

**HAPPY VALLEY SCHOOL DISTRICT  
BOARD OF TRUSTEES  
November 13, 2024  
3:30 pm, Multi-Purpose Room  
Agenda**

**A. Approval of Agenda**

**B. Approval of Minutes-** Regular Board Meeting, October 9, 2024

**C. Community Input**

Members of the audience are welcome to address the Board of Trustees at this time during the meeting regarding items not listed on this agenda. The Trustees may ask questions for clarity but cannot take action on those matters, if desired, until such matters are appropriately placed on a future agenda, according to law. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter (Board bylaws 9323).

**D. Board Report**

**E. Superintendent's Report**

**F. Staff Report**

**G. Student Report**

**H. Public Hearing**

**1. Happy Valley Elementary School Update Safe School Plan, Emergency Procedures**

There will be a public hearing regarding Happy Valley Elementary School Safe School Plan, Emergency Procedures.

**I. Information Items**

**1. Certification of 2023/2024 Unaudited Actuals**

The Board will receive information regarding the certifying of Happy Valley's 2023/2024 Unaudited Actuals by the Santa Cruz County Office of Education.

**2. Community Foundation of Santa Cruz**

The Board will receive an update regarding the Happy Valley School Foundation Fund through September 30, 2024.

**3. Construction Update**

The Board will receive an update regarding construction.

**J. Action Items**

**1. Safe School Plan, Emergency Procedure- Happy Valley Elementary School**

The Board will receive and consider approval of the Happy Valley Elementary School Safe School Plan, Emergency Procedures.

**2. Strategic Plan**

The Board will consider approval of the Happy Valley Strategic Plan which includes Benchmarks.

**3. Resolution 24-25-03, Joint Power Authority Membership-School Projection for Utility Rate Reduction**

The Board will consider approval of Resolution 24-25-03, Joint Powers Authority Membership-School Project for Utility Rate Reduction (SPURR).

**4. December Board Meeting**

The Board will consider approval of rescheduling the December Board meeting to comply with CDE mandate regarding the Organizational Meeting.

**K. Consent Items**

1. Approval of vendor warrants paid since the last meeting
2. School Project for Utility Rate Reduction- Joint Powers Agreement

**L. Communications and Announcements**

1. Nov. 18-22- Parent Teacher Conferences,
2. Nov. 20- Parent Club Meeting, 6:30 pm, Via Zoom
3. Nov. 22- Peacebuilder Assembly, 11:15 am,
4. Nov. 25-29- No School, Thanksgiving Break
5. Dec. 18- Winter Concert, 10:30 a.m.,
6. Dec. 18- Parent Club Meeting, 6:30 p.m., Via Zoom
7. Dec. 20- Peacebuilder Assembly, 11:15 a.m., MPR
8. Dec. 23-Jan. 3- No School, Winter Break

**M. Closed Session**

1. Superintendent Goals

**N. Report Out of Closed Session**

**O. Adjournment**

Happy Valley School District  
Regular Board Meeting  
October 9, 2024  
MINUTES

The meeting was called to order by the Board President at 3:30pm

BOARD MEMBERS PRESENT: Freeman, Willet, Hodges, Frandle, Trotter

BOARD MEMBERS ABSENT: None

STAFF MEMBERS PRESENT: Stewart, Lynd

STUDENTS PRESENT: Saskia, Morgan and Travis

A. APPROVAL OF THE AGENDA

MSC FREEMAN/FRANDLE to approve the Board Meeting agenda as written.  
Unanimous.

B. APPROVAL OF THE MINUTES

MSC TROTTER/HODGES to approve the minutes from the Regular Board Meeting  
September 11, 2024. Unanimous.

C. COMMUNITY INPUT

None.

D. BOARD REPORT

1. Carly Trotter attended the Parent Club meeting and reported to the Board the following: Parent Club will be sending representatives to the Board meetings, continued discussion on combining Parent Club and alumni email addresses, asked Parent Club to come up with a mission statement, and they are currently looking for a social chair.
2. Carly Trotter reported that she applied for a grant to Big Creek Lumber for the garden.
3. Cliff Hodges reported the sprinklers are working and the field is looking great.
4. Katie Freeman reported that Gala was wonderful and well attended.

E. SUPERINTENDENT'S REPORT

Michelle Stewart informed the Board of the following:

1. Everyone has been flexible with the heat and construction. Board President Cliff Hodges surprised the students by turning on the sprinklers last week.
2. Have received only positive feedback about the Gala on September 28th. We are thankful for the collaboration between the community and our school.
3. Had the opportunity to go into the classrooms to visit students in action and is pleased with the level of learning observed.
4. Staff Development Day is October 14th. The focus will be on identity, and how important it is that both educators and students find a sense of belonging, self, and safety, in order to engage in the curriculum.

5. Continues to meet with superintendents and directors around the county and appreciates the collaboration with fellow small school leaders.
6. The students have been getting line dancing lessons this week. All are invited to the assembly Friday at 11:15, followed by pizza for the whole school.

F. STAFF REPORT

None.

G. STUDENT REPORT

Travis and Morgan informed the Board of the following:

1. Line Dancing this week has been fun.
2. 6th graders are preparing for Outdoor Science School.
3. Career Day is coming up in a few weeks.
4. K, 1st and 2nd grades had fire prevention last week.

H. INFORMATION ITEMS

1. STATE OF THE DISTRICT, SCOTTS VALLEY FIRE PROTECTION DISTRICT

The Board received an update from Scotts Valley Fire Chief, Mark Correia, regarding the Scotts Valley Fire Protection District. He presented the state of the fire district that was given to the community a few weeks ago. Some of the key points for Happy Valley were his office hours at the Branciforte station on Mondays from 8am-10am, response time, and Measure S which is a potential bond for a new station.

2. CONSTRUCTION UPDATE

The Board received an update regarding modernization. A walk through a couple of weeks ago revealed over 100 items that still need to be addressed. August 4th was the original closeout date. Hydroseeding and groundcover were put in this week.

I. ACTION ITEMS

1. QUARTERLY STATUS REPORT OF UNIFORM COMPLAINT

MSC FREEMAN/WILLET to approve the Quarterly Uniform Complaint Report under the Williams Legislation, first Quarterly Report 2024-2025 school year. Unanimous.

2. STUDENT INTERNET SAFETY AGREEMENT

MSC FREEMAN/FRANDLE to approve confirmation of the CIPA (Children's Internet Protection Act) compliance: Using Lightspeed Relay Filtering through the Santa Cruz County Office of Education, Student Internet Safety Agreement, and Common Sense Media for internet usage. Unanimous.

3. STRATEGIC PLAN

No Action. The Board continues to work on the Happy Valley Strategic Plan which will be brought back for approval at next month's meeting.

4. CSBA CLASSES

MSC FREEMAN/TROTTER to approve a Board member attending CSBA classes. Unanimous.



5. BOARD POLICIES

MSC FREEMAN/HODGES to approve the Board Policies. Unanimous.

6. JANUARY MEETING

MSC FREEMAN/TROTTER to approve the change of the January Board meeting to January 15, 2025. Unanimous.

J. CONSENT AGENDA

MSC FREEMAN/WILLET to approve the following:

1. Transportation contract with Loma Prieta Joint School District. Unanimous.
2. Vendor Warrants paid since the last meeting. Unanimous.

K. COMMUNICATION AND ANNOUNCEMENTS

1. October 11, 2024 - Line Dancing Assembly, 11:15am, Stage
2. October 14, 2024 - No School, Staff Development Day
3. October 16, 2024 - Parent Club Meeting, 6:30pm, Via Zoom
4. October 18, 2024 - Spirit Day, Career Day
5. October 18, 2024 - PeaceBuilder Assembly, 11:15am, Stage
6. October 21-25, 2024 - Outdoor Science School, 6th grade
7. October 31, 2024 - Halloween Parade, 10:00am
8. November 1, 2024 - Career Day
9. November 13, 2024 - Board Meeting, 3:30pm, MPR
10. November 18-22, 2024 - Parent Teacher Conferences
11. November 20, 2024 - Parent Club Meeting, 6:30pm, Via Zoom
12. November 22, 2024 - PeaceBuilder Assembly, 11:15am, Stage
13. November 25-29, 2024 - No School, Thanksgiving Break

L. CLOSED SESSION

The Board adjourned into closed session at 5:10pm to discuss Superintendent Goals.

M. REPORT OUT OF CLOSED SESSION

The Board reported out of closed session 5:20pm, nothing to report.

N. ADJOURNMENT

MSC FREEMAN/HODGES to adjourn the meeting, there being no further business, 5:21pm. Unanimous.

pl

Posted: November 1, 2024  
District Office, Branciforte Fire Dept.  
And Happy Valley Conference Center

# **Notice of Public Hearing November 13, 2024, 3:30 pm In the Multi-Purpose Room**

**The Happy Valley Elementary School District  
will hold a public hearing regarding the updated Happy Valley  
Elementary School Safe School Plan, Emergency Procedure at the  
November 13, 2024, Board Meeting which begins at 3:30 pm.**



**SANTA CRUZ**  
COUNTY OFFICE OF  
**EDUCATION**  
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

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Mr. Edward Estrada  
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October 15, 2024

Cliff Hodges  
President, Governing Board  
Happy Valley Elementary School District  
280 Branciforte Ridge  
Santa Cruz, CA 95065

Dear Board President Hodges:

We have reviewed the Happy Valley Elementary School District's 2023-24 Unaudited Actuals and certified the report to the California Department of Education. Enclosed is a copy of the signed Certification for your records.

The district's 2023-24 Unaudited Actuals unrestricted revenues were \$1,423,513 which is a 4.8% increase over Estimated Actuals, mostly due to a reduction of the district's contribution from the unrestricted to the restricted resources. Local Revenue was increased as a result of the Fair Market Value adjustment of \$22,599. It is important to note that the Fair Market Value adjustment is a required year end entry that recognizes unrealized gains and losses of cash on hand, held by the county treasurer's office. Therefore, its impact on the district's ending fund balance and cash should be seen as non-spendable.

The corresponding expenditures were \$1,672,109, which is a 3.4% decrease over Estimated Actuals. Much of the variance is attributable to services and supplies.

The net impact is an increase of the Unrestricted Ending Fund balance of \$123,457 over Estimated Actuals, resulting in a final Unrestricted Ending Fund balance of \$853,633.

If you have any questions, please contact either me at 831-466-5602 or Rebecca Olker at 831-466-5630.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Liann Reyes', with a large, stylized initial 'L'.

Liann Reyes  
Deputy Superintendent, Business Services  
Santa Cruz County Office of Education

- c: Dr. Faris Sabbah, County Superintendent of Schools  
Michelle Stewart, Superintendent and CBO, Happy Valley Elementary School District  
Rebecca Olker, SCCOE Executive Director, Fiscal Services  
Jacob Willet, Board Member, Happy Valley Elementary School District  
Kyle Frandle, Board Member, Happy Valley Elementary School District  
Katie Freeman, Board Member, Happy Valley Elementary School District  
Carly Trotter, Board Member, Happy Valley Elementary School District

UNAUDITED ACTUAL FINANCIAL REPORT

To the County Superintendent of Schools:

2023-24 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed:

Clerk / Secretary of the Governing Board

(Original signature required)

Date of Meeting: Sep 11, 2024

To the Superintendent of Public Instruction:

2023-24 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed:

County Superintendent/Designee

(Original signature required)

Date: Oct 11, 2024

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Rebecca Olker

Name

Executive Director, Fiscal Services

Title

831-466-5630

Telephone

rolker@santacruzcoe.org

E-mail Address

For School District:

Michelle Stewart

Name

Superintendent/Principal

Title

831-429-1456

Telephone

mstewart@hvesd.com

E-mail Address

# **COMMUNITY FOUNDATION** **SANTA CRUZ COUNTY**

*at the Jack & Peggy Baskin Center for Philanthropy*

7807 Soquel Drive • Aptos, CA 95003 • 831.662.2000 • [www.cfsc.org](http://www.cfsc.org)

## Happy Valley School Foundation Fund - HVSD

**Fund Type:** Agency Fund

**Date Established:** February 26, 1998

**Investment Pool:** Endowed - Socially Responsible Long Term Pool

**Fund Report for July 01, 2024 - September 30, 2024**

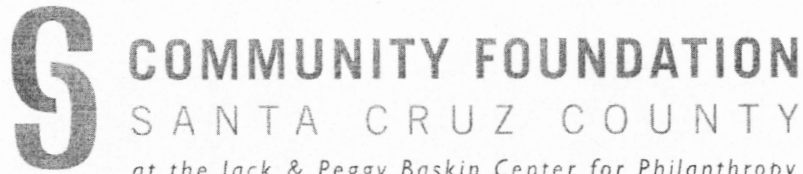
	Current Period 7/1/2024 - 9/30/2024	Year To Date 1/1/2024 - 9/30/2024
Beginning Fund Balance	\$764,762.85	\$753,814.57
Plus Additions to Fund		
Earnings/(Losses)	\$46,585.79	\$89,259.40
<b>Total Income</b>	<b>\$46,585.79</b>	<b>\$89,259.40</b>
Less Distributions from Fund		
Distributions for Fund Purpose	\$0.00	\$27,978.00
Foundation Services Fee*	\$1,952.22	\$5,699.55
<b>Total Expenditures</b>	<b>\$1,952.22</b>	<b>\$33,677.55</b>
<b>Ending Fund Balance</b>	<b>\$809,396.42</b>	<b>\$809,396.42</b>

\*The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at [hbryant@cfsc.org](mailto:hbryant@cfsc.org) or (831) 662-2065.

total Fund 57 \$ 1,915,602.25  
 (including county treasury amt of \$ 52,330.65)

Last quarter total Fund 57 \$ 1,812,279.05  
 (including county treasury amt of \$ 51,756.19)



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## Happy Valley School Foundation Fund - Donor Gifts - HVSDDG

**Fund Type:** Designated Fund

**Date Established:** October 30, 2017

**Investment Pool:** Endowed - Socially Responsible Long Term Pool

**Fund Report for July 01, 2024 – September 30, 2024**

	Current Period 7/1/2024 – 9/30/2024	Year To Date 1/1/2024– 9/30/2024
Beginning Fund Balance	\$718,164.23	\$689,069.98
Plus Additions to Fund		
Earnings/(Losses)	\$43,747.22	\$83,497.08
<b>Total Income</b>	<b>\$43,747.22</b>	<b>\$83,497.08</b>
Less Distributions from Fund		
Distributions for Fund Purpose	\$ 0.00	\$7,163.00
Foundation Services Fee*	\$1,833.26	\$5,325.87
<b>Total Expenditures</b>	<b>\$1,833.26</b>	<b>\$12,488.87</b>
<b>Ending Fund Balance</b>	<b>\$760,078.19</b>	<b>\$760,078.19</b>

\*The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at [hbryant@cfsc.org](mailto:hbryant@cfsc.org) or (831) 662-2065.



