in a timely, organized, and efficient manner in order to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Organization and Assignment of Responsibilities

- Severe weather-related hazards can occur at any time throughout the year
- Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being impacted
- Local jurisdictions adversely affected by severe weather may utilize mutual aid agreements as part of their response to the disaster
- Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

The Governor may declare a State of Emergency for severely affected areas to enable State resources to rapidly assist affected jurisdictions as needed

Plan Development

Authorities and References

Incident Command Actions

Before

During

After

Tsunami

Purpose

The purpose of this annex is two-fold. The first priority is to save lives through Tsunami awareness training and preparedness which equips us to know what to do, whether we have plenty of advance warning or little to no warning. The second priority is to equip us to provide shelter and support for those communities who may be directly affected by a Tsunami. This annex will provide an overview and will include resources you can use to be better prepared.



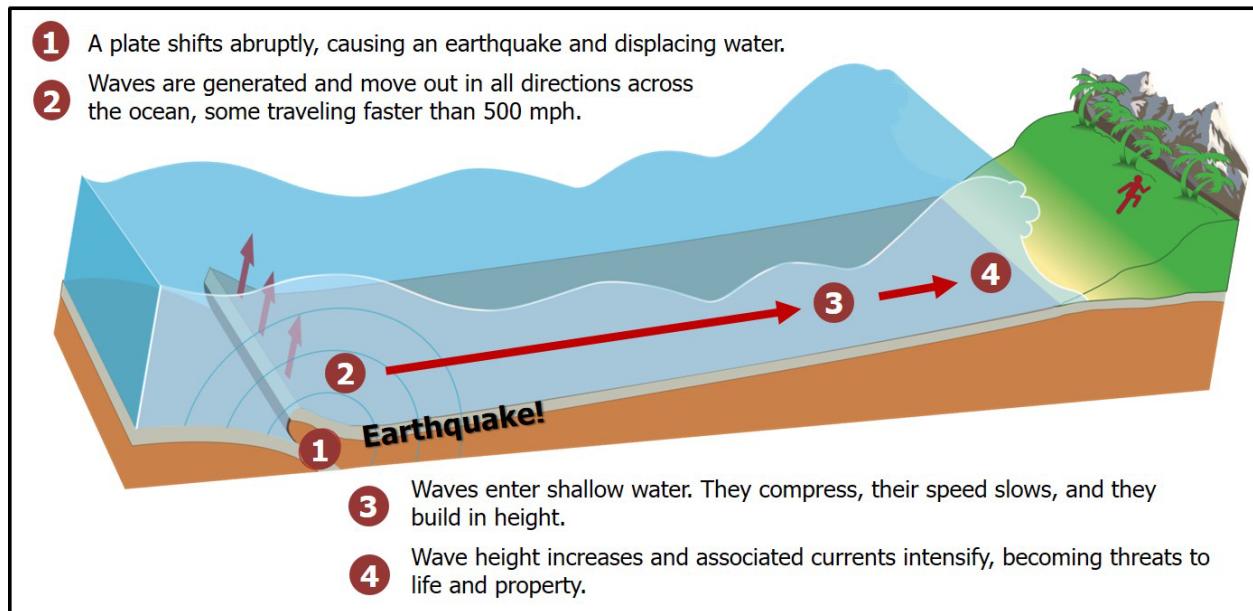
Situation and Assumptions

A tsunami is one of nature's most powerful and destructive forces. It's a series (more than one) of extremely long waves caused by a large and sudden displacement of the ocean (after an earthquake, for example). A tsunami radiates outward in all directions from its source and can move across entire oceans in less than a day.

The speed of a tsunami depends on the depth of the water it's traveling through. The deeper the water, the faster the tsunami. In the deep ocean, tsunamis are barely noticeable, but they can move as fast as a jet plane, over 500 mph. As they enter shallow water near land, they slow to approximately 20 or 30 mph, which is still faster than a person can run. As they slow down, tsunamis grow in height. In extreme cases, they can exceed 100 feet when they strike near their source. Large tsunamis can flood low-lying coastal areas more than a mile inland.

Large image: Modified from The orphan tsunami of 1700—Japanese clues to a parent earthquake in North America, 1st edition, USGS Professional Paper 1707, by B. F. Atwater and others.

We provide appropriate training to our staff, students, and volunteers, as necessary, to keep them informed of actions and roles that may be needed in a Tsunami incident. Coastal inundation and evacuation maps are provided for our area, and may include adjacent areas and counties. They are sorted, alphabetically, first by County, then by area.



Continuity of Operations (Annex Specific)

Tsunami Categories

A tsunami can be categorized as local, regional, or Pacific-wide. Those terms describe the potential destruction relative to the tsunami source area.

Local (near-source) tsunamis occur soon after the generating event and allow little time for warning and evacuations. Their impact may be large, but in a limited area. For example, in 1958, waves from a local tsunami in Lituya, Alaska ran up 485 meters, but destruction was focused on a small area.

Regional (intermediate) tsunamis are by far the most common. Destruction may be limited because the energy released was not sufficient to generate a destructive Pacific-wide tsunami, or because the source area limited the destructive potential of the tsunami. These events can occur within 15 minutes to 2 hours after the generating event. Areas affected by the tsunamis may not have felt the generating event.

Pacific-wide (distant source) tsunamis are much less frequent, but have a far greater destructive potential. The waves are not only larger initially, but they subject distant coastal areas to their destructive impact as they cross the Pacific basin. For example, the Chilean tsunami of May 22, 1960, spread death and destruction across the Pacific from Chile to Hawaii, Japan, and the Philippines. These events may have long lead times (up to 6 hours), but the breadth of the destruction is wide.

