

**HAPPY VALLEY SCHOOL DISTRICT
BOARD OF TRUSTEES
November 4, 2020
3:30pm, Via Zoom**

A. Approval of Agenda

B. Approval of Minutes- Regular Board Meeting, October 14, 2020

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. Staff Report

E. Board Report

F. Superintendent's Report

G. Public Hearing

1. Updated Safe School Plan, Emergency Procedures

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

H. Information Items

1. Common Message

The Board will receive information regarding The Common Message for 1st Interim.

2. WestEd and Berkeley Hall of Science Collaboration

The Board will receive information regarding WestEd and Berkeley Hall of Science Collaboration.

I. Action Items

1. Swearing in of Appointed Board Members

- a. Kyle Frandle
- b. Katie Freeman
- c. Rachel Click Richardson
- d. Alyssa Jolliffe

2. Happy Valley Elementary School Safe School Plan, Emergency Procedures

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

3. Revision of Board Schedule

The Board will consider a revise to the 20/21 Board Schedule.

4. Student Internet Safety Agreement

The Board will consider to approve confirmation of CIPA (Children's Internet Protection Act) compliance: using Lightspeed Filtering through the Santa Cruz County Office of Education, Student Internet Safety Agreement and Common-Sense Media for Internet Usage.

5. Community Foundation

The Board will consider approval to waive the formal accounting and trustee's report, and to distribute the endowment gift for Happy Valley School Endowment Fund to the Happy Valley School Foundation Endowment Fund (Fund HVSDDG) at Community Foundation Santa Cruz County (EIN 94-2808039).

J. Consent Items

The Board will consider approval of vendor warrants paid since the last meeting.

K. Closed Session

The Board will discuss Superintendent search details.

L. Communications and Announcements

1. Nov. 11- No School, Veterans Day
2. Nov. 16-Nov. 20- Parent/Teacher Conferences
3. Nov. 23-Nov. 27- No School, Thanksgiving Break
4. Dec. 14- Board Meeting, Via Zoom

M. Adjournment

HAPPY VALLEY SCHOOL DISTRICT
Regular Board Meeting
October 14, 2020
MINUTES

The meeting was called to order by the president at 3:32pm

BOARD MEMBERS PRESENT: Frandle, Freeman, Willet, Jolliffe

BOARD MEMBERS ABSENT: Click Richardson

STAFF MEMBERS PRESENT: McKinny, Lynd, Ruwe

COMMUNITY MEMBERS PRESENT: None

A. APPROVAL OF REVISED AGENDA

1. MSC FREEMAN/WILLET to approve the Regular Board Meeting agenda as written. Unanimous.

B. APPROVAL OF MINUTES – REGULAR BOARD MEETING

1. MSC FREEMAN/WILLET to approve the minutes from the Regular Board Meeting September 16, 2020. Unanimous.

C. COMMUNITY INPUT

None.

D. STAFF REPORT

Carey Ruwe informed the Board of the following:

1. Teachers received new laptops with COVID funds and document cameras have been ordered. Makes distance learning much easier and more efficient.
2. Seeing kids one on one once a day.
3. Shared with the Board a screenshot of her first-grade class with their pumpkin art.
4. Fun for everyone to see the parents and students on Fridays and Mondays when there is pickup and drop off of packets.

E. BOARD REPORT

1. Katie Freeman shared how happy everyone is to see Kyle Frandle doing so well after heart surgery.

F. SUPERINTENDENT'S REPORT

Michelle McKinny informed the Board of the following:

1. Kindergarten and First Grade have started seeing kids one on one. Other teachers are going to start but there is no pressure to see students at this time.
2. There have been one on one meetings with parents about students not being engaged. May start having kids at school who are not engaging at home.
3. Testing protocol of staff is starting.
4. Working with Parent Club to possibly have all school artist videos.
5. Paving of the school will be done Thursday and Friday.
6. Teachers receiving assistance with copying to help with distance learning packets.
7. Happy Valley Elementary School District was served with a special education lawsuit, along with every other district in California and the United States. Keenan, the insurance carrier for all county districts is handling.
8. Santa Cruz County is moving towards the orange tier.

G. INFORMATION ITEMS

1. GIFT TO THE ENDOWMENT FUND

The Board received information regarding the approximately \$500,000 gift left by the Dean Barnes Trust to the Endowment Fund.

2. SMALL SCHOOL DISTRICT ASSOCIATION (SSDA)

The Board received information regarding using SSDA services for the Superintendent replacement search.

3. BATTERY BACK-UP

The Board received information regarding battery backup for Happy Valley School during power outages.

The district will look into the possibility of wrapping it into the modernization project.

4. COVID-19 TESTING AGREEMENT
The Board received information regarding the COVID-19 testing agreement with Stanford Health for staff.
 5. TARGET, SPECIALIZED SUPPORT AND SERVICES AT SCHOOLS
The Board received information regarding specialized support and services at schools.
- H. ACTION ITEMS
1. APPROVAL OF AGREEMENT FOR SERVICES
MSC FREEMAN/FRANDLE to approve the agreement for services between Happy Valley Elementary School District and Small School District Association in selection of a new Superintendent. Unanimous.
 2. REVISION OF BOARD SCHEDULE
The Board will bring back the consideration of a revised 2020-2021 Board schedule at the November 4, 2020 Board meeting.
 3. QUARTERLY STATUS REPORT OF UNIFORM COMPLAINT
MSC WILLET/FREEMAN to approve the 1st quarterly report for 2020-2021 uniform complaint related to the Williams Settlement. Unanimous.
- I. CONSENT ITEMS
1. MSC JOLLIFFE/WILLET to approve the vendor warrants paid since the last meeting. Unanimous.
- J. CLOSED SESSION
- The Board adjourned into closed session at 4:25pm to discuss the Superintendent search details.
- K. REPORT OUT OF CLOSED SESSION
- The Board opened from closed session at 4:35pm, nothing to report.
- K. COMMUNICATION AND ANNOUNCEMENTS
1. October 30, 2020 – Staff Development Day
 2. November 4, 2020 – Board Meeting, 3:30pm, Via Zoom
- L. ADJOURNMENT
1. MSC JOLLIFFE/WILLET to adjourn the meeting, there being no further business, 4:37 pm. Unanimous.

/pl

Posted: October 26, 2020
District Office, Branciforte Fire Dept.
And Happy Valley Conference Center

Notice of Public Hearing November 4, 2020, 3:30pm Via Zoom

**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 4, 2020 Board Meeting which begins at 3:30pm. The
Public Hearing will be held at approximately 3:45pm, 11/04/2020.**

The Common Message

2020-21 First Interim



BASC
Business and Administration
Steering Committee

Writers and Contributors

Topic		
Background	Committee	
Introduction	Committee	
Key Guidance	Shannon Hansen, San Benito	Janet Riley, Merced
Significant Changes	Shannon Hansen, San Benito	Janet Riley, Merced
Planning Factors/MYP	Elizabeth Rico, Tuolumne	Kevin Otto, Fresno
LCFF	Kate Lane, Marin	Michael Simonson, San Diego
School Finance, Instruction & Accountability for 2020-21 School Year	Michael Simonson, San Diego	Kate Lane, Marin
Risk Factors	Janet Riley, Merced	Shannon Hansen, San Benito
Learning Loss Mitigation	Bill Ridgeway, Santa Barbara	Priscilla Quinn, Kern
LCAP/BOP	Josh Schultz, Napa	Michael Simonson, San Diego
Special Education	Scott Anderson, San Joaquin	Tina Daigneault, Riverside
Fiscal Flexibility Provisions	Mary Downey, Sonoma	Janet Riley, Merced
Cash Flow / Deferrals	Misty Key, Ventura	Denise Porterfield, San Mateo
Reserves / Reserve Cap	Colleen Stanley, Monterey	Liann Reyes, Santa Cruz
Negotiations	Mary Downey, Sonoma	Scott Anderson, San Joaquin
Summary	Shannon Hansen, San Benito	Dean West, Orange

Sources

Association of California School Administrators
Ball / Frost Group, LLC
Bob Blattner and Associates
Bob Canavan, Federal Management Strategies
California Association of School Business Officials
California Collaborative for Educational Excellence
California Department of Education
California Department of Finance
California Public Employees' Retirement System
California State Teachers' Retirement System
California State Board of Education
California School Boards Association
California School Information Services
Capitol Advisors
Fiscal Crisis and Management Assistance Team
K-12 High Speed Network
Michael Hulsizer, Chief Deputy Governmental Affairs, Kern County Superintendent of Schools
National Forest Counties and Schools Coalition
School Services of California
Schools for Sound Finance (SF2)
Small School Districts' Association
Statewide LEC Co-chairs
WestEd

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First Interim Report Key Guidance

On September 18, 2020 the Governor signed Senate Bill (SB) 820, an Education Trailer Bill, which made technical changes to provisions of SB 98 and the budget. Changes include growth funding based on a proxy of Average Daily Attendance (ADA), Learning Loss Mitigation (LLM) extensions for Governor's Emergency Education Relief (GEER) and general fund apportionments, exclusion of Coronavirus Aid, Relief and Economic Security (CARES) Act funding from Routine Restricted Maintenance contribution (EC 17070.75), and requirement to update the Budget Overview for Parents template to reflect alignment with 2021 Learning Continuity and Attendance Plan and 2019-20 Local Control and Accountability Plan (LCP) increased or improved expenditures.