## Happy Valley School Legacy Flex Fund - HVSL

**Fund Type:** Agency Fund

**Date Established:** July 09, 2014

**Investment Pool:** Nonendowed - Socially Responsible Long Term Pool

**Fund Report for July 01, 2024 – September 30, 2024**

	Current Period 7/1/2024 – 9/30/2024	Year To Date 1/1/2024– 9/30/2024
Beginning Fund Balance	\$277,595.78	\$263,624.13
Plus Additions to Fund		
Earnings/(Losses)	\$16,909.83	\$32,227.67
Total Income	<hr/> \$16,909.83	<hr/> \$32,227.67
Less Distributions from Fund		
Foundation Services Fee*	\$708.62	\$2,054.81
Total Expenditures	<hr/> \$708.62	<hr/> \$2,054.81
Ending Fund Balance	\$293,796.99	\$293,796.99

\*The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at [hbryant@cfsc.org](mailto:hbryant@cfsc.org) or (831) 662-2065.



# **Happy Valley Elementary School Safe School Plan Emergency Procedures**



**Happy Valley Elementary School District  
3125 Branciforte Dr.  
Santa Cruz, CA 95065-9775  
(831) 429-1456**

**Plan Date: November 2024**

**U.S. DEPARTMENT OF HOMELAND SECURITY – SAMPLE TERRORISM ALERT MESSAGE**

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BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST (FORM B)

BOMB THREAT REPORT (FORM C)

INJURY AND MISSING PERSONS REPORT (FORM D)

STUDENT RELEASE LOG (FORM E)

DAMAGE ASSESSMENT REPORT (FORM F)

AUTOMATED EXTERNAL DEFIBRILLATOR (AED), CPR AND FIRST AID TRAINING RECORD FOR SCHOOLS EQUIPPED WITH AEDS

EMERGENCY MANAGEMENT ORGANIZATIONAL CHART (FORM H)

### **APPENDIX B: ALERT SYSTEMS**

ALERT SYSTEM2: SCHOOL PERSONNEL

### **APPENDIX C: MAPS**

SITE PLOT PLAN

VICINITY MAP

THOMAS BROS. MAP

## **1.0 INTRODUCTION**

### **1.1 OVERVIEW**

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the Happy Valley Elementary School District has adopted the Model Safe School Plan, Emergency Procedures (02-01-05) for use as a template in the preparation of emergency procedures for each of the District schools. Per District policy, the Superintendent or designee shall use state-approved Standardized Emergency Management System (SEMS) guidelines and the National Incident Command System (NIMS) when updating district and site-level emergency and disaster preparedness plans. The emergency management teams and procedures outlined in this plan are consistent with both SEMS and NIMS, however SEMS will serve as the primary reference throughout this document. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

### **1.2 PLAN ORGANIZATION**

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal will ensure that this Safe School Plan, - Emergency Procedures is consistent with District Board Policy 0450 and SEMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

## **2.0 STANDARDIZED EMERGENCY MANAGEMENT**

### **2.1 Emergency Planning with SEMS**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

#### **2.1.1: Management**

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

#### **2.1.2: Planning/Intelligence**

During an emergency, SEMS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” In Happy Valley Elementary School District schools, “Situation Analysis” may be performed by a “Communications” position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.

#### **2.1.3: Operations**

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within Happy Valley Elementary School District, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams.

#### **2.1.4: Logistics**

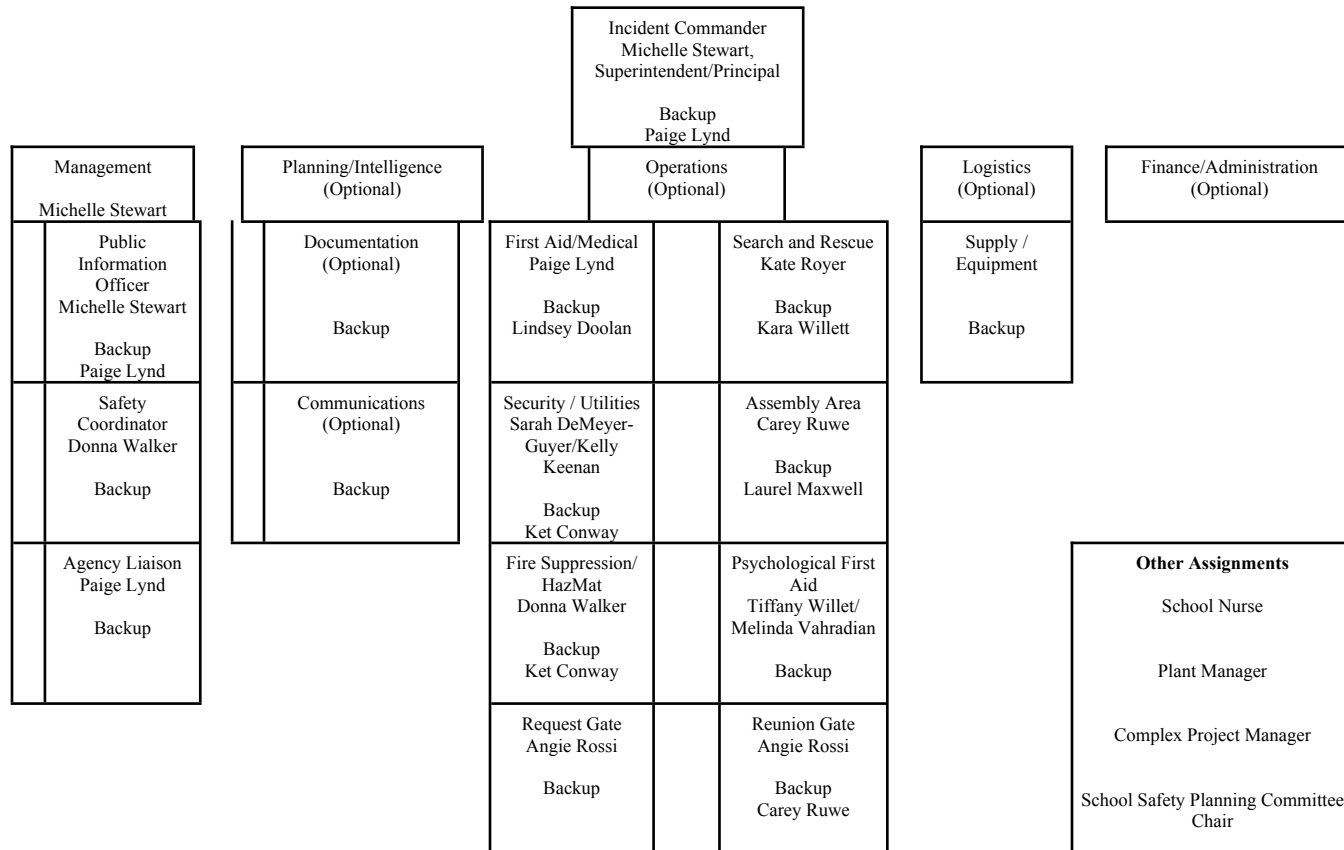
The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Within Happy Valley Elementary School District, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

#### **2.1.5: Finance/Administration**

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within Happy Valley Elementary School District, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.

Figure 2.1 presents an Emergency Management Organization Chart modeled after SEMS and adapted for Happy Valley Elementary School District schools.

**FIGURE 2-1: EMERGENCY MANAGEMENT ORGANIZATION CHART**



*Note: This Organization Chart is based on SEMS, and adapted for Happy Valley Elementary School District use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup*



## 2.2 INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities.

### 2.2.1: Assignments

The Incident Command Team is led by the Principal, Michelle Stewart, Superintendent/Principal. The team is made up of the the following members:

Incident Commander: *Michelle Stewart, Superintendent/Principal*  
Public Information Officer: *Michelle Stewart*  
Safety Coordinator: *Donna Walker*  
Agency Liaison: *Paige Lynd*

The Incident Commander also directs the activities of all other teams.

### 2.2.2: Roles and Responsibilities

#### 2.2.2.1: Incident Commander

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.
- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with the Local District Superintendent.

#### 2.2.2.2: Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

#### 2.2.2.3: Safety Coordinator

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

#### 2.2.2.4: Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.
- Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

**2.2.3: Team Supplies and Equipment**

- Copy of the school's Emergency Procedures
- Campus map
- Master keys
- Copies of staff and students rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio.
- First Aid kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large campus map

**2.2.4: Team Assembly Location**

Inside: Kitchen

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## 2.3 FIRST AID/MEDICAL TEAM

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

### 2.3.1: Assignments

First Aid/Medical Team Leader: *Paige Lynd*

Alternate Team Leader: *Lindsey Doolan*

First Aid/Medical Team Member:

First Aid/Medical Team Member:

First Aid/Medical Team Member:

School Nurse:

### 2.3.2: Roles and Responsibilities

#### First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report ([Form D, Appendix A](#)) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Persons Report (Form D, Appendix A).

#### First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to First Aid/Medical Team Leader.

### 2.3.3: Supplies and Equipment

- Vest or position identifier
- First aid supplies
- Triage tags
- Hand-held radios
- Stretchers
- Blankets
- Wheelchairs
- Patient record forms
- Site map
- Injury and Missing Persons Report (Form D, Appendix A)

### 2.3.4: Team Assembly Location

Inside: Kitchen

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.4 PSYCHOLOGICAL FIRST AID TEAM**

The Psychological First Aid Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

### **2.4.1: Assignments**

Psychological First Aid Team Leader: *Tiffany Willet/ Melinda Vahradian*

Alternate Team Leader:

Psychological First Aid Team Member: *Mental Health Counselor*

Psychological First Aid Team Member:

Psychological First Aid Team Member:

### **2.4.2: Roles and Responsibilities**

#### **Psychological First Aid Team Leader**

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed.

#### **Psychological First Aid Team Members**

The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Psychological First Aid Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Psychological First Aid Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed.
- Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

### **2.4.3: Supplies and Equipment**

- Vest or position identifier
- Hand-held radio
- Ground Cover, tarps
- First aid kit
- Paper, pens, pencils

### **2.4.4: Team Assembly Location**

Inside: Kitchen

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## 2.5 SEARCH AND RESCUE TEAM

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

### 2.5.1: Assignments

Search and Rescue Team Leader:	<i>Kate Royer</i>
Alternate Team Leader:	<i>Kara Willett</i>
SAR Team 1 Members:	, ,
SAR Team 2 Members:	, ,
SAR Team 3 Members:	, ,
SAR Team 4 Members:	, ,
SAR Team 5 Members:	, ,
SAR Team 6 Members:	, ,
SAR Team 7 Members:	, ,
SAR Team 8 Members:	, ,
SAR Team 9 Members:	, ,
SAR Team 10 Members:	, ,

### 2.5.2: Roles and Responsibilities

#### Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
- Assigning and recording teams based on available manpower, minimum 2 persons per team.
- Updating teams' reports on site map and recording exact location of damage and triage tally.

#### Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting Security/Utilities Team to secure the building from reentry after the search.

### 2.5.3: Supplies and Equipment

- Vest or position identifier
- Hard hat
- Work and latex gloves
- Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- CO2 fire extinguishers
- Water-type fire extinguishers
- Hoses
- Water bib keys
- Gloves
- Blankets
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack

#### **2.5.4: Team Assembly Location**

Inside: Kitchen

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.6 SECURITY/UTILITIES TEAM**

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

### **2.6.1: Assignments**

Security/Utilities Team Leader: *Sarah DeMeyer-Guyer/Kelly Keenan*

Alternate Team Leader: *Ket Conway*

Security/Utilities Team Member:

Security/Utilities Team Member:

Security/Utilities Team Member:

### **2.6.2: Roles and Responsibilities**

#### **Security/Utilities Team Leader**

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, and sewer) as needed.

#### **Security/Utilities Team Members**

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in “lock-down” to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking gates when appropriate.
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
- Keeping students and staff out of buildings, as necessary.
- Assisting at Reunion Gate as appropriate.
- Assessing damage to school facilities.
- Checking emergency water supply and making it ready for distribution.
- Setting up temporary sanitation areas (portable toilets).
- Helping with first aid and setting up temporary morgue (if necessary).
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.

### **2.6.3: Supplies and Equipment**

- Vest or position identifier
- Master keys
- Hand-held radio
- Copy of the school’s Emergency Procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Custodial and food supply inventories
- Notebook containing site maps

### **2.6.4: Team Assembly Location**

Inside: Kitchen

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.





## **2.7 SUPPLY/EQUIPMENT TEAM**

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

### **2.7.1: Assignments**

Supply/Equipment Team Leader:

Alternate Team Leader:

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Supply/Equipment Team Member:

### **2.7.2: Roles and Responsibilities**

#### **Supply/Equipment Team Leader**

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.