Organization and Assignment of Responsibilities

We utilize the Incident Command System following SEMS/NIMS guidelines for all hazards and threats. For further detail refer to the "Purpose," "Objectives," and "Scope" of this EOP found in the Basic Plan section.

Plan Development

Each site lying within areas identified in the Inundation and Evacuation Maps section of this annex should pre-identify evacuation routes and locations to reassemble following a Tsunami event.

Authorities and References

IF YOU ARE UNDER A TSUNAMI WARNING:

- First, protect yourself from an Earthquake. Drop, Cover, then Hold On.
- Get to high ground as far inland as possible.
- Be alert to signs of a tsunami, such as a sudden rise or draining of ocean waters.
- Listen to emergency information and alerts.
- Evacuate: DO NOT wait! Leave as soon as you see any natural signs of a tsunami or receive an official tsunami warning.

Incident Command Actions

Before

- If your site is near a coastal area, learn about the risk of tsunami in the area
- Consult your County EOC to integrate your planning with theirs
- If you are new to the area, ask about community plans
- Learn the signs of a potential tsunami, such as an earthquake, a loud roar from the ocean, or unusual ocean behavior, such as a sudden rise or wall of water or sudden draining of water showing the ocean floor
- Know and practice our community evacuation plans and map out your routes from school, home, and play
- Pick shelters 100 feet or more above sea level, or at least one mile inland. Other schools and/or school districts may be willing to enter into a memorandum of understanding with your district

- Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated
- Sign up for your community's warning system. The Emergency Alert System (EAS) and National Oceanic and Atmospheric Administration (NOAA) Weather Radio also provide emergency alerts

During

- If you are in a tsunami area and there is an earthquake, first protect yourself from the earthquake. Drop, Cover, and Hold On. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops
- When the shaking stops, if there are natural signs or official warnings of a tsunami, then move immediately to a safe place as high and as far inland as possible. Listen to the authorities, but do not wait for tsunami warnings and evacuation orders.
- If you are outside of the tsunami hazard zone and receive a warning, then stay where you are unless told otherwise by your organization management or other authorities.
- Leave immediately if you are told to do so. Evacuation routes are often marked by a wave with an arrow in the direction of higher ground.
- If you are in the water, then grab onto something that floats, such as a raft, tree trunk, or door.
- If you are in a boat, then face the direction of the waves and head out to sea. If you are in a harbor, then go inland.

After

- Listen to local alerts and authorities for information on areas to avoid and shelter locations.
- Avoid wading in floodwater, which can contain dangerous debris. Water may be deeper than it appears.
- Be aware of the risk of electrocution. Underground or downed power lines can electrically charge water. Do not touch electrical equipment if it is wet or if you are standing in water.
- Stay away from damaged buildings, roads, and bridges.
- Save phone calls for emergencies. Phone systems are often down or busy after a disaster. Use text messages or social media to communicate with family and friends.

Tsunami Warnings

Del Norte County Office of Emergency Services

Humboldt County Office of Emergency Services (OES)

<https://member.everbridge.net/index/453003085616405#/signup>

Federal and International Warning Systems

<https://ntwc.ncep.noaa.gov/>

Inundation and Evacuation Maps

How to use this Map:

Locate where you live, work, and play. Use this map to plan a safe evacuation route. If you are in the yellow area and need to evacuate, go immediately on foot as soon as it is safe to do so. Practice evacuating so that you and your family know what to do during a real tsunami. Remember — GO ON FOOT. Roads are likely to be impassable.

Tsunami Zone signs are placed within the yellow zone as a reminder to evacuate this area when an earthquake occurs. Entering and Leaving Tsunami Zone Signs are placed on roads near where you cross from the green safe area into the yellow hazard zone. Take note of where these signs are located. If a large earthquake occurs, return at least as far as this point to be in a safe area. If you cannot reach this point, go as far or as high as you can. Every foot inland or upwards can make a difference.

Outside the map area? Use signs to guide you to safe areas. If there are no signs, head to high ground or inland, without re-entering the tsunami zone, and keep moving until you feel safe. Every foot inland or upwards can make a difference. An interactive hazard map for Northwest California is posted at weather.gov/eureka/tsunami_map

Other beach hazards:

Sneaker waves can wash over rocks, levees, and far up beaches without warning. There can be more than twenty minutes of small waves between sneaker waves. Don't be fooled by an ocean that looks calm — stay back from the surf and never turn your back on the ocean.

Rising tides can cut off your route or force you to walk dangerously close to the surf. Know the tides and plan for rising water.





WHAT TO DO?

SENSING A TSUNAMI

Tsunamis can be detected using our human senses.
Recognize a tsunami's natural warning signs.

FEEL

- Big local earthquakes may cause tsunamis.
- **FEEL** the ground shaking severely, or for a long time?

SEE

- Tsunami may be preceded by rapid fall in sea level as the ocean recedes, exposing reefs, rocks, and fishes on the sea bottom.
- Tsunami often come ashore as a wall of water, and quickly flood inland.
- **SEE** an unusual disappearance of water, or oncoming wall of water?

HEAR

- Abnormal ocean activity, a wall of water, and approaching tsunami create a loud "roaring" sound similar to that of a train or jet aircraft.
- **HEAR** the roar?

RUN

- Don't wait for official evacuation orders.
- Immediately leave low-lying coastal areas.
- Move inland to higher ground.
- **RUN** if you see a tsunami coming!