While the Governor still seeks support from the federal government for COVID-19 relief, revenue reductions have been shifted to cross-year cash deferrals beginning in February and are projected to continue through June.

The DOF recently released its monthly report on state general fund revenue collections and, after two months of modest job recovery and general fund cash stabilization, state revenues peaked in the second quarter of 2020. General fund cash collections resulted in \$4.5 billion (12.8%) above the forecasted \$35.6 billion.

As LEAs navigate through unprecedented fiscal challenges, maintaining fiscal solvency continues to be the priority. Monitoring cash flow is crucial, as well as developing multiple budget assumptions, including best and worst-case scenarios for multiyear projections.

Significant Changes Since Budget Adoption

Below are the highlighted changes from the state Adopted Budget dated June 29, 2020 from varying bills:

- Growth funding accommodations for eligible LEAs
- No ADA collected in 2020-21 for apportionment purposes
- Extended deadline for GEER funds to September 30, 2022
- Extended deadline for LLMF GF funds from December 30, 2020 to June 30, 2021
- Expanded eligible expenditures for LLM funds to address health and safety
- LLM and Elementary and Secondary School Emergency Relief (ESSER) funds are excluded from expenditures for the purposes of the Routine Restricted Maintenance Account (RRMA) calculation
- Lottery Instructional Material funds (Resource 6300) – definition of instructional materials to include laptop computers and other devices that provide internet access
- Increased funding for school nutrition programs
- SB 1159, Workers' Compensation: COVID-19: Critical Workers

Planning Factors for 2020-21 and MYPs

Key planning factors for LEAs to incorporate into their 2020-21 First Interim Reporting and multiyear projections are listed below and are based on the latest information available.

Planning Factor	2020-21	2021-22	2022-23
Statutory COLA	2.31%	2.48%	3.26%
COLA Suspension	-2.31%	-2.48%	-3.26%
Funded LCFF COLA	0%	0%	0%
Add-on, ERT & MSA Prorated Factor	0%	0%	0%
STRS Employer Rates (Approximate)	16.15%	15.92%	18.40%
PERS Employer Rates (Approximate)	20.70%	22.84%	25.90%
Lottery – Unrestricted per ADA	\$150	\$150	\$150
Lottery – Prop. 20 per ADA	\$49	\$49	\$49
Mandated Block Grant for Districts			
K-8 per ADA	\$32.18	\$32.18	\$32.18
9-12 per ADA	\$61.94	\$61.94	\$61.94
Mandated Block Grant for Charters			
K-8 per ADA	\$16.86	\$16.86	\$16.86
9-12 per ADA	\$46.87	\$46.87	\$46.87
State Preschool (CSPP) Part-Day Daily Reimbursement Rate	\$30.87	\$30.87	\$30.87
State Preschool (CSPP) Full-Day Daily Reimbursement Rate	\$49.85	\$49.85	\$49.85
General Child Care (CCTR) Daily Reimbursement Rate	\$49.54	\$49.54	\$49.54
Routine Restricted Maintenance Account <i>(Flexibility for calculation to exclude STRS and PERS on behalf payments, ESSER and LLMF Funds from calculation)</i>	3%	3%	3%

Local Control Funding Formula

The final budget for 2020-21 suspended the statutory COLA of 2.31% on the Local Control Funding Formula (LCFF) and removed the 10% proration factor proposed in the Governor's May Revision to hold all LEAs, with the exception of LEAs eligible for SB 820 growth funding and newly operational charter schools, at 2019-20 ADA levels. This change was made possible in part by increasing deferrals of the principal apportionment to \$11 billion to be paid in the 2021-22 fiscal year. Up to \$5.7 billion of the deferral would have been eliminated with the receipt of additional COVID-19 relief funds; however, the current stalemate at the federal level has, at the very least, delayed any additional federal assistance.

The latest news in the DOF monthly report on state general fund revenue collections for August indicates that the pandemic's initial impact on California's economy and state revenues peaked in the second quarter of 2020. California has now recovered one-third of the jobs lost in March and April for an unemployment rate of 11.4% in August. While this recovery is good news, it is far from the 4% unemployment rate reported a year ago. It is becoming clearer that COVID-19 will be a multiyear problem affecting all aspects of school operations and finance.

Given this economic outlook, the reliance on one-time funds including reserves, and the magnitude of deferrals required to maintain LCFF funding, all districts are encouraged to view the LCFF planning factors showing a 0% COLA as a best-case scenario. It is strongly recommended that all LEAs continue to develop multiple budget assumptions for the multiyear projection to be prepared for both best and worst-case budgets in the future.

School Finance, Instruction & Accountability

Budget trailer bills include new education codes establishing school finance, instruction and accountability for the 2020-21 school year. In 2020-21, LEAs must meet requirements for minimum daily instructional minutes and annual instructional days, must offer in-person instruction to the greatest extent possible and may offer LEA-wide or schoolwide distance learning per health order or guidance from public health officers for students who are medically fragile or who would be at risk by in-person instruction. Local attendance collection is still required for absence tracking and reporting but ADA will not be used for funding calculations. The statutes outline distance learning criteria including daily live interaction with certificated employees and peers for instruction, progress monitoring and school connectedness. If daily live interaction is not feasible as part of regular instruction, the LEA must develop, with parent and stakeholder input, an alternative plan for frequent live interaction. Additional requirements include documenting daily participation for each pupil and maintaining class level weekly engagement records and certifying to the time value of assignments, including assigned instruction in distance learning to ensure that the minimum daily instructional minutes have been met. These requirements will be part of the 2020-21 supplemental audit guide. LEAs must document participation for each student on each instructional day in which distance learning is provided. Daily participation may also be used to track attendance, and may include but is not limited to any of the following:

- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- contacts between employees of the LEA and the student or parents/guardians
- other methods of verification determined by LEAs

LEAs are required to record and track student attendance and participation for the purpose of compulsory education, identifying the need for tiered reengagement strategies, reporting student attendance in CALPADS for chronic absence reporting and avoiding audit penalties. LEAs should categorize absences as either excused or not excused. Only absences without a valid excuse are a violation. Participation may include but is not limited to: online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teacher, and pupils or parents or guardians. LEAs must develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. Additional information related to attendance, including excused and unexcused absences, is available on the [Distance Learning Frequently Asked Questions web page](#) under the Attendance and Absences section.

LEAs are also required to complete a weekly engagement record to document whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning that aligns with the plan developed by the local governing board, verify daily participation, and track assignments. The weekly engagement record and daily participation tracking are separate requirements, although they can be combined to meet both requirements. In response to these additional recordkeeping requirements, CDE has developed an [optional combined daily participation and engagement record template](#): <https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf> for use in fiscal year 2020-21. While CDE has provided an approved template, LEAs have many options for tracking participation and engagement. LEAs are advised to review CDE's [Instructional Time Resources](#) webpage at <https://www.cde.ca.gov/fg/aa/pa/instructionaltime.asp> for links to the CDE developed template, an alternative template, a CDE template user guide and an LEA alternatives guide. Also available through the Instructional Time Resources webpage are [2020-21 Funding and Instructional Time FAQs](#) which provide additional information regarding attendance and instructional time recordkeeping requirements. LEAs are also advised to coordinate with external auditors to ensure compliance with all attendance and distance learning requirements for 2020-21.

The initial budget trailer bill established that all LEAs will receive funding in 2020-21 based on 2019-20 ADA. However, SB 820 makes changes to allow funding for ADA increases in specified cases. SB 820 allows LEAs, except for nonclassroom-based charter schools, to recognize funded ADA growth if the 2020-21 Adopted Budget or 2019-20 Second Interim Report explicitly projected growth in overall enrollment or ADA in 2020-21.

If these criteria are met and the LEA projected enrollment growth, 2020-21 ADA will be calculated based on the lesser of the following:

- the LEA's projected enrollment from the 2020-21 Adopted Budget or 2019-20 Second Interim Report, reduced by the 2019-20 statewide average rate of

absence for 2019-20 as calculated by CDE. If ADA is used to establish eligibility for growth funding, CDE will use the 2020-21 ADA projected by the LEA in its substantiating documentation.

- The LEA's certified CALPADS enrollment as of Information Day census day (October 7, 2020), reduced by the 2019-20 statewide average rate of absence for 2019-20 as calculated by CDE

Under no circumstances shall an apportionment calculated for a LEA be less than the apportionment that would be calculated based on 2019-20 ADA, (*EC* Section 43502).