#### **Supply/Equipment Team Members**

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.

### **2.7.3: Supplies and Equipment**

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Portable phones
- Sanitary supplies

### **2.7.4: Team Assembly Location**

Inside: Office

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.8 ASSEMBLY AREA TEAM**

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander.

### **2.8.1: Assignments**

Assembly Area Team Leader: *Carey Ruwe*  
Alternate Team Leader: *Laurel Maxwell*  
Assembly Area Team Member:  
Assembly Area Team Member:  
Assembly Area Team Member:

### **2.8.2: Roles and Responsibilities**

#### **Assembly Area Team Leader**

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from the Team Members and makes them readily available to the Incident Commander.

#### **Assembly Area Team Members**

The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
- Checking student emergency card for name of person(s) authorized to pick up student.
- Assisting the Reunion Gate Team as required.

### **2.8.3: Supplies and Equipment**

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury and Missing Persons Report (Form D, Appendix A)

### **2.8.4: Team Assembly Location**

Inside: Office

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.9 REQUEST GATE TEAM**

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

### **2.9.1: Assignments**

Request Gate Team Leader: *Angie Rossi*

Alternate Team Leader:

Request Gate Team Member: *Administrative Assistant*

Request Gate Team Member:

Request Gate Team Member:

### **2.9.2: Roles and Responsibilities**

#### **Request Gate Team Leader**

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

#### **Request Gate Team Members**

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Issuing a tag or other identifications only to an authorized person.
- Directing parents or guardians to the Reunion Gate.

### **2.9.3: Supplies and Equipment**

- Keys to Main Gate
- Bullhorn
- Tags or other identifications

### **2.9.4: Assembly Location**

Outside: Stage or lower parking lot

The Request Gate team is to assemble at the main entrance.

## **2.10 REUNION GATE TEAM**

The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

### **2.10.1: Assignments**

Reunion Gate Team Leader: *Angie Rossi*  
Alternate Team Leader: *Carey Ruwe*  
Reunion Gate Team Member:  
Reunion Gate Team Member:  
Reunion Gate Team Member:

### **2.10.2: Roles and Responsibilities**

#### **Reunion Gate Team Leader**

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and have them readily available to Incident Commander.

#### **Reunion Gate Team Members**

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Dispatching Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log (Form E, Appendix A) and submitting them to the Reunion Gate Team Leader.

### **2.10.3: Supplies and Equipment**

- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log (Form E, Appendix A)

### **2.10.4: Reunion Gate (aka, Reunification Gate)**

Primary: Happy Valley School: Stage or lower parking lot in front of Room 1

Secondary: Happy Valley Conference Center. Alternate DeLaveaga Park entrance

The team is to assemble at the selected Reunion Area.

## **2.11 FIRE SUPPRESSION AND HAZMAT TEAM M**

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Incident Commander. The Fire Suppression and HazMat Leader is also responsible for gathering the Damage Assessment Report Form (Form F, Appendix A) from the Team Members and have them readily available to the Incident Commander.

### **2.11.1: Assignments**

Fire Suppression and HazMat Team Leader: *Donna Walker*

Alternate Team Leader: *Ket Conway*

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

### **2.11.2: Roles and Responsibilities**

#### **Fire Suppression and HazMat Team Leader**

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Incident Commander.

#### **Fire Suppression and HazMat Team Members**

The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form (Form F, Appendix A) will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Extinguishing fires on campus.
- Evaluating potential release of chemicals.
- Identifying damaged areas on the Damage Assessment Report Form (Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires as appropriate.
- Checking gas meter and, if gas is leaking, shutting down gas supply.
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around damaged or hazardous areas.

### **2.11.3: Supplies and Equipment**

- Vest or position identifier
- Firefighting equipment
- Hand-held radio
- Master keys
- Clipboard with job duties
- Firefighting equipment
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
- Notebook containing site maps
- Damage Assessment Report Form (Form F, Appendix A)

### **2.11.4: Team Assembly Location**

Inside: Office

Outside: Blacktop

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.12 DOCUMENTATION POSITION (Optional)**

The Document position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation.

### **2.12.1: Assignments**

Documentation Staff Member: *Donna Walker*

Alternate Documentation Staff *Ket Conway*

### **2.12.2: Roles and Responsibilities**

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with District Emergency Operations Center (EOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

### **2.12.3: Supplies and Equipment**

- Hand-held radios
- File boxes
- Paper, pens

### **2.12.4: Assembly Location**

The Documentation Staff Member will report to the Command Post.

### **2.13 COMMUNICATIONS POSITION (Optional)**

The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the “status board.”

#### **2.13.1: Assignments**

Communications Staff Member:

Alternate Communications Staff Member:

#### **2.13.2: Roles and Responsibilities**

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates.

Specific duties may include:

- Updating site maps as reports and other information are received.
- Preserving maps as legal document.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc.
- Developing situation reports for the Incident Command Team.

#### **2.13.3: Supplies and Equipment**

- Hand-held radios
- Paper, pens, dry-erase pens
- File box(es)
- Large site map of campus, laminated or covered with Plexiglas,
- Map of county or local area

#### **2.13.4: Assembly Location**

The Communications Staff Member will report to the Command Post.

## **2.14SCHOOL STAFF**

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.



## **2.15 Happy Valley Elementary School District**

The Happy Valley Elementary School District is responsible for providing guidance to school administrators in the areas of emergency preparedness and response.

## **2.16 PREPAREDNESS PROCEDURES**

### **2.16.1: Management**

1. The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
2. The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
3. The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in the Section 2.0.
4. The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
5. The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

### **2.16.2: Planning/Intelligence**

1. The Principal will ensure that all team members receive proper training in the use of communication equipment.
2. The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

### **2.16.3: Operations**

1. The Principal will ensure that this plan includes procedures for the following:
  - Administering first aid;
  - Activating and performing search and rescue operations;
  - Ensuring site security;
  - Conducting damage assessments;
  - Evacuation; and
  - Student release operations.
2. The Principal will ensure appropriate training is provided for the following teams:
  - First Aid/Medical Team;
  - Psychological First Aid Team;
  - Fire Suppression and HazMat Team
  - Search and Rescue Teams; and
  - Assembly Area Team.
3. The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.
  - Drills will be conducted at elementary schools at least once per month.
  - Drills will be conducted at secondary schools at least twice per year.

### **2.16.4: Logistics**

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
2. The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.

### **2.16.5: Finance/Administration**

The Principal will assure the following:

1. Purchase of all required emergency preparedness and response equipment and supplies;
2. Tracking of emergency expenditures and recovery of records damaged or lost in an emergency.

### 3.0 INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

#### 3.1 IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

#### 3.2 IDENTIFY LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

##### **Level 1 Emergency:**

A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

##### **Level 2 Emergency:**

A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

##### **Level 3 Emergency:**

A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

#### 3.3 DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Procedures for each of these are included in Section 4.0.

## 4.0 IMMEDIATE RESPONSE ACTIONS

### 4.1 DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

#### Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

### 4.2 SHELTER IN-PLACE

This action is taken in order to keep students and staff members indoors to provide a greater level of protection from any outside threats to the campus (which includes off campus police activity, a suspicious person or parent on campus, airborne contaminants in outside air and threatening animals or insects on school grounds). Shelter-in-Place is used during critical situations in which students/staff are asked to immediately enter a classroom, close locked classroom doors, turn off lights and wait for further instructions. Shelter-in-Place may be used as a tool in a law enforcement emergency situation that hasn’t elevated itself to a Lockdown scenario.

#### Description of Action

1. An administrator will make an announcement on the PA system when an incident on or near the campus has occurred that requires students/staff to secure themselves in a classroom. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control and give clear directions. (Note: Staff members also have the ability to initiate Shelter-in-Place procedures when observing an incident that requires students/staff to secure themselves in a classroom, but has not elevated to a LOCKDOWN as described in section 4.3. The following is an example of a PA announcement staff members may make to alert others; “SHELTER-IN-PLACE, SHELTER-IN-PLACE, THIS IS (YOUR NAME) IN (YOUR LOCATION).” At that time, site administration will follow up with that staff member to obtain more information about the issue that prompted the initiation of the Shelter-in-Place call.) In an incident that allows teachers to continue instruction but requires students/staff to remain secure in a classroom, administrators may use the following PA announcement; “YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING, WINDOWS AND DOORS SECURELY CLOSED AND LOCKED. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.” Additional information that may be provided in an announcement similar to this includes; teachers can continue instruction, turn off air conditioner units, or remain in secured in classroom until further information.
2. After the Shelter-in -Place announcement is made, teachers will immediately discontinue instruction, keep students in the classroom, close locked classroom doors, turn off lights and cover windows.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and if necessary, proceed to an alternative indoor location.
4. When reasonable and if the situation permits it, direction will be given to staff to either allow for classroom instruction to resume, or that a Lockdown must be implemented due to the increased magnitude of the threat.
5. Staff and students will remain in the classroom or secured area until further instructions are given by an administrator or law enforcement.
6. During an airborne contamination incident, teachers are responsible to secure individual classrooms. The Security/Utilities Team will assist in completing additional shut down procedures as needed in other areas: securing building-wide HVAC

systems and fans in the area, closing and locking doors and windows, sealing gaps under doors and windows with wet towels or duct tape, sealing vents with aluminum foil or plastic wrap and turning off sources of ignition, such as pilot lights.

#### **4.3 LOCKDOWN**

This action is taken when the threat of violence is identified, or when directed by law enforcement. Students are to remain in the classrooms or designated locations at all times until directed otherwise by school administrators, staff or law enforcement.

##### **Description of Action**

1. An administrator or staff member will make the announcement of a LOCKDOWN.” If the PA system is not available, they will use other means of communication to deliver instructions. Once the directive is initiated staff members are to implement the “RUN, HIDE, ACT” protocol. When the “LOCKDOWN” is implemented it is important for staff members to assess their surroundings and if practical to check for children or staff in the hall in the immediate area and provide shelter. Staff members should immediately discontinue classroom instruction, close locked classroom doors, turn off lights and cover windows.
2. At a reasonable time, information about the activity that prompted the “LOCKDOWN” should be disseminated to assist staff members in implementing appropriate counter measures.
3. Staff and students should remain barricaded in their classroom or secured area until further instructions are given by an administrator or law enforcement. If the situation becomes life-threatening, and/or staff individually feels that it is unsafe to remain in the classroom or building, staff is to follow the Description of Action in section 4.7 item 1 for “RUN”, and report their status to site administration as soon as it is safe to do so.

#### **4.4 EVACUATE BUILDING**

This action is taken after the decision is made, and/or staff individually feels that it is unsafe to remain in the building. If the latter is true and staff evacuates on their own, staff are to follow the Description of Action in section 4.7 item 1 for “RUN”, and report their status to site administration as soon as it is safe to do so.

##### **Description of Action**

1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control and give clear directions.  
“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”
2. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
3. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
4. Once assembled, teachers and students will stay in place until further instructions are given.

#### **4.5 OFF-SITE EVACUATION**

This action is taken after a decision is made, and/or staff individually feels that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. If the latter is true and staff evacuates on their own, staff are to follow the Description of Action in section 4.7 item 1 for “RUN”, and report their status to site administration as soon as it is safe to do so.

##### **Description of Action**

1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control and give clear directions.  
“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”
2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

#### **4.6 ALL CLEAR**

This action is taken to notify teachers that normal school operations can resume.

##### **Description of Action**

1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions.  
“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.
4. Staff and students affected by the incident will participate in Critical Incident Stress Management (CISM) debriefing as coordinated by the assigned Crisis Response Team.

#### **4.7 RUN, HIDE, ACT**

This action is taken when any staff member identifies the threat of violence or gunfire. The perpetrator(s) and/or active shooter(s) in this case may have entered the campus unnoticed and has already begun to harm staff and students. Staff is therefore encouraged to independently utilize the Run, Hide, Act information below in their response to the active shooter(s).

##### **Description of Action**

1. Run, and/or evacuate from the area, if an escape route is accessible, and encourage students and other staff to do the same. Evacuate regardless of others decisions to stay. Leave belongings behind and assist others in escaping if possible. Avoid being under a desk, in a closet and/or in the corner of a room. Other items to consider:
  - a. Escape in a safe direction and away from sounds of gunshots or explosions.
  - b. Stay low while peeking around corners before running down a hall.
  - c. When encountering law enforcement, keep hands visible, raise hands and say "Friendly" follow their instructions and point direction only if asked.
  - d. Prevent individuals from entering the area where the active shooter might be located.
  - e. Do not attempt to move wounded individuals.
  - f. Proceed to a safe area and call 911 to notify law enforcement of your location.
2. Hide in a safe place and barricade all doors, if evacuation/escape is not possible. Other items to consider:
  - a. Close your locked door.
  - b. Block and secure the door by moving heavy objects/furniture against it and holding it with the occupant's feet while prone. Maintain low body profile to minimize exposure to gunfire.
  - c. Silence cell phones and other devices and remain quiet.
  - d. Turn off lights, close blinds and be out of the shooter's view.
  - e. Once your classroom/office is safe, staff may wish to use the following PA announcement to alert others:  
"LOCKDOWN, LOCKDOWN, THIS IS (YOUR NAME) IN (YOUR LOCATION)."
  - f. Any staff member can call 911 to advise law enforcement of the general area of the perpetrator(s).
3. Act to incapacitate and/or overwhelm the active shooter when facing imminent injury or death. Other items to consider:
  - a. Teacher/staff should commit to stopping the threat.
  - b. Yell, throw items to distract and/or charge the shooter to overtake and/or delay while time is provided for students or staff to run.

## **5.0 EMERGENCY PROCEDURES**

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as “School Administrator”.



## **5.1 AIRCRAFT CRASH**

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. 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.
4. The School Administrator will call "911" and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. The School Administrator will call the office of the Local District Superintendent. A member of this group will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **5.2 ANIMAL DISTURBANCE**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911", Local Police [ph # 831-471-1121], Animal Control [ph # 831-454-7200] and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
5. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

### 5.3 ARMED ASSAULT ON CAMPUS

An **Armed Assault on Campus** involves one or more individuals who attempt to cause physical harm to students and staff and/or takes hostages. Such an incident may involve individuals who possess a firearm, an edged weapon or other dangerous weapons and/or device.

#### **Procedure**

1. Upon first indication of an armed assault, personnel should immediately initiate the RUN, HIDE, ACT policy described in section 4.7.  
If and when law enforcement notifies the school of an armed assailant or dangerous police activity in the area, school personnel will initiate the appropriate responses, which may include SHELTER-IN-PLACE, LOCKDOWN and/or EVACUATIONS (as described in section 4.2, 4.3, 4.4, 4.5).
2. A school administrator and/or staff member, when safe to do so, will call 911 and provide police with the following information, when feasible; number of assailants and locations of assailant(s). They shall remain in contact with law enforcement in order to provide updates.
3. Staff should implement appropriate classroom management steps to calm and control students, and if safe to do so, implement the RUN, HIDE, ACT policy described in section 4.7.
4. In a critical incident, law enforcement response will be immediate and focused at the campus. An Incident Command System will be implemented and school administration and staff should follow the directions of the law enforcement Incident Commander.
5. At the directions of the Incident Commander, the following steps may be taken;
  - a) Conduct a survey to account for all students and staff.
  - b) Provide or render First Aid.
  - c) School Administrators, in conjunction with the Incident Commander, may assist in verifying the numbers of injured and potential casualties.
  - d) District staff will work in accordance with ICS protocol and arrive on scene as soon as possible to assist with administrative and media details.
6. Staff and students affected by the incident will participate in Critical Incident Stress Management (CISM) debriefing as coordinated by the assigned Crisis Response Team.

## 5.4 BIOLOGICAL OR CHEMICAL RELEASE

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

### Procedure

#### Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911", Local Police [ph # 831-471-1121] and the Local Fire Department [ph # 831-438-0211/423-0211] and will provide the exact location (e.g., building, room, and area) and nature of emergency.
3. The School Administrator will notify the District Superintendent of the situation.
4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

**Scenario 2: Substance Released Outdoors and Localized**

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call “911”, Local Police [ph # 831-471-1121] and the Local Fire Department [ph # 831-438-0211/423-0211] and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Local District Superintendent of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

**Scenario 3: Substance Released in Surrounding Community**

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call “911”, Local Police [ph # 831-471-1121] and the Local Fire Department [ph # 831-438-0211/423-0211] and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

## 5.5 BOMB THREAT

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

### Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” - telling the operator, “This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
  - When is the bomb going to explode?
  - Where is it?
  - What will cause it to explode?
  - What kind of bomb is it?
  - Who are you?
  - Why are you doing this?
  - What can we do for you to avoid the bomb from exploding?
  - How can you be contacted?
3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. 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.
9. The School Administrator will notify “911”, if not previously notified, and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. The School Administrator will notify the Local District Superintendent of the situation.
11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
14. After the incident is over, the School Administrator will complete the Bomb Threat Report (Form C, Appendix A).

## 5.6 BUS DISASTER

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

### Procedure

#### Scenario 1: Earthquake

At the first indication of an earthquake, the driver is to take the following steps:

- Pull to a safe point on the side of road, away from buildings, poles, wires, and bridges.
- Set brakes and turn off the ignition.
- Direct students and teachers to drop to the floor of the bus. Instruct passengers to face away from windows and assume the “crash” position on their knees with their heads down and hands clasped on the back of their heads making themselves as compact as possible.
- Teachers and the driver should remain calm and reassure the passengers.
- Remain in the duck and cover position until the shaking has stopped.
- Using the 2-way radio or cell phone.
- Using route manifests account for all students and staff

#### Scenario 2: Flood

At the first indication of a flood or flash flood, the driver is to take the following steps:

- Be alert for washed-out roadways and bridges. Roads that parallel streams or other drainage channels may be swept away or covered by water and debris.
- Go to high ground if waters or flood is imminent.
- Do not drive through flooded streets or roads.
- Do not attempt to cross damaged bridges or overpasses.
- Contact dispatch if:
  - Directed by public safety personnel or
  - It is necessary to deviate from the assigned route or
  - The bus becomes inoperable.
- Follow the direction of public safety personnel.
- Teachers and the driver should attempt to calm students.
- Using route manifests account for all students and staff.

#### Scenario 3: Serious Accident or Bus Fire

After an accident, where the bus makes contact with another vehicle, inanimate object, person, or animal, the driver is to take the following steps:

- Secure the bus by setting the parking brake and turning off the ignition. Do not move the bus unless directed by law enforcement or dispatch to do so.
- Evacuate the bus per evacuation procedures if there is smoke or fire.
- Assess injuries to passengers /self. Provide first aid as appropriate.
- If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
- Teachers and the driver should remain calm and reassure the passengers.
- Fill out the 2-part accident form. (Gather license # of other vehicle first.)
- Using route manifests account for all students and staff throughout the emergency.

**Scenario 4: Fire or Smoke on the Bus**

At the first indication of fire or smoke, the driver is to take the following steps:

- Secure the bus by setting the parking brake and turning off the ignition. Do not move the bus unless directed by law enforcement or dispatch to do so.
- Evacuate the bus per evacuation procedures and training.
- Assess injuries to passengers /self. Provide first aid as appropriate.
- Contact dispatch with pertinent information as soon as it is safe to do so.
- If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
- Teachers and the driver should remain calm and reassure the passengers.
- Using route manifests account for the safety and control of all students and staff throughout the emergency.
- Extinguish the fire if it is small in nature.



## **5.7 DISORDERLY CONDCUT**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

### **Procedure**

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator will call Local Police [ph # 831-471-1121], and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the Local District Superintendent of the situation.

## 5.8 EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### Procedure

*Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.*

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 4.0.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. 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.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office of Communications.
11. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until the Local District Facilities provides clearance and the School Administrator gives authorization to do so.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

### *In the event an earthquake occurs during non- school hours:*

1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment.
2. The School Administrator should confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

## 5.9 EXPLOSION/RISK OF EXPLOSION

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 - Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 - Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

### Procedure

#### Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. 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.
6. The School Administrator will call “911” and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

**Scenario 2: Risk of Explosion on School Property**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. 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.
4. The School Administrator will call “911” and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The School Administrator will notify the Local District Superintendent of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

**Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. The School Administrator will notify “911” and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

**Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The School Administrator will notify “911” and Local Police [ph # 831-471-1121] and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Security/Utilities team will turn off the school’s main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. At the School Administrator’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

### **5.10 FIRE IN SURROUNDING AREA**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

#### **Procedure**

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
2. The School Administrator will notify “911” and Local Police [ph # 831-471-1121] and Local Fire Department [ph # 831-438-0211/423-0211 and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. 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.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. As appropriate, the School Administrator will activate Parent Alert System.
9. The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **5.11 FIRE ON SCHOOL GROUNDS**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

### **Procedure**

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. 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.
4. The School Administrator will call "911" and Local Police [ph # 831-471-1121] and Local Fire Department [ph # 831-438-0211/423-0211] and will provide the exact location (e.g., building, room, area) of the fire.
5. The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The School Administrator will notify the Local District Superintendent of the fire. A member of this group will call the Office of Communications with information on this situation.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until the Local Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator and the Local District Superintendent will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

## **5.12 FLOODING**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
2. The School Administrator will notify “911” and Local Police [ph # 831-471-1121] if needed and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes 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.
6. The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
7. As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
8. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

### **5.13 LOSS OR FAILURE OF UTILITIES**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

#### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
3. The School Administrator will notify the Local Maintenance Area (Monday - Friday between the hours of 7:00 a.m. - 4:30 p.m.) or Local Police (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator will notify the Local District Superintendent of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.



**A. Plan for a Loss of Water:**

*[Summarize a specific plan to provide for the following services in the event of a loss of water]*

**Toilets:**

*(Specify a procedure by which a temporary toilet is provided in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded).*

---

*Emergency temporary toilets in the form of emergency buckets are provided in each classroom. When possible, portable toilets will be brought on campus.*

**Drinking Water:**

*(Specify how emergency water supply will be accessed and distributed to students and staff).*

---

*Emergency drinking water is stored in the kitchen. Cups are provided. Administrator and staff will disperse.*

**Food Service:**

---

*Emergency non-perishable food is stored on site.*

**Fire Suppression System (if applicable):**

---

*Fire Extinguishers in each room of the school.*

**B. Plan for a Loss of Electricity:**

*[Summarize a specific plan to provide for the following services in the event of a loss of electricity]*

Ventilation:

---

*Windows open. If the weather allows classes can be outside.*

Emergency Light:

---

*Lanterns and batteries are kept in our Multi-Purpose room and distributed as needed.*

Other:

**C. Plan for a Loss of Natural Gas**

*[Summarize a specific plan to provide for the following services in the event of a loss of natural gas]*

Food Service:

---

*We contract with an outside company to prepare lunches.*

Other:

---

*No natural gas on site.*

**D. Plan for a Loss of Communication**

*[Summarize a specific plan to provide for the following services in the event of a loss of communication]*

Telephone Service:

---

*Cell phones and computer emails*

Other:

### **5.14 MOTOR VEHICLE CRASH**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

#### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. 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.
4. The School Administrator will call "911" and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

### **5.15 PSYCHOLOGICAL TRAUMA**

Crisis management at Student Services/Special Education Offices specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

For specific procedures relating to crisis management – Contact Michelle Stewart at Happy Valley Elementary School, located at 3125 Branciforte Drive, Santa Cruz, CA 95065.

#### **Procedure**

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

### **5.16 SUSPECTED CONTAMINATION OF FOOD OR WATER**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

#### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", Local Police [ph # 831-471-1121], Santa Cruz County Environmental Health [831-454-2022], District Office.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated the quantity and character of products consumed, and other pertinent information.
6. School police will notify members of the Serious Incident Response Team (SIRT), which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator and the District Superintendent will confer with the Santa Cruz Environmental Health before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

## **5.17 THREAT OF VIOLENCE**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with district policies and procedures

### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment in accordance with Bulletin N-18. A school police officer should be part of this team.
3. Consistent with Bulletin [Insert Bulletin Reference], the School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Local Police Department:

Category 1 High violence potential; qualifies for arrest or hospitalization.

Category 2 High violence potential; does not qualify for arrest or hospitalization.

Category 3 Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.



## **5.18 UNLAWFUL DEMONSTRATION/WALKOUT**

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 4.0.
3. The School Administrator will notify the District Office, and School Police to request assistance and provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the designated school's Public Information Officer.
9. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

### 5.19 PANDEMIC INFLUENZA

A pandemic flu is a type of flu that causes severe outbreaks that progress rapidly to involve all parts of the world. It occurs outside the usual “Flu season”. There is usually a high attack rate in all age groups and high mortality even in children and healthy young adults. There are usually multiple waves of disease immediately before and after the main outbreak. Schools, in addition to many other businesses, will likely be closed for extended periods of time, up to one year or even longer, during such a pandemic and need to make plans for continuity of education of students. The following actions are measures that should be taken in order to reduce the risks of a pandemic:

PROCEDURES	RESPONSIBILITY	ADMINISTRATION
Emphasize protective measures during flu season that should be utilized by children and staff including the following: <ul style="list-style-type: none"><li>• Remind children and staff to wash their hands often, especially after sneezing or coughing. Use soap and warm water or alcohol-based hand sanitizer</li><li>• Avoid touching your eyes, nose or mouth</li><li>• Avoid close contact with people who are sick</li><li>• Cover your mouth and nose with a tissue or sleeve when coughing or sneezing</li><li>• Put your tissue in a trashcan</li><li>• Stay home when you are sick</li><li>• Wear a mask when you are sick and coughing</li></ul>		
Ensure hand washing equipment and/or hand sanitizers for children and staff are readily available.		
Develop local policies that discourage/prohibit attendance of symptomatic individuals, both staff and students.		
Encourage agency personnel to receive annual influenza vaccine.		
Raise public awareness of potential for pandemic influenza, the importance of hand washing, vaccination, and self-care.		
Work with health authority and local emergency services agencies to develop contingency plans for pandemic influenza		
Work with local information technology staff in developing Pandemic Influenza plans so that education of students can continue even though the physical school location is closed for extended periods of time		

## 5.20 TSUNAMI WATCH/WARNING/ADVISORY

A tsunami is a series of dangerous waves most commonly caused by an earthquake beneath the sea floor. If you are in a coastal community and feel an earthquake, you may have only minutes before the first surges arrive. In the event of an earthquake, first follow your earthquake checklist. For earthquakes elsewhere in the Pacific, a Tsunami Watch/Advisory/Warning will be broadcast on local radio and television and your NOAA All Hazards Radio. An important first step in responding to a Tsunami Watch/Advisory/Warning is to first determine whether your facility is located within the Tsunami inundation area. This information as well as further planning on evacuation routes etc. has been coordinated with our local fire and law enforcement agency(s). If your school is outside of a tsunami hazard zone, and does not suffer significant damage in an earthquake, do not evacuate. You are safer staying where you are.

Two websites are available to help determine whether your location is in a hazard zone: [www.myhazards.ca.gov](http://www.myhazards.ca.gov) and [www.tsunami.ca.gov](http://www.tsunami.ca.gov). See below for definitions and basic Procedures:

**Local Earthquake (Natural Warning)** – Do not wait for official notification. Follow practiced procedures.

**Distant Tsunami (Official Warning)** – See stages below:

- Tsunami Warning – Inundating wave possible. Full Evacuation suggested.
- Tsunami Advisory – Strong currents likely. Stay away from the shore.
- Tsunami Watch – Danger level not yet known. Stay alert for more information.
- Tsunami Information Statement – Earthquake has occurred around Pacific Ocean. If the magnitude is 8.0 or larger, stay alert for more information.