CDE posted an online application for LEAs seeking funding for growth:

<https://www.cde.ca.gov/fg/aa/pa/sb820growthfaqs.asp>. LEAs must apply by November 6, 2020, and provide documentation of specified information and attest that it is true and correct and is the most recent budget adopted by the governing board on or before June 30, 2020 or is the 2019-20 Second Interim Report adopted by the governing board.

In addition to the above circumstances for an LEA to seek funding for enrollment or ADA growth in 2020-21, SB 820 also provides for adjustments due to a school district reorganization or for pupils from a charter school that ceases operation during or after the 2019-20 school year and does not provide instruction in 2020-21. These adjustments will be made automatically by CDE and apply only to LEAs that are funded on a 2019-20 ADA. LEAs funded on growth will not receive these additional adjustments.

Risk Factors

Fiscal uncertainties require careful planning and excellent contingency plans. These plans required quick redirection in the 2019-20 fiscal year as COVID-19 spread across the world and national and state emergencies were in effect. Economic factors and legislative decisions at the state and federal level led in some cases to immediate relief but also major long-term unknowns.

LEAs should continue to follow these fundamental best practices:

Structurally balanced budget: A budget that supports educational plans over multiple years.

Reserves: The Government Finance Officers Association recommends a reserve balance based on an analysis of the types of risk being managed with reserves. A general guideline is a minimum of 17% or two months' worth of operational expenditures.

Cash: The Fiscal Crisis and Management Assistance Team emphasizes the need to assess not only fund balance but also actual cash on hand. This budget year LEAs face an unprecedented dollar amount of deferrals. Risk factors include:

- Potential delays in local tax receipts
- State's ability to sustain deferrals versus enacting cuts to education funding
- Short timelines to spend large sums of funding, changing federal requirements, unknown audit requirements

- Reliance on one time stimulus funding
- Unknown costs due to changes in accountability
- Litigation costs: due process, COVID-19 exposure
- Changes in statutes, i.e. SB 1159 Workers' Compensation - this bill defines "injury" for an employee to include illness or death resulting from the 2019 novel coronavirus disease (COVID-19) under specified circumstances, until January 1, 2023. The bill would create a disputable presumption, as specified, that the injury arose out of and in the course of the employment and is compensable, for specified dates of injury, self-insured joint power authorities are at a higher risk due to the nature of potential claims
- Cost of mitigating learning loss over time
- Reductions in ADA and loss of hold harmless ADA protection in 2021-22
- Requirements to provide more services to students in need
- Increases in state non-education funding obligations

Negotiations

Negotiations will continue to be challenging. The full effect of the COVID-19 pandemic and the length of the resulting recession are still unknown. For planning purposes, LEAs should assume it may take several years for a full economic recovery. While the 10% reduction in LCFF funding was rejected in the final 2020-21 budget package, it was replaced with 0% LCFF COLA and \$12 billion in cross fiscal year deferrals. Federal funding has been limited and additional federal funding is uncertain. Potential volatility in state income tax revenues combined with additional state funding obligations may also be a factor in 2021-22 and 2022-23. LEAs should be aware of the considerable downside risks that exist in 2021-22 and 2022-23 and seriously consider the distinct possibility that increased deferrals, reduced LCFF funding or both may occur in 2021-22 and 2022-23. LEAs will need to be thorough and meticulous in calculating the impact of proposed bargaining settlements, outlining best case scenarios based on each LEAs' circumstances.

Learning Loss Mitigation

With the passage of trailer bill SB 820, clarity and greater flexibility were made available to LEAs in using learning loss mitigation funds for necessary COVID-19-related expenditures. This is particularly helpful to those LEAs that did not receive federal ESSER funds.

GEER resources shall be used from March 13, 2020 through September 30, 2022. Resources apportioned from the state general fund shall be used from March 1, 2020 through June 30, 2021. Resources apportioned from the Coronavirus Relief Fund (CRF) shall continue to be used from March 1, 2020 through December 30, 2020, unless otherwise provided in federal law.

All of these funds may be used for activities that directly support academic achievement and mitigate learning loss related to COVID-19 school closures. Funds may be used to support individuals served by LEAs, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 through 12, and adult education programs, and shall be expended for any of the following purposes:

- (1) Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.
- (2) Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or school day, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.
- (3) Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.
- (4) Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.
- (5) Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of an LEA, and for other related needs.

LEAs must ensure that funding is used in full compliance with state and federal law, and must have adopted, on or before September 30, 2020, at a public board meeting, a learning continuity and attendance plan. Funds could be expended before the plan was adopted.

LEAs shall maintain a file of all receipts and records of expenditures for no less than five years, or, where an audit has been requested, until the audit is resolved, whichever is longer.

LEAs shall report, on or before October 15, 2020, the balance of any unexpended funds received from the CRF to the Superintendent of Public Instruction (SPI). This requirement was met with the data supplied for the second cycle of CRF report, which closed on October 7. Any funds that are not expended by December 30, 2020, shall be reported to the SPI within 30 days and the SPI shall initiate collection proceedings. The CDE will gather this information as part of the next cycle of CRF reporting, which is scheduled to close on January 6, 2021.

An emerging concern is the low rate of expenditures and obligations reflected in the first and second cycles of CRF reporting. Initial analysis of this data reflects that a significant number of

LEAs have expended or obligated less than 50% of its CRF apportionment. Budget bill language allows the state to recapture and reallocate unspent CRF funds prior to December 30 if there is a concern that the CRF funds will not be fully expended by the deadline. LEAs should ensure that plans and activities are in place to fully expend the CRF funds by December 30, and make extra effort to ensure that the period cycle reporting of CRF funds is accurate.

LEAs shall report, on or before August 31, 2022, the balance of any unexpended funds received from the federal trust fund (GEER) to the SPI. Any of these funds that are not expended by September 30, 2022, shall be reported to the SPI within 30 days and the SPI shall initiate collection proceedings.

The latest CRF guidance and FAQs from the U.S. Department of the Treasury and learning loss mitigation funding resources from the CDE may be found here:

<https://home.treasury.gov/system/files/136/Coronavirus-Relief-Fund-Guidance-for-State-Territorial-Local-and-Tribal-Governments.pdf>

<https://home.treasury.gov/system/files/136/Coronavirus-Relief-Fund-Frequently-Asked-Questions.pdf>

<https://www.cde.ca.gov/fg/cr/learningloss.asp>

LCAP and the LCFF Budget Overview for Parents

For 2020-21, the requirement to adopt an LCAP was replaced with the requirement to adopt a Learning Continuity and Attendance Plan in September.

Going forward, LEAs are required to adopt a 2020-21 LCFF Budget Overview for Parents with the First Interim Report by December 15, 2020. The budget overview can be presented and adopted in a single meeting. However, there is a very narrow window between the second Friday in December (December 11), which is the earliest date that an LEA can hold the annual organizational meeting of its board, and the December 15 deadline. An LEA could choose to have its current board meet earlier in December to adopt the first interim and budget overview. Otherwise, LEAs must consider scheduling a board meeting between December 11 and December 15.

The LCFF Budget Overview template has been revised, for this year only, to require reporting of both expenditures connected to the 2019-20 LCAP and expenditures connected to the 2020-21 Learning Continuity and Attendance Plan. Furthermore, SB 820 requires CDE to revise the template for the Annual Update to the LCAP before January 31, 2021, to include reporting on both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plans.

Although the Annual Update does not need to be completed until next year in connection with the adoption of a new three-year LCAP, LEAs will need to begin gathering the actual expenditure data for actions and services tied to the 2019-20 LCAP now. This will ensure that

the dollar amount reported on the LCFF Budget Overview for Parents in December aligns with the amounts reported in more detail when the Annual Update is completed next spring.

Because of the severe, unexpected, and ongoing disruptions to LEA operations caused by the COVID-19 pandemic, LEAs will need to be particularly thoughtful and clear about how they communicate about these matters to their stakeholders. There is likely to be disconnect between planned expenditures and what actually happened. Many LEAs were unable to carry out some of the actions and services called for in their adopted 2019-20 LCAPs due to the shutdown last spring, and they may instead have implemented many unplanned actions and services to help high needs students. Similarly, the plans documented in Learning Continuity and Attendance Plans, on a very tight timeline, may not all come to fruition as the pandemic operating environment continues to evolve.

Special Education

For the 2020-21 fiscal year, the budget includes a new Special Education base funding formula that utilizes each individual LEA's second and annual principal apportionment ADA, including districts, charters and COEs; calculates allocations to SELPAs based on the ADA reported for the SELPA for the current fiscal year, the most recent prior fiscal year, or the second most recent prior fiscal year (whichever is greatest) and continues to allocate funds to SELPAs. The budget includes an additional, ongoing \$545 million for distribution through the new formula, comprised of \$152.6 million in AB 602 funding and redirecting \$392.7 million of the \$492.7 million in Special Education early intervention grant funding, both of which were provided in 2019-20. The remaining \$100 million is allocated to increase funding for low incidence disabilities in 2020-21. This increased, ongoing allocation to the new base funding formula results in a 2020-21 base rate of \$625 per ADA.

All other existing AB 602 Special Education categorical funding sources remain unchanged and frozen at 2019-20 funding levels until a new funding formula is adopted in a future fiscal year. For the 2020-21 fiscal year and each fiscal year thereafter, mental health-related services funding shall be available for pupils with or without an individualized education program.

Five hundred thousand dollars in one-time IDEA funding is allocated for a study of the current SELPA governance and accountability structure and \$350,000 in IDEA funds is provided to develop a standardized IEP template and addendum for distance learning.

Fiscal Flexibility Provisions

Except as outlined below, LEAs will receive funding in 2020-21 based on 2019-20 ADA and must meet specific distance learning and instructional day requirements to avoid an audit penalty.

Flexibility relief proposed in the May Revision remains the same, as follows:

- Exemption if apportionment deferrals create a documented hardship (limited)
- Authority to exclude state's pension on-behalf-of payments for the RRMA calculation
- Increase in internal interfund borrowing limits (subject to public hearing) from 75% to 85%
- Use of proceeds from property sales for one-time general fund purposes
- Extension of statutory timelines to address the annual LEA audit due to COVID-19

SB 820, the state budget cleanup bill, provided additional flexibility:

- Allows an adjustment for enrollment growth to LEAs that projected enrollment or ADA growth in the LEA's board approved 2019-20 Second Interim Report or 2020-21 Adopted Budget. \.
- Expands the use and deadlines of the following Learning Loss Mitigation Funds.
- Allows ESSER and LLMF funds to be excluded from the calculation of the RRMA contribution.
- Lottery Instructional Materials funds (Resource 6300): Modifies the definition of "technology-based instructional materials" to include laptop computers and devices that provide internet access required for students and teachers.

Cash Flow / Deferrals

The final budget language includes \$12 billion of principal apportionment cash deferrals from fiscal year 2020-21 to fiscal year 2021-22:

- | | |
|---------------------------------------|----------------|
| • From February 2021 to November 2021 | \$1.54 billion |
| • From March 2021 to October 2021 | \$2.38 billion |
| • From April 2021 to September 2021 | \$2.38 billion |
| • From May 2021 to August 2021 | \$2.38 billion |
| • From June 2021 to July 2021 | \$2.38 billion |

These principal apportionment deferrals are ongoing and were added through EC Sections 14041.5 and 14041.6. Partial principal apportionments will be received in February through May 2021. The estimated percentages by month that may be received are:

- | | |
|---------------------------------------|-----|
| • From February 2021 to November 2021 | 47% |
| • From March 2021 to October 2021 | 18% |
| • From April 2021 to September 2021 | 18% |
| • From May 2021 to August 2021 | 18% |
| • From June 2021 to July 2021 | 0% |

The June principal apportionment will be 100% deferred to July 2021.

It is important to maintain adequate cash flow for payroll and other obligations. It is prudent to plan on the full principal apportionment being deferred in the months listed above, as well as for cash flow projections and appropriate TRAN sizing purposes.

Districts that will be unable to meet their financial obligations in the month(s) of February through June 2021 and have exhausted all other borrowing options may apply for exemption from the deferral(s) pursuant to EC Section 14041.8. Additional information on the deferral exemption application process will be made available in the coming months. Limited funding is available for this exemption; it will be available on a first come, first served basis. LEAs are advised to be preparing this information now. The DOF and SPI will scrutinize the applications for approval.

The Governor's Executive Order authorizing delayed property tax payments may also have an impact on cash flow. LEAs are encouraged to work with their COE to determine if auditor/controllers will defer property tax payments.

Reserves / Reserve Cap

County offices of education continue to reinforce the need for adequate reserve levels. The Government Finance Officers Association, a national organization representing federal, state and local finance officials, recommends school districts and other local governments maintain reserves of at least two months of operating expenditures (equal to approximately a 17% reserve) to mitigate revenue shortfalls and unanticipated expenditures. The association further recommends all governments develop a formal policy regarding minimum reserves and to consider maintaining reserves larger than 17% when revenues or expenditures are especially volatile.

With the current health and economic volatility, it is critical for decisions about reserve levels to be made thoughtfully and deliberately. Inadequate reserves force districts to react quickly, which can cause significant disruptions to student programs and employees.

Although general fund reserves can be an indicator of cash balances, it is important to remember it is not the same as cash – cash is a component of reserves. Due to the restrictive nature of federal CARES Act funds, districts are strongly encouraged to maximize the use of these one-time funds during the 2020-21 fiscal year. In so doing, local and unrestricted funds will be preserved to address the impact of potential revenue deterioration in 2021-22 and 2022-23.

Because the district reserve cap has not been triggered in accordance with Education Code Section 42127.01 for the 2020-21 fiscal year, districts are advised to manage and maintain prudent reserves as described above.

COVID-19

County offices of education are working with the local health officers to align COVID-19 guidance provided by the California Department of Public Health to local conditions based on county attestation. *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools* provides guidance to schools. Below are considerations and assumptions to keep in mind:

- Expect a duration of at least 12 to 18 months
- Operations will be highly modified for COVID-19 prevention
- Devastating economic impacts for families
- Greater rates of absence
- Uneven and disproportionate learning impacts when reopening
- Increased need for social-emotional and mental health support
- Restrictions on athletic, extracurricular and co-curricular activities
- Divided and vocal public opinion
- Lack of consistency in school programs and responses across the county

To address these assumptions and otherwise meet the needs of students for in-person instruction, distance learning, or a hybrid environment, LEAs should:

- Create noncontact options to keep 2020-21 processes on track
- Consider the needs of vulnerable students and staff
- Create plans to assess and correct gaps in learning
- Prepare a continuum of options for learning
- Integrate prevention measures in all transitions, settings and situations
- Alter room layouts for physical distancing
- Adapt systems of support for blended and distance learning
- Create procedures to provide meals for children not on campus

Summary

The Common Message is devised to assist LEAs in developing budgets and interim reports and their multiyear projections. How this information affects each LEA is unique. In the projection years, funding growth is expected to be flat, with increasing costs related to personnel (retirement, step and column), which could affect the LEAs' ability to maintain sufficient reserve levels. Special attention must be paid to out-year projections and the contributing factors both within and outside the control of district decision makers. To ensure fiscal solvency, districts will need to use resources cautiously and make prudent fiscal decisions.

Apportionment Deferrals

Estimate as of First Interim
\$11 billion deferred from
FY 2020/21 to FY 2021/22

Deferral estimates are subject to change

\$2.38B or 100% June to July 2021

\$2.38B or 82% May to Aug 2021

\$2.38B or 82% April to Sept 2021

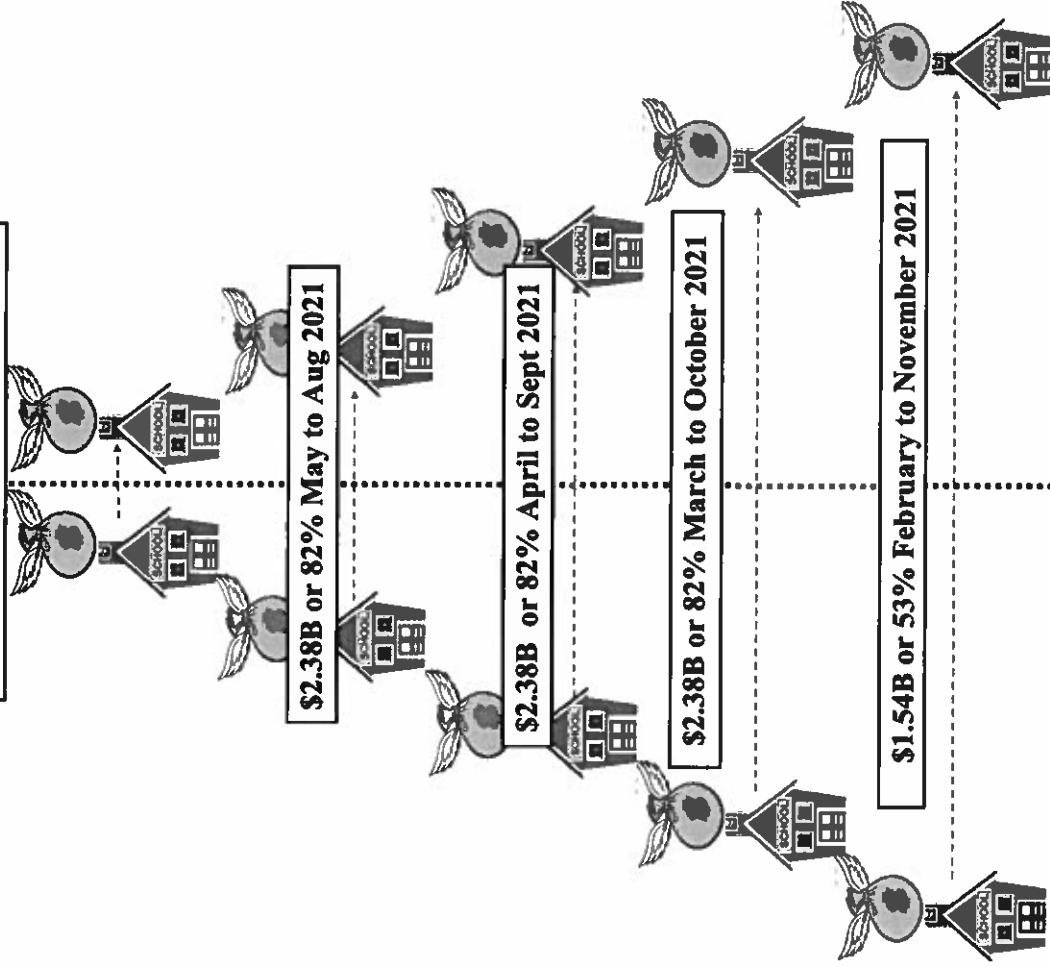
\$2.38B or 82% March to October 2021

\$1.54B or 53% February to November 2021

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

2020/21

2021/22





HD Learning Collaborative Fact Sheet

WestEd is gauging interest in your district for participation in a Hybrid and Distance Learning (HD Learning) Collaborative supporting math and science instruction during the 2020-21 school year and beyond. While some details of the Collaborative are still in development, here are the basics:

Who is invited: 20-30 California school districts, and specifically anyone supporting teachers in self-contained classrooms (K- 5 or 6) to teach math and science. We imagine this will be mostly coaches and C&I staff, but can also include teacher leaders and principals. Districts can rotate staff's participation in the Collaborative based on interest and availability.

What is the HD Learning Collaborative: A series of four quarterly webinars, beginning in late November, of around 90 minutes each, with resources and communications shared in between. Collaborative meetings will foreground three elements:

- emerging best practices for math and science instruction during distance and hybrid learning
- supporting networking, information sharing, and thought partnership between districts
- distributing cutting-edge resources and tools and helping districts to plan for their use

Specific topics could include: ensuring equity for Black and Latinx students, formative assessment practices, developing virtual curricular materials, student engagement, and resources for parents and families. We will provide structures for similar districts (e.g. rural/urban/suburban) and staff with similar roles to meet and discuss their work.

What is expected of participants: If a district agrees to participate, we expect they will send staff to each webinar. Additionally, there is a \$5000 stipend in exchange for a member of the district's staff to participate in a quarterly interview about changing instructional practices.

Equity in Practice opt-in strand: Up to 10 districts will be invited to work alongside an expert from WestEd on one or both of two topics:

- Using early warning indicators to identify students who need additional support for succeeding in math, or in general, and to help make placement decisions, as they transition to middle school.
- In-depth collaboration focused on developing and piloting strategies to address issues of bias and stereotyping in order to support positive outcomes for Black and Latinx students.

How to join the HD Learning Collaborative or ask questions: We will be reaching out with a formal invite in the next few weeks. If you would like more information about the Collaborative, or to join the Early Warning Indicators strand, please reach out to WestEd via:

Tracy Huebner (HD Learning Collaborative)
thuebne@wested.org
650-274-9700

Jason Snipes (Equity in Practice)
jsnipes@wested.org
510-333-7349



Hybrid and Distance Learning Collaborative

Letter of Agreement

Funded by a grant from the S.D. Bechtel, Jr. Foundation, WestEd is convening the Hybrid and Distance Learning Collaborative (HD Learning Collaborative), a network of 20–30 California school districts who will meet to share experiences and resources relating to implementing distance and hybrid learning during the COVID pandemic.

The Collaborative will consist of a series of four quarterly learning events, beginning in early December 2020 and concluding in November 2021, of around 90 minutes each, with resources and communications shared to participants in between. Collaborative learning events will foreground three elements:

- emerging best practices for math and science instruction during distance and hybrid learning
- supporting networking, information sharing, and thought partnership between districts
- distributing cutting-edge resources and tools and helping districts to plan for their use

Additionally, our partners at the Lawrence Hall of Science will survey/interview participating districts quarterly in order to better understand changes to teaching and learning occurring during distance and hybrid learning.

Up to 10 districts from the Collaborative will be invited to participate in more extensive learning around developing supports for Black and Latinx students as they make the transition to middle school, particularly in math and science.

Scope of Work

District

The district shall undertake the following activities for the duration of the agreement, November 1, 2020 through November 30, 2021:

1. Identify a liaison who will gather data and either respond to, or schedule an appropriate colleague to respond to, a quarterly survey/interview about the district's changing instructional practices and policies in response to distance and hybrid learning.
2. Complete the quarterly survey/interview.
3. Invite district staff, teacher leaders, and/or principals to a series of quarterly learning events hosted by WestEd, as time and interest allow.

WestEd

WestEd will:

1. Compensate the district in the amount of \$5,000 for participation in the quarterly survey/interview.
2. Host a series of quarterly learning events on science and math teaching and learning during hybrid/distance learning for district staff, teacher leaders, and principals.

Signatures

Participating District Name	Happy Valley Elem. School District
District Mailing Address	3125 Branciforte Drive Santa Cruz, CA 95065
District Contact Name, Title	Michelle McKinny Superintendent/principal
Contact Email and Phone	mmckinny@hvesd.com
Authorized Signer Name, Title	Michelle McKinny, Superintendent/principal

Authorized Signature: Michelle McKinny Date 10/29/20

* please include Paige Lynd, Admin Asst,
on all correspondence.
plynd@hvesd.com



County of Santa Cruz

COUNTY CLERK / ELECTIONS

701 Ocean Street, Room 310, Santa Cruz, CA 95060-4035
831-454-2060 Toll-free: 866-282-5900 FAX: 831-454-2445 TDD: 711
E-mail: info@votescount.us Web Sites: www.sccoclerk.us & www.votescount.us

Gail L. Pellerin, County Clerk
Tricia Webber, Assistant County Clerk

September 14, 2020

Happy Valley Elementary School District
Michelle McKinny, Superintendent/Principal
3125 Branciforte Dr
Santa Cruz, CA 95065

Dear Michelle,

This is to inform you that there will not be an election for Happy Valley Elementary School District on November 3, 2020 because the number of candidates who filed a Declaration of Candidacy is equal to or less than the number of open seats. (Elections Code §10515).

Enclosed are the following items from the November 3, 2020: 1) Appointment In-Lieu of Election certificates including an Oath of Office (Education Code §5328) and information on filing Form 700 Conflict of Interest forms for the newly appointed board members.

Kyle Frandle	four-year
Katie Freeman	four-year
Rachel Click Richardson	two-year
Alyssa Jolliffe	two-year

The candidate and secretary should sign and complete the certificates on or after your organizational meeting when the appointments are made. The Form 700 Conflict of Interest form should be filled out within 30 days of taking office by the newly appointed board members. Please return the completed certificates to the County Clerk/Elections Department by January 4, 2021.

Following the election, this office will send you the Oath of Office for all candidates who were elected at the November 3, 2020 election along with a Statement of Vote. We will also be sending you a bill for the cost of your portion of the election if your district went to election otherwise an invoice is enclosed.

If you have any questions, please do not hesitate to call me at 831-454-2409.

Sincerely,

Tricia Webber
Assistant County Clerk

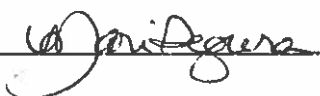
Appointment In-Lieu of Election and Oath of Office

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Gail L. Pellerin, County Clerk of Santa Cruz County, do hereby certify that in lieu of election held in and for said district on the 3rd day of November, 2020, Kyle Frandle was appointed in-lieu of election to the office of Happy Valley Elementary School District Governing Board Member, for a four-year term beginning, December 4, 2020 exactly as if elected at a general election for such office (Elections Code § 10515).

In Witness Whereof, I have hereunto affixed my hand and official seal this 3rd day of November, 2020.

Gail L. Pellerin, County Clerk

By 

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Kyle Frandle, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Candidate's Signature)

Subscribed and sworn to before me, this _____ day of _____, 2020

(Signature of Person Administering Oath)

(Title)

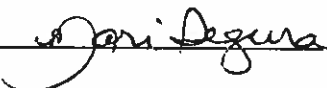
Appointment In-Lieu of Election and Oath of Office

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Gail L. Pellerin, County Clerk of Santa Cruz County, do hereby certify that in lieu of election held in and for said district on the 3rd day of November, 2020, Katie Freeman was appointed in-lieu of election to the office of Happy Valley Elementary School District Governing Board Member, for a four-year term beginning, December 4, 2020 exactly as if elected at a general election for such office (Elections Code § 10515).

In Witness Whereof, I have hereunto affixed my hand and official seal this 3rd day of November, 2020.

Gail L. Pellerin, County Clerk

By 

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Katie Freeman, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Candidate's Signature)

Subscribed and sworn to before me, this _____ day of _____, 2020

(Signature of Person Administering Oath)

(Title)

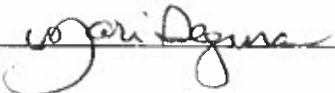
Appointment In-Lieu of Election and Oath of Office

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Gail L. Pellerin, County Clerk of Santa Cruz County, do hereby certify that in lieu of election held in and for said district on the 3rd day of November, 2020, Rachel Click Richardson was appointed in-lieu of election to the office of Happy Valley Elementary School District Governing Board Member, for a two-year term beginning, December 4, 2020 exactly as if elected at a general election for such office (Elections Code § 10515).