PROCEDURES	RESPONSIBILITY
<p>NATURAL WARNING. If there is a local earthquake, evacuate the beach and waterfront areas immediately. If you feel 20 seconds or more of strong shaking:</p> <ul style="list-style-type: none"><li>• Drop, Cover and Hold. Get under a sturdy object, cover your head and neck, and hold on. Watch for falling objects</li><li>• As soon as the shaking stops and it is safe to move, move students and staff to higher ground or inland <u>if in an inundation area/zone</u>.</li><li>• If applicable, list you school's pre-designated Tsunami evacuation point and/or evacuation reunification instructions when special activities are held at the beach:</li><li>• Make every effort to bring disaster supplies with you including access to public information, KSCO AM 1080 KGO AM 810</li><li>• Once on higher ground and/or away from the water, listen to a local radio or television station or your NOAA All Hazards Radio for information from the Tsunami Warning Center about what further action to take.</li><li>• Do not come downstairs or go toward shore again until an official "all clear" is issued by officials. (If a tsunami is generated, the first wave is not the worst, and waves typically last for many hours).</li></ul>	Administrator
<p>OFFICIAL WARNING If a Tsunami <b>Watch</b> is Issued:</p> <ul style="list-style-type: none"><li>• NOAA All Hazards Radio or stay tuned to your local radio KSCO AM 1080 KGO AM.</li><li>• Check your Disaster Supplies Kit.</li><li>• Review your evacuation plan</li><li>• If any staff or students have special evacuation needs consider evacuating early.</li><li>• Be ready to evacuate</li><li>• Check in with the District via handheld radio</li></ul>	Administrator
<p>OFFICIAL WARNING If a Tsunami <b>Advisory</b> is issued:</p> <ul style="list-style-type: none"><li>• Listen to your NOAA All Hazards Radio or stay tuned to your local radio (KSCO AM 1080 KGO AM 810) or television station for updated information.</li><li>• Strong currents along the coast and in the bay are likely, however an evacuation of the inundation area is not likely. Stay off the beach.</li></ul>	Administrator



## **6.0 OTHER EMERGENCY INFORMATION**

The School Administrator must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.

- District Bulletins Dealing with Emergencies
- Alert System 1 (Parent)
- Alert System 2 (School Personnel)
- Site Plot Plan and Vicinity Map
- Emergency Phone Numbers
- Emergency Drills

## 6.1 DISTRICT BULLETINS DEALING WITH EMERGENCIES

The Bulletins listed in Table 6-1 deal with school emergencies. These bulletins have been included with the relevant emergency procedures in Section 5.0.

**Table 6-1: District Bulletins**

No.	Subject	Date	Emergency Procedure	Sect.
	Possible Food Borne Illness or Contamination		Suspected Contamination of Food or Water	5.16
	Responsibilities of Cafeteria Employees During Periods of Emergency		Loss or Failure of Utilities	5.13
	Organizing for Crisis Intervention and Assessing and Managing Threats		Psychological Trauma	5.15
	Organizing for Crisis Intervention and Assessing and Managing Threats		Threat of Violence	5.17
	Emergency Drills and Procedures		Emergency Drills	6.7
	School Procedures During Heavy Rains or Flood Conditions		Flooding	5.12
	Procedures and Plan of Action for Handling Disturbances, Disorders, or Demonstrations on or Adjacent to School Sites		Unlawful Demonstration / Walkout	5.18
	Landing of Aircraft on School Sites		Aircraft Crash	5.1
	Bomb Threats		Bomb Threat	5.5
	Bioterrorism Preparedness Response: Health Perspective		Biological or Chemical Release	5.4

## **6.2 ALERT SYSTEM 1 (PARENT)**

Parent contact information is maintained in the main office and managed by Administrative Assistant.

### **6.3 ALERT SYSTEM 2 (SCHOOL PERSONNEL)**

A current listing of school personnel contact numbers is provided in Appendix B.

*[Note: Attach listing of school personnel telephone numbers in Appendix B]*



#### **6.4 SITE PLOT PLAN AND VICINITY MAP**

A Site Plot Plan and Vicinity map are provided in Appendix C. The Site Plot Plan includes the locations of Automated External Defibrillators (AEDs) emergency supplies, utilities shutoff valves, on-site primary and backup assembly areas, primary and secondary reunion/reunification areas and associated evacuation routes. Please note that fire extinguishers are located in each classroom and other areas required by law.

The Vicinity Map indicates the off-site primary and backup assembly areas, reunion/reunification areas and the designated evacuation routes to these locations.

Please refer to the Appendix C: Maps section and/or the Safe School Plan Emergency Procedures Attachments section to view the maps discussed above.

## **6.5 EMERGENCY PHONE NUMBERS**

A listing of external emergency phone numbers is provided in Table 6-2 below.

**TABLE 6-2: EMERGENCY PHONE NUMBERS**

<b>School Name:</b>	<i>Happy Valley Elementary School</i>
<b>School Address:</b>	<i>3125 Branciforte Dr. Santa Cruz, CA 95065-9775</i>
<b>School Phone:</b>	<i>(831) 429-1456</i>
<b>Location Code:</b>	

School		
Principal	<i>Michelle Stewart, Superintendent/Principal</i>	<i>831-429-1456</i>
Assistant Principal		
Teacher In Charge		
School Secretary		
School Nurse or Health Tech		
School Custodian		

District	
Superintendent & Public Information Officer	<i>831-429-1456</i>
Maintenance & Operations Director	
Director of Child Development Centers	
Director of Special Education	<i>831-429-1456</i>
District Nurse	
Safety & Security Programs Supervisor	

Non-District		
Fire And Medical Emergencies		<b>911</b>
Air Quality Management District		<i>831-647-9411</i>
California Highway Patrol		<i>831-219-0200</i>
County Department of Public Health		<i>831-454-4000</i>
Gas Company		<i>831-426-4624</i>
Electric Company		<i>1-877-660-6789</i>
Local Police Department	<i>831-471-1121</i>	<i>831-471-1121</i>
Local Fire Station		<i>831-438-0211/423-0211</i>
Local Hospital		<i>831-462-7700</i>
Water Company		<i>831-420-5220</i>
Poison Control Center		<i>1-800-222-1222</i>
<i>Disaster Support Services</i>		<i>211</i>
<i>Mental Health</i>		<i>811</i>

## **6.6 EMERGENCY SUPPLIES AND EQUIPMENT**

Emergency supplies listed on the Emergency Preparedness Inventory List below shall be maintained in their respective locations according to the Form. These supplies are the only disaster preparedness items provided to each site by the District Office. The Emergency Preparedness Supply Order Form below is used to order expired and/or missing equipment. Please follow the directions listed on this form to place your order.





*[Note: The lists of emergency equipment listed in the two tables below are only recommendations for schools if they wish to augment their District-supplied equipment]*

**TABLE 6-3: RECOMMENDED CLASSROOM EMERGENCY SUPPLIES**

*[Location: Place these supplies next to primary evacuation doorway in each classroom]*

Item	Recommended Quantity	Quantity at Hand
Backpack	1	All classrooms have emergency equipment
Flashlight	1	
Batteries	2	
Pair of scissors	1	
First Aid instruction summary sheet	1	
Pad of paper (for name tags, etc.)	1	
Light stick	1	
Whistle	1	
Sewing kit	1	
Package of safety pins	1 package	
Solar blanket	1	
Package of 10 gums	1 package	
Package of 10 life savers	1 package	
Package of plastic trash bags	6 packages	
Package of small paper bags	2 packages	
Package of paper cups	2 packages	
Package of pre-moistened towelettes	1 package	
Bottle of hydrogen peroxide	1	
Small package of Tylenol	2 packages	
Package of Tums	1 package	
Ammonia inhalants	4	
Ziploc sandwich bags	2	
Box of Telfa pads	1	
Pair of tweezers	1	
Box of Band-Aids	1	
Cold packs	2	
2" roller bandage	1	

Item	Recommended Quantity	Quantity at Hand
3" roller bandage	1	
Box of triangular bandages	1	
Roll of adhesive tape	1	
Pair of disposable gloves	10	
Container of waterproof matches	1	
Box of toilet tissue	1	
Box of sanitary napkins	1	
Bottle of saline solution	1	



**TABLE 6-4: RECOMMENDED SCHOOL EMERGENCY SUPPLIES**

*[Suggested quantities are for 100 people for a period of 72 hours]*

Food		
Item	Recommended Quantity	Quantity at Hand
Raisins - boxed and dated	20 lbs.	School has emergency food
Large potatoes - canned and dated	60 cans	
Large soups - dated	60 cans	
Stewed tomatoes - dated	20 cans	
Large canned beans - dated	20 cans	
Large mixed fruit or fruit - dated	60 cans	
Large peanut butter	20 tubs	
Crackers	2 cases	
Canned fruit juice	2 cases	
Sugar cubes	4 boxes	

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

Pack - hot Temp-aid	1 case	
Paper bags	4 boxes	

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

Rescue Team Member		
Item	Recommended Quantity	Quantity at Hand
Back Pack	1	
Orange Vest	1	
Goggles	1	
Heavy Clothing	1	
Flashlight	1	
Extra Batteries	1	
Personal First Aid Kit	1	
Water and Paper Cups	1	
Whistle	1	
Marker Pens	1	
Fire Extinguisher 3-A:40-B:C	1	
Pry Bars 36 and 66 Inches Long	1	
Sledge Hammer 5-8 lb.	1	
Pocket Knife	1	
Duct Tape	1	
Utility Shutoff Tools	1	
Note Pad and Pen	1	
Cyalume Sticks	1	
Walkie-Talkie	1	

Other		
Item	Recommended Quantity	Quantity at Hand
Blankets	100	
Large battery operated radio with batteries	1	
Heavy duty flashlights with batteries and bulbs	4	
Whistles (for communicating with staff and students)	4	
Clipboards	4	
Ink pens	6	
Medium garbage bags (40 count)	4 packages	
Large 3-ply garbage bags (20 count)	4 packages	
Plastic buckets - 5 gallon	6	
Pads of paper	4	
Scotch tape	4 rolls	
Bed sheet strips (use as optional bandages)	4	
Plastic cups (100 count)	6 packages	
Paper plates (100 count)	6 packages	
Plastic spoons, knives and forks (100 count)	6 packages	
Can openers - manual	5	

## **6.7 EMERGENCY DRILLS**

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Form G, Appendix A). There are three emergency drills school personnel should be prepared to implement: Drill 1 - Fire; Drill 2 - Shelter-in-Place Alert; and Drill 3 - Earthquake.

### **6.7.1: Drill 1 - Fire**

**Signal:** Continuing short bells for 10 seconds pause for 5 seconds; sequence repeats for a minimum of 1 minute.

#### **Procedure:**

##### **Teachers**

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
2. Familiarize yourself with class's route before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area
7. Take attendance.
8. Wait for the "all clear" signal - one long, steady bell - then return quietly to your classroom in single file.

**All Other Personnel:** Report to Assembly Area for further instructions.

### **6.7.2: Drill 2 - Shelter-In-Place**

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

**Signal:** The signal for the "Shelter-In-Place" drill is the following PA announcement.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO 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. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

#### **Procedure:**

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "Duck and Cover" position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

### **6.7.3: Drill 3 - Earthquake**

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

**Signal:** The signal for the drill is the following PA announcement.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

**Procedure:**

1. Drop to knees facing away from windows.
2. Get under desks or tables where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees; cover crown of the head with hands.
5. Stay in this position for 10 seconds.
6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.



## **6.8 ADAPTATIONS FOR STUDENTS WITH DISABILITIES**

Classrooms have an aide in the room for 3.75 hours a day and they will assist a student with disabilities as needed. Students with disabilities that require assistants will also be assigned a buddy who can assist with evacuation and help with supporting the student if needed.

## **6.9 RESPONSE PROCEDURES FOR DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY**

See Section 5.17

## **6.10 INSTRUCTIONAL CONTINUITY PLAN**

School Continuity Plan will be required in the 2025/2026 school year.

APPENDIX A  
**FORMS**

**FORM A**  
**EMERGENCY HAZARD ASSESSMENT SUMMARY**

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## FORM A - EMERGENCY HAZARD ASSESSMENT SUMMARY

---

School Happy Valley Elementary School

Location 3125 Branciforte Drive Santa Cruz, CA 95065

On-Site Hazard:

[List any on-site hazards at the school, e.g., hazardous materials used in any classrooms and work areas, confined spaces, mechanical rooms]

Off-Site Hazards:

[List any off-site hazards close to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by: Michelle Stewart

Date: November 2024

[Note: A copy of this form should be completed annually, and kept in the emergency document file in the Front Office]

**FORM B**  
**BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

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## FORM B - BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

---

[Note: School personnel should be advised of the areas at your site which are most likely to have biological and/or chemical spills: science classrooms, maintenance rooms, pool rooms, art rooms, etc.]

School      Happy Valley  
              Elementary School

Location      \_\_\_\_\_

	Yes	No	Note
Have students and staff been evacuated from area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____
Completed by: _____	_____	_____	_____

[Note: Send a copy of this completed form to the Risk Management Office and maintain the original in the emergency document file in the Front Office.]