In Witness Whereof, I have hereunto affixed my hand and official seal this 3rd day of November, 2020.

Gail L. Pellerin, County Clerk

By 

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Rachel Click Richardson, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Candidate's Signature)

Subscribed and sworn to before me, this _____ day of _____, 2020

(Signature of Person Administering Oath)

(Title)

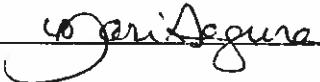
Appointment In-Lieu of Election and Oath of Office

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Gail L. Pellerin, County Clerk of Santa Cruz County, do hereby certify that in lieu of election held in and for said district on the 3rd day of November, 2020, Alyssa Jolliffe was appointed in-lieu of election to the office of Happy Valley Elementary School District Governing Board Member, for a two-year term beginning, December 4, 2020 exactly as if elected at a general election for such office (Elections Code § 10515).

In Witness Whereof, I have hereunto affixed my hand and official seal this 3rd day of November, 2020.

Gail L. Pellerin, County Clerk

By 

STATE OF CALIFORNIA }
County of Santa Cruz } ss.

I, Alyssa Jolliffe, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Candidate's Signature)

Subscribed and sworn to before me, this _____ day of _____, 2020

(Signature of Person Administering Oath)

(Title)

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 4, 2020

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

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SITE PLOT PLAN

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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

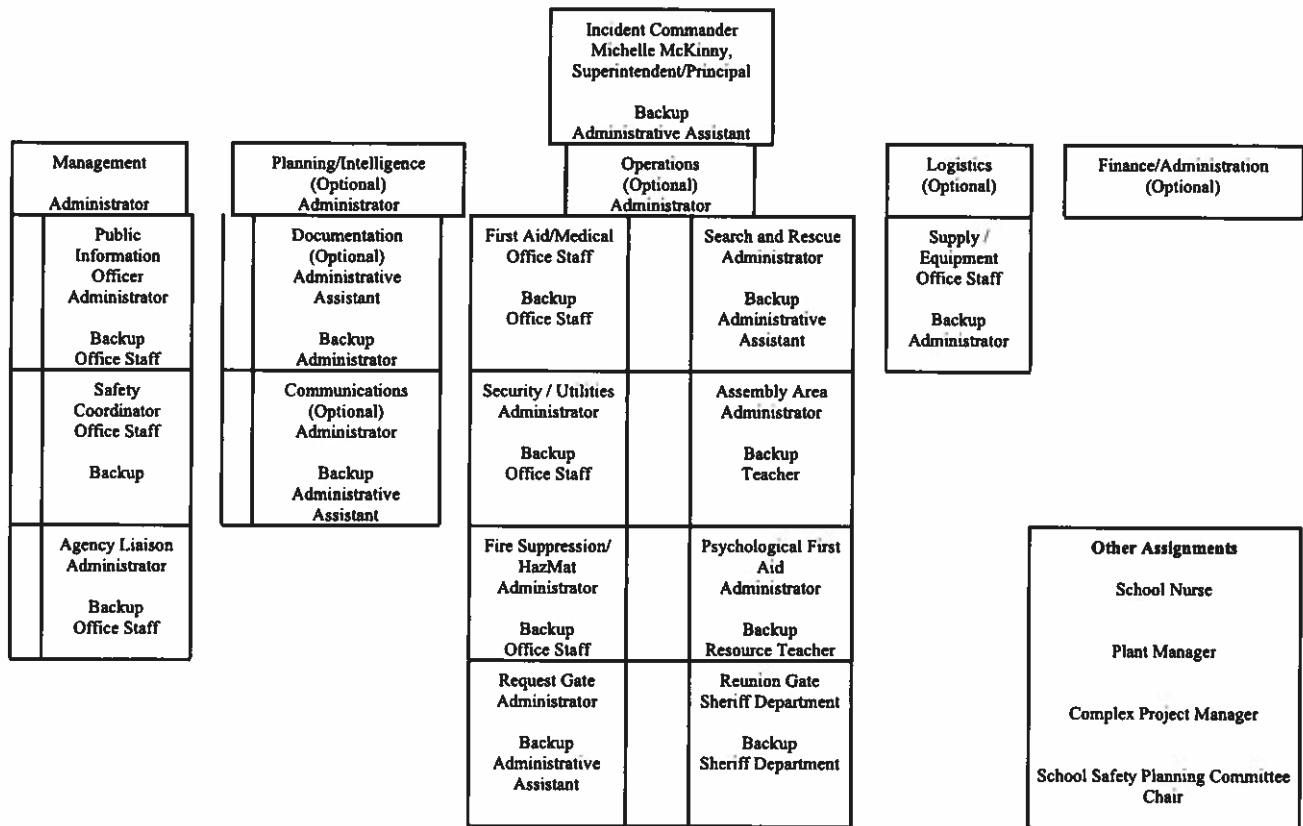
The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Within Happy Valley Elementary School District, these activities are 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 McKinny, Superintendent/Principal. The team is made up of the the following members:

Incident Commander:	<i>Michelle McKinny, Superintendent/Principal</i>
Public Information Officer:	<i>Administrator</i>
Safety Coordinator:	<i>Office Staff</i>
Agency Liaison:	<i>Administrator</i>

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: Parking Lot

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: *Office Staff*

Alternate Team Leader: *Office Staff*

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: Parking Lot

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: *Administrator*
Alternate Team Leader: *Resource Teacher*
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: Parking Lot

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>Administrator</i>
Alternate Team Leader:	<i>Administrative Assistant</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: Parking Lot

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: *Administrator*

Alternate Team Leader: *Office Staff*

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: Parking Lot

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: *Office Staff*
Alternate Team Leader: *Administrator*
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: Parking Lot

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: *Administrator*

Alternate Team Leader: *Teacher*

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: Parking Lot

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: *Administrator*
Alternate Team Leader: *Administrative Assistant*
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: Fire Station

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: *Sheriff Department*

Alternate Team Leader: *Sheriff Department*

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 Conference Center

Secondary: DeLaveaga Park

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: *Administrator*

Alternate Team Leader: *Office Staff*

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: Kitchen

Outside: Parking Lot

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: *Administrator*

Alternate Documentation Staff *Office Staff*

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: *Administrator*

Alternate Communications Staff Member: *Administrative Assistant*

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 # 831-423-8856] 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 # 831-423-8856] 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 # 831-423-8856] 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 CONDUCT

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 # 831-423-8856] 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 # 831-423-8856 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.

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.

Emergency Light:

Lanterns and batteries are kept in all classrooms

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:

No natural gas on site

Other:

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 McKinny 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 additions 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
Emphasize protective measures during flu season that should be utilized by children and staff including the following: <ul style="list-style-type: none">Remind children and staff to wash their hands often, especially after sneezing or coughing. Use soap and warm water or alcohol-based hand sanitizerAvoid touching your eyes, nose or mouthAvoid close contact with people who are sickCover your mouth and nose with a tissue or sleeve when coughing or sneezingPut your tissue in a trashcanStay home when you are sickWear a mask when you are sick and coughing	
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	

5.2 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 and 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"> • Drop, Cover and Hold. Get under a sturdy object, cover your head and neck, and hold on. Watch for falling objects • 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>. • If applicable, list you school's pre-designated Tsunami evacuation point and/or evacuation reunification instructions when special activities are held at the beach: • Make every effort to bring disaster supplies with you including access to public information, KSCO AM 1080 KGO AM 810 • 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. • 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). 	Administrator
<p>OFFICIAL WARNING If a Tsunami Watch is Issued:</p> <ul style="list-style-type: none"> • NOAA All Hazards Radio or stay tuned to your local radio KSCO AM 1080 KGO AM. • Check your Disaster Supplies Kit. • Review your evacuation plan • If any staff or students have special evacuation needs consider evacuating early. • Be ready to evacuate • Check in with the District via handheld radio 	Administrator
<p>OFFICIAL WARNING If a Tsunami Advisory is issued:</p> <ul style="list-style-type: none"> • 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. • 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. 	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

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

School		
Principal	<i>Michelle McKinny, 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>831-429-146</i>
Maintenance & Operations Director	
Director of Child Development Centers	
Director of Special Education	<i>831-429-146</i>
District Nurse	
Safety & Security Programs Supervisor	

Non-District		
Fire And Medical Emergencies		<i>911</i>
Air Quality Management District		<i>831-647-9411</i>
California Highway Patrol		<i>831-662-0511</i>
County Department of Public Health		<i>831-454-4000</i>
Gas Company		<i>831-426-4624</i>
Electric Company		<i>1-800-743-5000</i>
Local Police Department	<i>831-471-1121</i>	<i>831-471-1121</i>
Local Fire Station		<i>831-423-8856</i>
Local Hospital		<i>831-462-7700</i>
Water Company		<i>831-420-5220</i>
Poison Control Center		<i>211</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	
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.	
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.