**FORM C**  
**BOMB THREAT REPORT**

---

## FORM C - BOMB THREAT REPORT

---

School Happy Valley Elementary School

Date of Call \_\_\_\_\_ Time of Call \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Call Received by \_\_\_\_\_

Location \_\_\_\_\_ (Phone Number) \_\_\_\_\_

**The person answering the threat call should ask the following questions and record the answers below**

When is the bomb going to explode? \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Where is it? \_\_\_\_\_

What will cause it to explode? \_\_\_\_\_

What kind of bomb? \_\_\_\_\_

Why are you doing this? \_\_\_\_\_

Who are you? \_\_\_\_\_

What can we do for you to avoid the bomb from exploding? \_\_\_\_\_

How can you be contacted? \_\_\_\_\_

**Record the exact language of the threat:** \_\_\_\_\_

Voice on the Phone: Man ( ) Woman ( ) Child ( ) Age \_\_\_\_\_

Intoxicated ( ) Accent ( ) Speech Impediment ( )

Other ( ) \_\_\_\_\_

Background Noise: Music ( ) Talk ( ) Children ( ) Machines ( )

Airplane ( ) Typing ( ) Traffic ( )

Other ( ) \_\_\_\_\_

Completed by: \_\_\_\_\_

[Note: Send a copy of this completed form to School Police and maintain the original in the emergency document file in the Front Office.]



**FORM D**  
**INJURY AND MISSING PERSONS REPORT**

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**FORM D - INJURY AND MISSING PERSONS REPORT**

---

School Happy Valley Elementary School

Room Number \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_

Name	Type of Injury	Location
<b>MISSING PERSONS</b>		
Name	Last Seen Location	

[Note: Send a copy of this completed form to the EOC and/or School Police and maintain the original in the emergency document file in the Front Office.]

**FORM E**  
**STUDENT RELEASE LOG**

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**FORM E - STUDENT RELEASE LOG**

---

School    Happy Valley Elementary School

Student's Name	Release Time	Name of Person Released to	Signature
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[Note: Send a copy of this completed form to the EOC and/or School Police and maintain the original in the emergency document file in the Front Office.]

**FORM F**  
**DAMAGE ASSESSMENT REPORT**

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## FORM F - DAMAGE ASSESSMENT REPORT

---

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School Happy Valley Elementary School

Location/Building Code: \_\_\_\_\_

Date / Time \_\_\_\_\_ Name of Person Completing Form \_\_\_\_\_

Damage Category	Extent of Damage				Location/Room #/Note
	None	Slight	Severe	Hazardous Condition	
Electrical	[ ]	[ ]	[ ]	[ ]	
Natural Gas Lines and Water Heater/Boiler	[ ]	[ ]	[ ]	[ ]	
Water	[ ]	[ ]	[ ]	[ ]	
Sewer	[ ]	[ ]	[ ]	[ ]	
Phone	[ ]	[ ]	[ ]	[ ]	
<b><u>Hazardous Materials</u></b>					
Custodial chemicals	[ ]	[ ]	[ ]	[ ]	<u>Chemical Type/Qty spilled or leaking:</u>
Lab chemicals	[ ]	[ ]	[ ]	[ ]	<u>Chemical Type/Qty spilled or leaking:</u>
Asbestos	[ ]	[ ]	[ ]	[ ]	
Lead	[ ]	[ ]	[ ]	[ ]	
<b><u>Physical Hazards</u></b>					
Sink Holes	[ ]	[ ]	[ ]	[ ]	
Construction Areas	[ ]	[ ]	[ ]	[ ]	
Damaged Bld. Matl.	[ ]	[ ]	[ ]	[ ]	
Broken Glass	[ ]	[ ]	[ ]	[ ]	

Notes: (description of trouble, location, severity or hazardous materials):

---

Findings: [ ] Building or room safe for reoccupancy [ ] Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send a copy of this completed form to the EOC and maintain the original in the emergency document file in the Front Office.]

**FORM G**  
**AUTOMATED EXTERNAL DEFIBRILLATOR (AED) PROGRAM INFORMATION AND AED LOCATIONS, CPR AND**  
**FIRST AID TRAINING RECORDS FOR SCHOOLS EQUIPPED WITH AEDS**

**Happy Valley Elementary School**

X Please check here if the school is equipped with an AED.

Title/Position	Last	First	AED, CPR and First Aid Certification Expiration Date

AED Coordinator/Phone #	School Nurse/Phone #	Health Assistant/Phone #	Notes

Exact Location of the AED(s):

1. Multi-Purpose Room

2.

3.

4.

5.

6.

7.

8.

9.

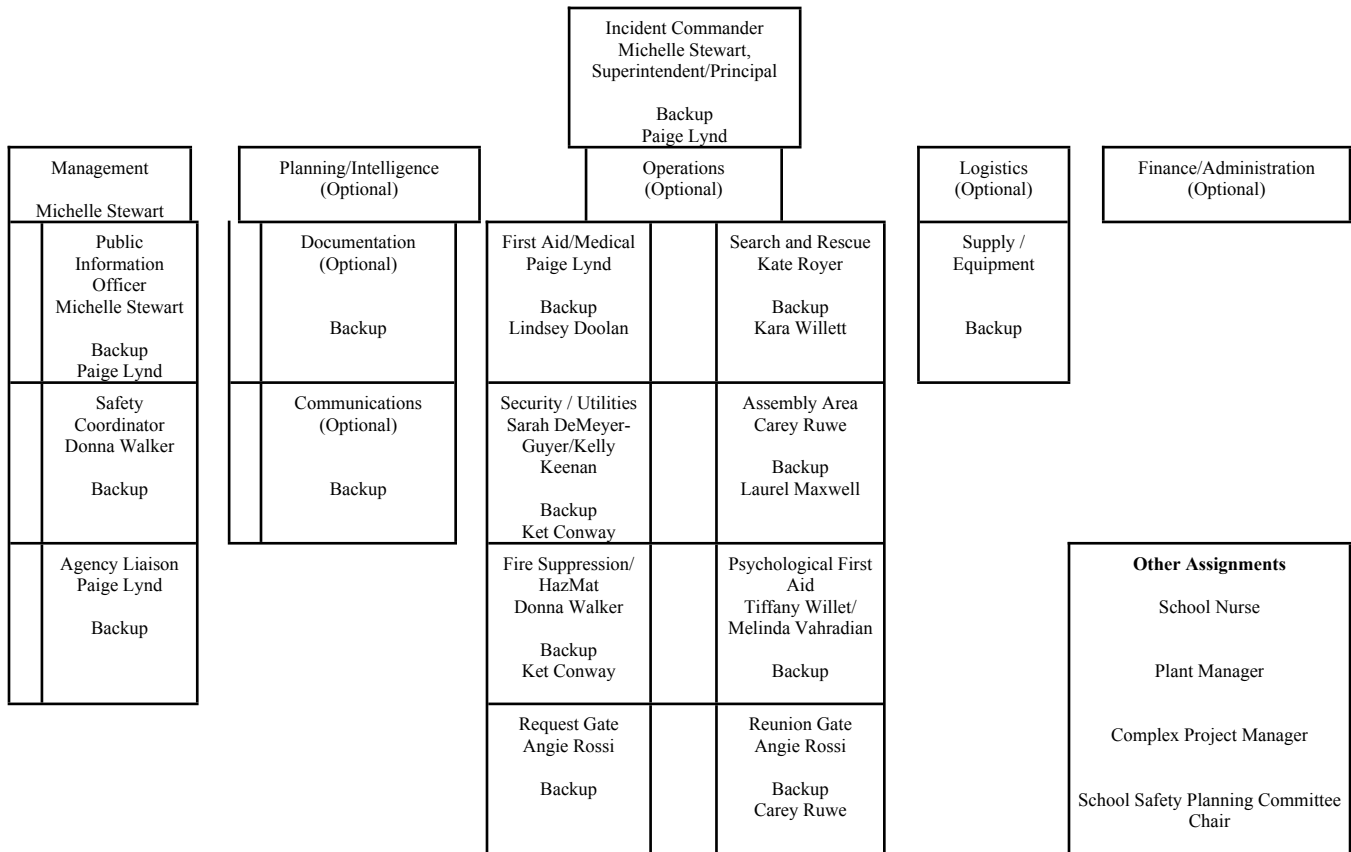
10.

[Note: A copy of this form should be completed annually, and kept in the emergency document file in the Front Office]

**FORM H**  
**EMERGENCY MANAGEMENT ORGANIZATIONAL CHART**



## FORM H: EMERGENCY MANAGEMENT ORGANIZATION CHART



*Note: This Organization Chart is based on SEMS, and adapted for Happy Valley Elementary School District use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup*

**FORM I**  
**SCHOOL AND SUPPORT SITE GENERAL MESSAGE FORM**

## School/Support Site Message Form

<b>School / Support Site:</b>				<b>Prepared by:</b>	
<b>Site Call Back Phone Number:</b> -       -				<b>Date:</b>	<b>Time:</b> AM / PM
<b>Emergency Cell Phone Number:</b> -       -			<b>Alternate Number:</b> -       -		
<b>1. Nature of the Emergency:</b>					
<b>Injuries</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	# Injured	<input type="checkbox"/> # Immediate	<input type="checkbox"/> # Delayed	<input type="checkbox"/> # Minor
<b>Missing Persons</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	# Missing	<input type="checkbox"/> # Students	<input type="checkbox"/> # Staff	<input type="checkbox"/> # Other
<b>Damage Assessment:</b> <input type="checkbox"/> Destroyed (75-100%) <input type="checkbox"/> Major Damage (40-75%) <input type="checkbox"/> Minor Damage (less than 40%) <input type="checkbox"/> Affected (no physical damage) <b>Describe Damage:</b> (structural damage, hazards, fire, leaks, loss of utilities, debris, etc.)					
<b>2. Emergency Actions:</b>					
Emergency Procedures Plan Activated:		<input type="checkbox"/> Yes <input type="checkbox"/> No	General Information (Emergency Actions):  <input type="checkbox"/> <b>All Students Dismissed</b>		
Medical Response Team Activated:		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Student Reunification In Progress:		<input type="checkbox"/> Yes <input type="checkbox"/> No			
On-Site Evacuation Initiated:		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Off-Site Relocation Initiated:		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Off-Site Relocation Name, Address:			Number of Persons: # Standard Bus _____ / # Non-AMB _____ / # Wheelchair _____		
Transportation Needed: <input type="checkbox"/> Standard Bus		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Special Vans: <input type="checkbox"/> Non-Ambulatory <input type="checkbox"/> Wheelchair		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Bus/Van Pick Up Location (Site Name, Address):					
Language Translation and Interpretation Services:		<input type="checkbox"/> Yes <input type="checkbox"/> No	Language(s):		
<b>3. Request for Resources:</b> <input type="checkbox"/> YES – List description of resource below <u>or</u> <input type="checkbox"/> NO RESOURCES REQUESTED					
<b>RESOURCE REQUEST:</b>					

**GENERAL MESSAGE:**

[Note: Send a copy of this completed form to the EOC and maintain the original in the emergency document file in the Front Office.]

APPENDIX B  
**ALERT SYSTEMS**

**Earthquake**

**Signal:**

**Action:**

ALL CLEAR SIGNAL (15 seconds continuous bell)

**Fire**

**Signal:**

**Action:**

ALL CLEAR SIGNAL (15 seconds continuous bell)

**Secure the school: Lockdown/Intruder**

**Signal:**

**Action:**

ALL CLEAR SIGNAL (15 seconds continuous bell)

**ALERT SYSTEMS 1**  
**Parents**

**ALERT SYSTEM 2**  
**School Personnel**

**Happy Valley Elementary School Phone List**

<b>Title</b>	<b>Last</b>	<b>First</b>	<b>Location</b>	<b>Extension</b>	<b>Voicemail</b>
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APPENDIX C  
**MAPS**

**SITE PLOT PLAN**  
**HAPPY VALLEY ELEMENTARY SCHOOL**



**VICINITY MAP**  
**AREA SURROUNDING HAPPY VALLEY ELEMENTARY SCHOOL**



**THOMAS BROS. MAP**  
**STREETS SURROUNDING HAPPY VALLEY ELEMENTARY SCHOOL**

## **HVESD Strategic Plan 2024-25**

### **Our Mission**

Happy Valley School's Mission is to educate the whole child in a small, safe, community supported school that provides a solid foundation to achieve academic, social, and emotional success.

### **Our Vision**

Happy Valley will be a place where all students will be prepared for academic, social, and emotional success for the next stages of life and school.