APPENDIX A
FORMS

FORM A
EMERGENCY HAZARD ASSESSMENT SUMMARY

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 McKinny

Date: 12/09/2020

[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

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

FORM D - INJURY AND MISSING PERSONS REPORT

School Happy Valley Elementary School

Room Number _____

Teacher's Name _____

Date _____

Name	Type of Injury	Location
MISSING PERSONS		
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

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

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	[]	[]	[]	[]	
<u>Hazardous Materials</u>					
Custodial chemicals	[]	[]	[]	[]	<u>Chemical Type/Qty spilled or leaking:</u>
Lab chemicals	[]	[]	[]	[]	<u>Chemical Type/Qty spilled or leaking:</u>
Asbestos	[]	[]	[]	[]	
Lead	[]	[]	[]	[]	
<u>Physical Hazards</u>					
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. Library

2.

3.

4.

5.

6.

7.

8.

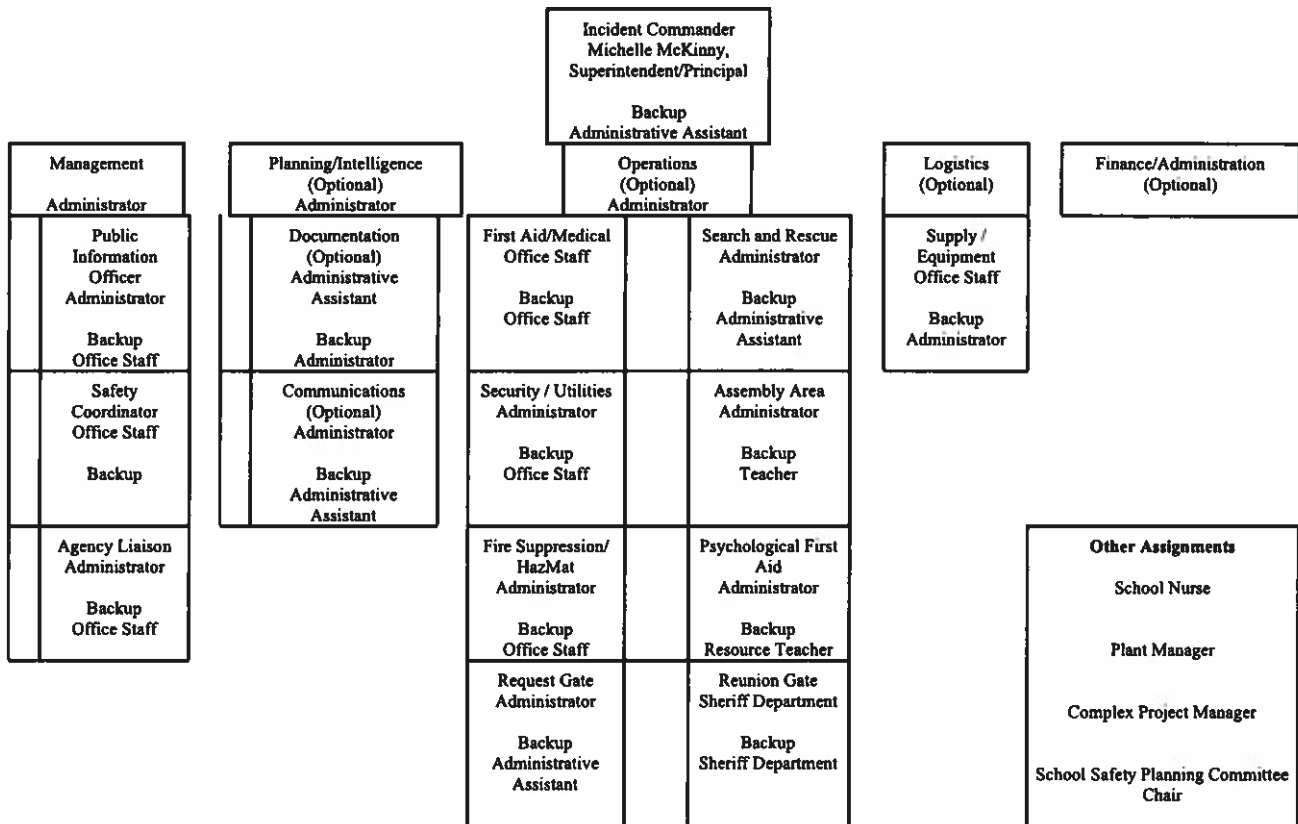
9.

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:				Prepared by:	
Site Call Back Phone Number: - -				Date:	Time: AM / PM
Emergency Cell Phone Number: - -		Alternate Number: - -			
1. Nature of the Emergency:					
Injuries	<input type="checkbox"/> Yes <input type="checkbox"/> No	# Injured	<input type="checkbox"/> # Immediate	<input type="checkbox"/> # Delayed	<input type="checkbox"/> # Minor
Missing Persons	<input type="checkbox"/> Yes <input type="checkbox"/> No	# Missing	<input type="checkbox"/> # Students	<input type="checkbox"/> # Staff	<input type="checkbox"/> # Other
Damage Assessment: <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)					
Describe Damage: (structural damage, hazards, fire, leaks, loss of utilities, debris, etc.)					
2. Emergency Actions:					
Emergency Procedures Plan Activated:		<input type="checkbox"/> Yes <input type="checkbox"/> No	General Information (Emergency Actions):		
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:			<input type="checkbox"/> All Students Dismissed		
Transportation Needed: <input type="checkbox"/> Standard Bus		<input type="checkbox"/> Yes <input type="checkbox"/> No	Number of Persons: # Standard Bus ____ / # Non-AMB ____ / # Wheelchair ____		
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):		
3. Request for Resources: <input type="checkbox"/> YES – List description of resource below or <input type="checkbox"/> NO RESOURCES REQUESTED					
RESOURCE REQUEST:					

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

Title	Last	First	Location	Extension	Voicemail
-------	------	-------	----------	-----------	-----------

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

**Happy Valley School District
Board Meeting Schedule
2020-2021**

**Proposed Revise
11.04.20**

Wednesday, July 29, 2020	3:30pm
Wednesday, September 9, 2020	3:30pm
Wednesday, September 16, 2020	3:30pm
Wednesday, October 14, 2020	3:30pm
Wednesday, November 4, 2020	3:30pm
Monday, December 14, 2020	3:30pm
Wednesday, January 27, 2021 (Special Board Meeting)	3:30pm
Wednesday, February 10, 2021	3:30pm
Wednesday, March 10, 2021	3:30pm
Wednesday, April 14, 2021	3:30pm
Wednesday, May 12, 2021	3:30pm
Wednesday, June 9, 2021	3:30pm
Wednesday, June 16, 2021	3:30pm



Superintendent/Principal
Michelle McKinny
mmckinny@hvesd.com

Happy Valley School

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Small School, Big Goals, Amazing Results
3125 Branciforte Drive
Santa Cruz, CA 95065
(831)429-1456



Administrative Assistant
Paige Lynd
plynd@hvesd.com

Dear Parents/Guardians,

Students at Happy Valley School are very fortunate to have so many opportunities to use computers and apply technology skills. The Curriculum Integration Center and computers in the classroom combine to create learning environments where technology is always available for students. All Happy Valley students will benefit from the integration of technology in all curriculum areas as well as the opportunity to engage in cooperative learning activities with other schools.

Although access to information via the Internet provides great opportunities for research and communication, we also have an obligation to protect students as they use these resources. To this end, the Happy Valley Board of Trustees adopted a policy addressing use of the Internet by students. Happy Valley School will be protected by an Internet filter through the Santa Cruz County Office of Education which will provide an extra layer of security.

Attached you will find a copy of the Board Policy, a list of Student Rules for Use of Computers and Computer Networks, and a Parent/Student agreement which must be signed.

Please contact me at school if you have any questions.

Sincerely,

Michelle McKinny
Superintendent/Principal



Superintendent/Principal
Michelle McKinny
mmckinny@hvesd.com

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Administrative Assistant
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HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

BOARD POLICY

Instruction **B.P. 6163.4 (a)**

Student Use of Technology

The Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. Every effort shall be made to provide equal access to technology throughout the school.

On-Line Services/Internet Access

The Board intends that the Internet and other on-line resources provided by the school be used to support the instructional program and to further student learning.

The Internet contains an unregulated collection of resources. The district does everything in their power to monitor the use of the Internet as to avoid student access to objectionable content, but the district cannot guarantee the accuracy of the information or the appropriateness of any material that a student may encounter. Internet content changes dynamically and is not under district control. Parents/guardians who do not wish their children to access Internet must submit a request in writing to the district administrator of the school. Acceptable Use regulations shall specify user obligations and responsibilities and shall indemnify the district for any damages.

The District Administrator or designee shall establish regulations governing student access to technology that are age appropriate. These regulations shall prohibit access to harmful matter on the Internet and preclude other misuses of the system. In addition, these regulations shall establish the fact that users have no expectation of privacy and that school staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by school rules shall be subject to disciplinary action, revocation of the user account and/or legal action as appropriate.