### **Our Core Values**

- Provide an exceptional education with high expectations
- Value honesty and integrity
- Engage our diverse community
- Cultivate aware and involved citizens
- Recruit, retain and support high quality staff
- Honor students as individuals with a focus on the whole child
- Foster a small school environment
- Provide a safe place both academically and emotionally
- Create a growth mindset

### **Happy Valley Goals**

#### **I. Student Achievement and Engagement**

- Provide differentiation for all students
- Provide extra curricular activities such as garden, library, art and music
- Evaluate current teaching practices and investigate curriculum that supports all learners
- Provide social and emotional supports for all students

#### **II. Fiscal Stewardship**

- Maintain balanced budget
- Provide safe and well-maintained facilities

### **III. Public Relations**

- Communicate transparently to the school community about important Board decisions
- Support community engagement and Provide events where the community is invited (i.e. Heroes of Happy Valley)
- Collaborate with the HVES Parent Club
- Participate in work days that enhance the campus

### **IV. Human Resources**

- Retain, recruit (when necessary) and support high quality staff
- Create positive relations between the staff and school board

*Please see action steps and metrics below.*

## **Goal I. Student Achievement and Engagement**



Action Step 1: Evaluate Current Teaching Practices and Investigate Curriculum that Supports All Differentiation for All Learners																																																																																																																									
Metrics, Measurement	Data listing criteria for support. Schedule of student contacts with baseline scores. Intervention Program and results Benchmark/ report card data Dashboard Data																																																																																																																								
Baseline	Intervention provided 2.5 days per week, in every classroom.  Spring 2024 CAASPP data <i>*Scaled scores show maintenance of growth in ELA and Math</i> <table><tr><th>CAASPP Scores</th><th>2022 ELA</th><th>2023 ELA</th><th>2024 ELA</th><th>2022 Math</th><th>2023 Math</th><th>2024 Math</th></tr><tr><td>3rd</td><td>100%</td><td>100%</td><td>82%</td><td>95%</td><td>87%</td><td>86%</td></tr><tr><td>4th</td><td>82%</td><td>85%</td><td>71%</td><td>53%</td><td>70%</td><td>82%</td></tr><tr><td>5th</td><td>83%</td><td>94%</td><td>86%</td><td>50%</td><td>63%</td><td>59%</td></tr><tr><td>6th</td><td>79%</td><td>80%</td><td>90%</td><td>53%</td><td>70%</td><td>73%</td></tr><tr><td>OVERALL</td><td>86%</td><td>90%</td><td>82%</td><td>64%</td><td>73%</td><td>75%</td></tr></table> Trimester 3 2024 Report Card Data <table><tr><th></th><th>ELA RC (T3) 22.23</th><th>ELA RC (T3) 23.24</th><th>Writing RC (T3) 22.23</th><th>Writing RC (T3) 23.24</th><th>Math RC (T3) 22.23</th><th>Math RC (T3) 23.24</th><th>Math RC (T3) 21.22</th></tr><tr><td>Kinder</td><td>2.93</td><td>2.85</td><td>2.95</td><td>2.73</td><td>3.00</td><td>2.97</td><td>2.86</td></tr><tr><td>1st</td><td>3.02</td><td>2.94</td><td>2.93</td><td>2.8</td><td>3.03</td><td>2.92</td><td>2.72</td></tr><tr><td>2nd</td><td>3.15</td><td>2.87</td><td>2.75</td><td>2.75</td><td>3.18</td><td>2.85</td><td>3.5</td></tr><tr><td>3rd</td><td>3.25</td><td>3.42</td><td>2.77</td><td>2.85</td><td>2.93</td><td>2.97</td><td>3.25</td></tr><tr><td>4th</td><td>3.13</td><td>2.93</td><td>2.95</td><td>2.97</td><td>3.03</td><td>2.73</td><td>na</td></tr><tr><td>5th</td><td>2.88</td><td>2.95</td><td>2.93</td><td>3.05</td><td>3.00</td><td>2.92</td><td>3.00</td></tr><tr><td>6th</td><td>2.93</td><td>3</td><td>3.23</td><td>3.2</td><td>3.13</td><td>3.07</td><td>2.68</td></tr><tr><td>Total</td><td>3.04</td><td>2.99</td><td>2.93</td><td>2.91</td><td>3.04</td><td>2.92</td><td>3.00</td></tr></table>							CAASPP Scores	2022 ELA	2023 ELA	2024 ELA	2022 Math	2023 Math	2024 Math	3rd	100%	100%	82%	95%	87%	86%	4th	82%	85%	71%	53%	70%	82%	5th	83%	94%	86%	50%	63%	59%	6th	79%	80%	90%	53%	70%	73%	OVERALL	86%	90%	82%	64%	73%	75%		ELA RC (T3) 22.23	ELA RC (T3) 23.24	Writing RC (T3) 22.23	Writing RC (T3) 23.24	Math RC (T3) 22.23	Math RC (T3) 23.24	Math RC (T3) 21.22	Kinder	2.93	2.85	2.95	2.73	3.00	2.97	2.86	1st	3.02	2.94	2.93	2.8	3.03	2.92	2.72	2nd	3.15	2.87	2.75	2.75	3.18	2.85	3.5	3rd	3.25	3.42	2.77	2.85	2.93	2.97	3.25	4th	3.13	2.93	2.95	2.97	3.03	2.73	na	5th	2.88	2.95	2.93	3.05	3.00	2.92	3.00	6th	2.93	3	3.23	3.2	3.13	3.07	2.68	Total	3.04	2.99	2.93	2.91	3.04	2.92	3.00
CAASPP Scores	2022 ELA	2023 ELA	2024 ELA	2022 Math	2023 Math	2024 Math																																																																																																																			
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2024-25 Tasks	Students of greatest need are given first priority for intervention. Provide disaggregated data throughout the school year that includes all levels of learners.																																																																																																																								

Action Step 2: Provide Extra Curricular Activities	
Metrics, Measurement	Survey results Schedule of pull outs and after school activities Survey of students/parents/teachers
Baseline	All students invited to Sprouts Day Camps. The District covers the cost for students in need. 2023-24/ 2024-25 After School care for Kindergarten-6th grade daily. District covers the cost of students in need.
2024-25 Tasks	Revisit after school opportunities in the future, discuss with parent club in the spring.

Action Step 3: Provide Social and Emotional Supports for All Students	
Metrics, Measurement	Counseling program Information about PeaceBuilder Program Parent, staff and student surveys
Baseline	2023-24: 22 students 2023 Parent Survey: 94% believe students' social and emotional needs are met. Best practices and training shared at staff and aide meetings.
2024-25 Tasks	Continue with counseling and PeaceBuilder Program

## Goal II. Fiscal Stewardship

Action Step 1: Maintain Balanced Budget	
Metrics, Measurement	Board Reports Positive certification from the COE
Baseline	2023-24 Adopted Budget: Positive certification from the COE Concern about MYP
2024-25 Tasks	Seek to make cuts or find alternative funding opportunities. Fiscal stability plan if needed Consider District fundraising to the general fund Consider Bond in the future Fundraising committee

Action Step 2: Provide Safe and Well-Maintained Facilities	
Metrics, Measurement	SARC Workmans' Comp
Baseline	Summer 2023 Maintenance Worker hired Ongoing list of needs Regular janitorial support in classrooms
2024-25 Tasks	Hire a part time maintenance worker to maintain facilities and look for safety and maintenance needs. Modernization Project Evaluate services and outcome of projects.

Action Step 3: Launch fundraising campaign	
Metrics, Measurement	Budget Cost of planned construction, particularly finishing the current project
Baseline	Current state of the budget and WHY
2024-25 Tasks	January: Look at matching donations Consider support from outside, including alumni Call to action to our families to find donors Look for possible grants Consider combining community event with fundraising kickoff Revisit educating people about the endowment and parcel tax Reach out to the Alumni who we know would be willing to contribute. Consider crowdfunding resources such as GoFundMe, pancake breakfast, etc. Look at the cost vs. benefit to mail flyers/ letters to all the residents in Happy Valley asking for donations.

### Goal III. Public Relations

Action Step 1: Support Community Engagement and Provide Events that the Community is invited to (i.e. Heroes of Happy Valley)
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Metrics, Measurement	List of events
Baseline	2023-24 there were 2 field days Calendar of events shared with board members (ie. Redwood Gala)
2024-25 Tasks	Reengage Board presence at all events Consider outside school community events Discuss fundraising Review tenants and by-laws of Heroes of Happy Valley. attend the SCZCSBA meetings

#### Action Step 2 Collaborate with the HVES Parent Club

Metrics, Measurement	Agendas Events
Baseline	Regular involvement of board, staff and administration at Parent Club meetings and functions May 2024 Community BBQ
2024-25 Tasks	Outreach to Parent Club (possible committees, including fundraising) Provide yearly calendar Regular report from Parent Club Representative Board members to attend Parent Club Meetings

#### Action Step 3: Communicate Transparently to the School Community About Important Board Decisions

Metrics, Measurement	Newsletters Website Community response at Board Meetings
Baseline	Weekly Newsletters
2024-25 Tasks	Provide monthly board meetings on the Friday newsletter Find ways to encourage attendance Respond to parents as needed.

#### Goal IV. Human Resources

Action Step 1: Retain, Recruit (when necessary) and Support High Quality Staff	
Metrics, Measurement	Salary Schedule List of retention of teachers CBA
Baseline	2024 1 new teacher 1% raise
2024-25 Tasks	Maintain current practices

Action Step 2: Create Positive Relations Between the Staff and School Board	
Metrics, Measurement	Staff reports at Board meetings Surveys
Baseline	Board members attended beginning of the year breakfast and the 6th grade graduation 2024 All board members participated in the Community BBQ and work day
2024-25 Tasks	Possible Board Retreat Attend beginning of the year breakfast, other events available Ensure board presence at all major events Plan for/attend outside of school community events, such as events hosted at the school during non-school hours.

*Where would CSBA/SCZCSBA fit in?*

**Joint Powers Authority Membership --  
School Project for Utility Rate Reduction  
Resolution Number 24-25-03**

WHEREAS, Happy Valley Elementary School District has been considering methods to better address the costs, sources, and terms of its utilities services, including natural gas, electricity, renewable energy, telecommunications, network infrastructure, water, sewage, and waste hauling, and;

WHEREAS, other California public agencies, such as school districts, community college districts, and county offices of education who have also considered these issues have determined that there is a need to form a coalition of public districts to be active in utility regulatory proceedings and to acquire utility supplies and services for use at their respective facilities, and have formed the School Project for Utility Rate Reduction (SPURR), a California joint powers authority;

WHEREAS, the Alameda County Superintendent of Schools has agreed to act as the treasurer and responsible Fiscal Agent for SPURR, and;

WHEREAS, Title 1, Division 7, Chapter 5, Article 1, (Section 6500 et seq.) of the Government Code authorizes joint exercise by two or more public agencies of any power common to them, and;

WHEREAS, California law enables school districts, county superintendent of schools, community college districts, and joint power agencies to be active in utility regulatory proceedings, to acquire utility supplies and services for use at their respective facilities, and to establish a coalition to accomplish those ends.

NOW, THEREFORE, BE IT RESOLVED that the governing board of Happy Valley Elementary School District hereby declares its membership in SPURR, and instructs its duly authorized agent to execute and deliver on its behalf any necessary or appropriate documents to carry out the intent of this resolution, including the SPURR Joint Powers Agreement and any agreements necessary or appropriate to participate SPURR programs.

ADOPTED by the following called vote on this November 13, 2024

AYES:

NOES:

ABSENT:

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Title \_\_\_\_\_

## Checks Dated 10/01/2024 through 10/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-O000-SSS-MMM	Comment	Expensed Amount	Check Amount
1079811	10/07/2024	ACE PORTABLE SERVICES		01-0000-0-0000-8100-5515-200-2801 AUG PORTABLE TOILETS SEPT PORTABLE TOILETS	1,573.46 1,363.22	2,936.68
1079812	10/07/2024	ADROIT		01-6500-0-5760-3600-5800-200-1304 SPED TRANSPORTATION TO NPS		3,252.00
1079813	10/07/2024	CARLY PERLMAN		01-0700-0-1110-1000-5800-200-2801 COUNSELING 01-6546-0-5760-3120-5800-200-0000 COUNSELING	1,430.00 195.00	1,625.00
1079814	10/07/2024	CONEXWEST		35-9719-0-0000-8500-5600-200-0000 STORAGE FOR MODERNIZATION		130.01
1079815	10/07/2024	ESSENTIAL OPERATIONS INC		01-0000-0-0000-8100-5800-200-2801 SEPTIC SERVICE		975.00
1079816	10/07/2024	Lynd, Paige L		01-0000-0-0000-7200-5200-200-2801 MILEAGE REIMBURSEMENT		110.55
1079817	10/07/2024	OHLSSEN FOODS		01-0000-0-0000-3700-5800-200-3007 SEPT LUNCHES		876.00
1079818	10/07/2024	PUSH PLAY PE		01-6300-0-1110-1000-4100-200-3000 PE SUPPLEMENTAL CURRICULUM		2,979.71
1079819	10/07/2024	Rossi, Angela M		01-9009-0-1110-1000-4300-200-RM05 REIMBURSE MATERIALS AND SUPPLIES		24.70
1079820	10/07/2024	SC SYSTEMS INC		01-0000-0-0000-8100-5800-200-2801 FIRE MONITORING SYSTEM		105.00
1079821	10/07/2024	SISC 3		01- - - -9514- - MEDICAL OCT 01-0000-0- - -9524- - MEDICAL OCT	13,488.00 2,205.00	15,693.00
1079822	10/07/2024	US BANK		01-0000-0-0000-2700-4350-200-2801 LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY 01-0000-0-0000-2700-5900-200-2801 LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY 01-0000-0-0000-7100-5200-200-2801 LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY 01-0000-0-0000-8100-4350-200-2801 LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY 01-0700-0-1110-1000-4300-200-2801 LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY 01-1100-0-0000-2700-4350-200-3000 LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY	207.43 477.11 975.00 218.99 101.77 3.48	

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.

# Board Report

ReqPay12d

## Checks Dated 10/01/2024 through 10/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-OOOO-SSS-MMMM	Comment	Expensed Amount	Check Amount
1079822			01-6300-0-1110-1000-4100-200-3000	LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY	526.59	
			01-9009-0-1110-1000-4300-200-MURT	LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY	63.63	
			01-9009-0-1110-1000-4300-200-OPPL	LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY	107.28	
			01-9009-0-1110-1000-4300-200-RM02	LCAP, OFFICE MAINT, MURT, OPPL, LOTTERY TEXT, SAFETY	80.39	2,761.67
1080514	10/14/2024	19six Architects	01-0000-0-0000-8100-5800-200-BTRM	PLANNING RESTROOMS		32,900.00
1080515	10/14/2024	AA SAFE & SECURITY CO.	01-0000-0-0000-8100-4350-200-2801	ROOM 3 BACK DOOR LOCK		140.00
1080516	10/14/2024	ACE PORTABLE SERVICES	01-0000-0-0000-8100-5514-200-2801	PORTABLE TOILETS		1,363.22
1080517	10/14/2024	AT&T	01-0000-0-0000-2700-5900-200-2801	PHONE	120.33	160.44
1080518	10/14/2024	AT&T MOBILITY	01-0000-0-0000-2700-5900-200-2801	CELL PHONE	40.11	55.39
1080519	10/14/2024	BLOOM PEDIATRIC OT	01-0000-0- - -9519- - REISSUE STALE DATE CHECKS FROM 23-24		2,175.00	
			01-6500-0-5760-3140-5800-200-1304	SPED OT AUGUST	431.25	
				SPED OT SEPT	750.00	3,356.25
1080520	10/14/2024	BOWIE, CRAIG	01-9009-0-1110-1000-5800-200-OPPL	GARDEN COORDINATOR		1,440.00
1080521	10/14/2024	EMPLOYMENT DEVELOPMENT DEPT	01- - - -9515- - SUI 3RD QUARTER		114.96	
1080522	10/14/2024	GREENWASTE RECOVERY INC	01-0000-0-0000-8100-5523-200-2801	GARBAGE		591.09
1080523	10/14/2024	PROJECT SUPPORT SERVICES, INC	25-0000-0-0000-8100-5800-200-2801	DSA CLOSEOUT		87.50
1080524	10/14/2024	Royer, Kate	01-9009-0-1110-1000-4300-200-RM01	ROOM 1 TPT		10.95
1080525	10/14/2024	SAN LORENZO LUMBER	01-9009-0-1110-1000-4300-200-OPPL	GARDEN		11.40
1080526	10/14/2024	SEYMOUR CENTER/UC REGENTS	01-6770-0-1110-1000-5808-200-0000	ROOM 3 FIELD TRIP SEYMOUR CENTER		175.00

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.

002 - Happy Valley Elementary School District

Generated for Paige Lynd (PLYND), Oct 29 2024 7:58AM



## Checks Dated 10/01/2024 through 10/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-O000-SSS-MMM	Comment	Expensed Amount	Check Amount
1080527	10/14/2024	STAPLES				
1080528	10/14/2024	TAKAOKA, MAURA NIKO	01-1100-0-0000-2700-4350-200-3000	OFFICE SCHOOL SUPPLIES PAPER	83.08	
1080529	10/14/2024	US BANK EQUIPMENT FINANCE	01-1100-0-0000-7200-4350-200-3000	OFFICE SCHOOL SUPPLIES PAPER	27.69	110.77
1081293	10/21/2024	ABRITE	01-6770-0-1110-1000-5800-200-0000	LINE DANCE LESSONS AND ASSEMBLY		1,500.00
1081294	10/21/2024	BETHEL JANITORIAL SERVICE	01-1100-0-0000-7100-5600-200-3000	COPIER LEASE	81.30	
1081295	10/21/2024	ESSENTIAL OPERATIONS INC	01-1100-0-0000-7200-5600-200-3000	COPIER LEASE	20.32	
1081296	10/21/2024	PACIFIC GAS & ELECTRIC	01-1100-0-1110-1000-5600-200-3000	COPIER LEASE	304.88	406.50
1081297	10/21/2024	SELWAY CONSTRUCTION, INC	01-6500-0-5760-1180-5100-200-1304	NPS SPED	11,505.00	
1081298	10/21/2024	SPROUTS SC	01-6500-0-5760-1190-5100-200-1304	SPED AIDE	7,859.25	19,364.25
1081299	10/21/2024	STAPLES	01-0000-0-0000-8100-5524-200-2801	JANITORIAL SERVICES	3,000.00	
1081968	10/28/2024	CA DEPARTMENT OF EDUCATION	01-2600-0-0000-8100-5524-200-0000	JANITORIAL SERVICES	1,000.00	4,000.00
1081969	10/28/2024	Doolan, Lindsey A	01-0000-0-0000-8100-5800-200-2801	SEMI ANNUAL SEPTIC		750.00
1081970	10/28/2024	MRC SMART TECHNOLOGY SOLUTIONS	01-0000-0-0000-8100-5511-200-2801	STREET LIGHT		10.30
			35-9719-0-0000-8500-6200-200-0000	PAY APP 3 MOD	188,259.70	
				PAY APP 3 PORTABLE	167,870.89	356,130.59
			01-2600-0-1110-1000-5800-200-0000	AFTER SCHOOL ENRICHMENT PROGRAM		826.50
			01-1100-0-0000-2700-4350-200-3000	OFFICE TONER	34.34	
			01-1100-0-0000-7200-4350-200-3000	OFFICE TONER	11.45	45.79
			01-3010-0-0000-0000-8290-200-0000	21-22 TITLE I ABATEMENT		100.00
			01-9009-0-1110-1000-4300-200-RM03	REIMBURSE ROOM 3 MATERIALS AND SUPPLIES		7.56
			01-1100-0-0000-7100-5600-200-3000	COPIER USAGE	47.18	
			01-1100-0-0000-7200-5600-200-3000	COPIER USAGE	11.79	
			01-1100-0-1110-1000-5600-200-3000	COPIER USAGE	176.93	235.90

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.

002 - Happy Valley Elementary School District

Generated for Paige Lynd (PLYND), Oct 29 2024 7:58AM

Checks Dated 10/01/2024 through 10/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-O000-SSS-MMM	Comment	Expensed Amount	Check Amount
1081971	10/28/2024	PACIFIC GAS & ELECTRIC	01-0000-0-0000-8100-5511-200-2801	ELECTRIC TRUE-UP	2,386.49	
1081972	10/28/2024	Royer, Kate	01-2600-0-0000-8100-5511-200-0000	ELECTRIC TRUE-UP	795.49	3,181.98
1081973	10/28/2024	SELWAY CONSTRUCTION, INC	01-9009-0-1110-1000-4300-200-RM01	REIMBURSE TPT ROOM 1		21.75
1081974	10/28/2024	STAPLES	35-9719-0-0000-8500-6200-200-0000	SEPT PAY APP MODERNIZATION	101,229.49	
				SEPT PAY APP PORTABLE PROJECT	21,338.43	122,567.92
1081975	10/28/2024	Stewart, Michelle A	01-1100-0-0000-2700-4350-200-3000	OFFICE SCHOOL COPY PAPER	58.29	
			01-1100-0-0000-7200-4350-200-3000	OFFICE SCHOOL COPY PAPER	19.43	
			01-9009-0-1110-1000-4300-200-MURT	ART SUPPLIES	62.13	
			01-9009-0-1110-1000-4300-200-RM06	ROOM 6 MATERIALS AND SUPPLIES	66.61	206.46
1081976	10/28/2024	TIMBER PRODUCTS INSPECTION	01-4035-0-0000-2700-5200-200-2356	PD DAY REIMBURSE	177.95	
			35-9719-0-0000-8500-5800-200-0000	MODERNIZATION GLULAM INSPECTION		1,008.00
Total Number of Checks					44	582,527.74

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	39	102,603.72
25	CAPITAL FACILITIES	1	87.50
35	COUNTY SCHOOL FACILITIES	4	479,836.52
Total Number of Checks		44	582,527.74
Less Unpaid Tax Liability			.00
Net (Check Amount)			582,527.74

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.

## **SCHOOL PROJECT FOR UTILITY RATE REDUCTION**

### **Joint Powers Agreement**

This Agreement is among those public agencies signatory to this Agreement and is for the purpose of establishing, operating and maintaining the School Project for Utility Rate Reduction (SPURR.)

This Agreement is entered into pursuant to the provisions of Sections 6500 et seq. (Joint Powers Agreement) of the California Government Code for the benefit of the School Districts, Community College Districts and the County Superintendents of Schools signatory hereto (and also those which may hereafter become signatory hereto), for the purpose of operating a program to be known and designated as the School Project for Utility Rate Reduction, herein after designated as SPURR, and;

WHEREAS, it is to the mutual benefit of the parties herein subscribed and in the best public interest of said parties to join together to establish this Joint Powers Agreement to accomplish the purposes herein after set forth, and;

WHEREAS, the signatories hereto have determined that there is a need by Public Educational Agencies to seek utility rate reduction, especially for electricity and natural gas, and;

WHEREAS, Section 6502 of the Government Code of the State of California authorizes joint exercises by two or more public agencies of any power common to them;

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC EDUCATIONAL AGENCIES, EACH OF THE PARTIES HERETO DOES HEREBY AGREE AS FOLLOWS:

#### **1. CREATION OF THE SCHOOL PROJECT FOR UTILITY RATE REDUCTION (SPURR)**

Pursuant to Title 1, Division 7, Chapter 5 of the Government Code, there is hereby created a public entity, separate and apart from the parties hereto, to be known as the School Project for Utility Rate Reduction, herein after designated SPURR.

SPURR shall have the powers common to the participating Districts and is hereby authorized to do all acts necessary for the exercise of said common powers, including but not limited to, any or all of the following: to make and enter into contracts; to incur debts, liabilities and obligations; to acquire, hold or dispose of property; to receive gifts, contributions, and donations of property, funds, services and other forms of assistance from persons, firms, corporations and any governmental entity; and to sue and be sued in its own name. Said powers shall be exercised in the manner provided by law, and except as expressly set forth herein, subject only to such restrictions upon the manner or exercising such powers as are imposed upon districts in the exercise of similar powers. It is specifically agreed that the debts, liabilities and obligations of SPURR shall not be debts, liabilities and obligations of the parties to this Agreement.

#### **2. PURPOSE**

The purpose of SPURR shall be to seek on behalf of the members the reduction of utility rates, especially for electricity and natural gas.

#### **3. MEMBERSHIP**

Each party to this Agreement must be eligible for SPURR membership as defined in the Bylaws, and become a member on the effective date of this Agreement, and is entitled to the rights and privileges, and is subject to the obligations of membership, all as are provided in this Agreement. Public Educational

Agencies desiring membership after initial operation has begun shall apply under the provisions of the Bylaws.

#### **4. EFFECTIVE DATE**

This Agreement shall become effective on September 1, 1989, or, for members joining after that date, on the date specified below.

#### **5. TREASURER**

This Agreement, pursuant to Government Code 6505.6, herewith establishes the Office of Treasurer. The Treasurer shall be the Assistant Superintendent, Business Services, of the Alameda County Superintendent of Schools.

#### **6. TREASURER'S FEES**

The annual payment to the Treasurer for the cost of accounting for SPURR funds, payment of employee salaries and benefits, payment of such other obligations as may occur, and the production of monthly financial reports shall be three (3) percent of SPURR income received for the fiscal year. In addition, SPURR shall reimburse the Treasurer for all actual expenses incurred for additional services performed at the direction of SPURR.

#### **7. GOVERNANCE**

SPURR shall be governed by a Board of Directors selected according to the provisions of the Bylaws.

#### **8. BYLAWS**

SPURR shall be governed pursuant to those certain Bylaws, a copy of which is attached hereto as "Exhibit A," and by this reference made a part of this Agreement as though fully set forth herein. Wherever in this Agreement the Bylaws are referred to, said Bylaws shall be those set forth in Exhibit A and as they may be amended thereafter. Each party to this Agreement approves said Bylaws and agrees to comply with and be bound by their provisions, and further agrees that **SPURR** shall be operated pursuant to this Agreement and said Bylaws. Said Bylaws may be amended as provided therein.

#### **9. AFFIRMATIVE ACTION POLICY STATEMENT**

It shall be the permanent and voluntary policy of this Joint Power Board of SPURR to practice fair and impartial employment, recognizing applicants and employees on the basis of personal and professional merit, thereby reaffirming the dignity of individuals without regard to race, color, creed, national origin, ancestry, age, sex, or physical handicap in every aspect of personal policies, practices, and treatment of personnel.

#### **10. ADDITIONAL PARTIES**

Additional parties may be added to this Agreement by written amendment between the additional party and SPURR.

#### **11. TERMINATION**

Any party may terminate its participation in this agreement by providing written notice to the other parties not less than 90 days prior to July 1 of any year after the initial year. Termination shall be effective on July 1 following the delivery of notice to all parties. No return of funds already paid to SPURR shall be made by SPURR when a member district withdraws from this JPA.

#### **12. RECORDS**

The Treasurer shall maintain records separately identifying the expenses incurred in the performance of the duties described herein. The Managing Director shall maintain records of the Minutes of the Board of Directors meetings and such other official records of the JPA as required by law.

#### **13. MEMBERSHIP FEES**

Membership shall be established for each member district which contributes to the SPURR account managed by the Alameda Superintendent and as established in the Bylaws for each regular and special

education student enrolled in the school districts and schools maintained by the County Superintendents of Schools and for each ADA, until FTE is adopted, in the Community College Districts.

#### **14. TERM, DISSOLUTION AND SEVERABILITY OF JOINT POWERS AGREEMENT**

##### **A. Term and Extension**

This Joint Powers Agreement shall commence September 1, 1989 and be extended from year to year thereafter, commencing each July 1. The majority of the members of this Joint Powers Agreement may terminate this Joint Powers Agreement at any time, provided all parties dealing with SPURR and all SPURR members have been notified at least 30 days in advance.

##### **B. Dissolution**

In the event this Joint Powers Agreement is terminated by districts as herein allowed, the Treasurer shall, after all debts have been paid and properly disposed of, distribute to each school district that is a party hereto on the effective date of dissolution, the balance of the SPURR assets on a pro rata basis according to the extent of each school district's contribution of funds hereunder since the creation of SPURR.

##### **C. Severability**

Should any portion, term, condition or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions and provisions shall not be affected thereby.

#### **15. ASSIGNS**

No party to this Joint Powers Agreement may sublet, assign, or transfer any interest in this Joint Powers Agreement without written consent of all of the parties thereto.

The parties thereto have caused this Joint Powers Agreement to be signed in their behalf by their duly authorized representatives on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_, by the following signatory School Districts, Community College Districts and County Superintendents of Schools.

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Agency

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Signature

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Print Name

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Print Title

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Print County where Agency is located