Staff shall supervise students while using on-line services and may ask teacher aides to assist in this supervision.



Superintendent/Principal
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mmckinny@hvesd.com

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Administrative Assistant
Paige Lynd
plynd@hvesd.com

Happy Valley Elementary School District Student Rules for Use of computer and Computer Networks

When you use school computers you agree to

1. Follow the directions of teachers and school staff
2. Abide by the rules of the school and school district
3. Obey the rules of any computer network you access
4. Be considerate and respectful of other users
5. Use school computers for school-related education and research only
6. Not use school computers and networks for personal (other than school assigned tasks)
7. Not change any software or documents (except documents you create)

Use of School Computers and access to the Internet is a privilege

1. If you do not follow the rules you will be disciplined, and you will lose your computer privileges

Do not produce, distribute, access, use, or store information, which is

1. Unlawful
2. Private or Confidential
3. Copyright protected
4. Harmful, threatening, abusive, or denigrates others
5. Obscene, pornographic, or contains inappropriate language
6. Interferes with or disrupts the work of others or causes congestion or damage to systems

Protector Your Password

1. Do not allow anyone else to use your password and do not use anyone else's password



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Acceptable Use Policy

Parent Agreement

As the parent or guardian of this student I have read the terms, conditions and rules of the Acceptable Use Policy that accompanies this Agreement. I understand that access to computer resources is designed for educational purposes but that it is impossible for the Happy Valley Elementary School District to restrict access to all controversial materials on the Internet or to monitor all material being placed on a computer system by its users. I will not hold the Happy Valley Elementary School District or its employees responsible for materials acquired or the consequences of such use or acquisition on the Internet or with the local area network. I understand that my child is subject to disciplinary or legal action for any violation of the rules contained in the Acceptable Use Policy.

I hereby give permission for my child to have Internet access at Happy Valley School.

ReqPay12d

Board Report

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-QOOO-SSS-MMM	Comment	Expensed Amount	Check Amount
953405	10/05/2020	AA SAFE & SECURITY CO.	01-0000-0-0000-8100-5800-200-2801	LOCK SERVICE		346.52
953406	10/05/2020	APPLE COMPUTER INC	01-3220-0-1110-1000-4400-200-0000	DISTANCE LEARNING COMPUTER USB COVID		305.20
953407	10/05/2020	ARTURO'S CLEANING SERVICE	01-0000-0-0000-8100-5524-200-2801	SEPT JANITORIAL SERVICE		2,100.00
953408	10/05/2020	IPEVO INC	01-3220-0-1110-1000-4400-200-0000	RM06 DOCUMENT CAMERA DISTANCE LEARNING COVID	249.56	
953409	10/05/2020	LERNER, JOAN	01-6500-0-5770-3140-5800-200-1304	OT	Unpaid Tax	229.85
953410	10/05/2020	PACIFIC GAS & ELECTRIC	01-0000-0-0000-8100-5511-200-2801	ELECTRIC		130.00
953411	10/05/2020	ROBERTSON & ASSOC CPAS	01-0000-0-0000-7191-5809-200-2801	AUDIT		9.86
953412	10/05/2020	SANTA CRUZ COUNTY CLERK	01-0000-0-0000-7100-5900-200-2801	ELECTION APPOINTING IN LIEU OF ELECTION		742.50
953413	10/05/2020	SANTA CRUZ MUNICIPAL UTILITIES	01-0000-0-0000-8100-5514-200-2801	WATER		75.00
953414	10/05/2020	SISC 3	01-0000-0- - -9514- - OCT H&W		10,738.00	310.70
953415	10/05/2020	US BANK	01-0000-0- - -9524- - OCT H&W		3,113.00	13,851.00
953944	10/12/2020	APPLE COMPUTER INC	01-0000-0-0000-2700-5900-200-2801	SURVEY MONKEY		26.00
953945	10/12/2020	AT&T	01-3220-0-1110-1000-4400-200-0000	DISTANCE LEARNING - COVID MAC		526.47
953946	10/12/2020	DeMeyer-Guyer, Sarah E	01-0000-0-0000-2700-5900-200-2801	PHONE	102.72	
			01-0000-0-0000-7200-5900-200-2801	PHONE	34.24	136.96
			01-3220-0-1110-1000-4300-200-0000	DISTANCE LEARNING AND MATERIALS AND SUPPLIES ROOM 6	22.50	
			01-9009-0-1110-1000-4300-200-RM06	DISTANCE LEARNING AND MATERIALS AND SUPPLIES ROOM 6	51.34	73.84

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ReqPay12d

Board Report

Checks Dated 10/01/2020 through 10/31/2020					
Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Check Amount
953947	10/12/2020	Doolan, Lindsey A	01-3220-0-1110-1000-4300-200-0000	DISTANCE LEARNING AND MATERIALS AND SUPPLIES ROOM 3	21.25
953948	10/12/2020	GREENWASTE RECOVERY INC	01-9009-0-1110-1000-4300-200-RM03	DISTANCE LEARNING AND MATERIALS AND SUPPLIES ROOM 3	225.96
953949	10/12/2020	IPEVO INC	01-0000-0-0000-8100-5523-200-2801	GARBAGE	444.96
953950	10/12/2020	Keenan, Kelly A	01-3220-0-1110-1000-4400-200-0000	DISTANCE LEARNING DOCUMENT CAMERA ROOM 2	249.56
953951	10/12/2020	MYNT SYSTEMS INC	01-0000-0-0000-8100-5800-200-2801	BATTERY BACK UP DESIGN FEE	1,500.00
953952	10/12/2020	Royer, Kate	01-3220-0-1110-1000-4300-200-0000	DISTANCE LEARNING AND CLASS SUPPLIES	43.35
953953	10/12/2020	SONOMA COUNTY OFFICE OF ED	01-3220-0-1110-1000-5800-200-0000	DISTANCE LEARNING AND CLASS SUPPLIES	167.00
953954	10/12/2020	US BANK EQUIPMENT FINANCE	01-9009-0-1110-1000-4300-200-RM06	DISTANCE LEARNING AND CLASS SUPPLIES	211.18
954477	10/19/2020	CARLY PERLMAN	01-1100-0-0000-7100-5600-200-3000	COPIER LEASE	33.14
954478	10/19/2020	DeMeyer-Guyer, Sarah E	01-1100-0-0000-7200-5600-200-3000	COPIER LEASE	132.54
954479	10/19/2020	DUDLEY, KIMBERLY	01-1100-0-1110-1000-5600-200-3000	COPIER LEASE	497.04
954480	10/19/2020	Royer, Kate	01-6512-0-5770-3120-5800-200-0000	OCT COUNS SERVICES	180.00
			01-3220-0-1110-1000-4400-200-0000	TPT ROOM 6 DISTANCE LEARNING	23.00
			01-0084-0-1110-1000-5800-200-0000	EDUCATIONAL COACHING	625.00
			01-3220-0-1110-1000-4300-200-0000	TPT ROOM 1 DISTANCE LEARNING	5.00
				Unpaid Tax	19.71-
					229.85

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ReqPay12d

Board Report

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
954481	10/19/2020	SCHOLASTIC, INC				
			01-3220-0-1110-1000-4300-200-0000	SCHOLASTIC NEWS DISTANCE LEARNING ROOM 6		137.41
955107	10/26/2020	COAST PAPER & SUPPLY, INC				
955108	10/26/2020	DeMeyer-Guyer, Sarah E	01-1100-0-0000-8100-4350-200-3000	JANITORIAL SUPPLIES		248.52
955109	10/26/2020	EARTHWORKS PAVING CONTRACTORS	01-9009-0-1110-1000-4300-200-RM06	ROOM 6 BOOKS		104.10
955110	10/26/2020	EMPLOYMENT DEVELOPMENT DEPT	01-0000-0-0000-8100-5600-200-2801	SEALCOAT AND RESTRIPE		13,600.00
955111	10/26/2020	FONG, MICHAEL	01- - - - -9515- - SUI QUARTER 3			83.26
955112	10/26/2020	Frier, Caroline K	01-6500-0-5770-3120-5800-200-1304	SEPT PSYCH		633.60
955113	10/26/2020	IVAN DEI ROSSI	01-3220-0-1110-1000-4300-200-0000	ROOM 2 TPT DISTANCE LEARNING COVID	62.19	
955114	10/26/2020	JOHNSON CONTROLS SECURITY	01-9009-0-1110-1000-4300-200-RM02	ROOM 2 MATERIALS AND SUPPLIES	147.90	210.09
955115	10/26/2020	MRC SMART TECHNOLOGY SOLUTIONS	01-0084-0-1110-1000-5900-200-0000	TECH PARCEL		4,740.00
			01-0000-0-0000-8100-5800-200-2801	COMPUTER LAB ALARM		117.20
			01-1100-0-0000-7100-5600-200-3000	COPIER USAGE	8.01	
			01-1100-0-0000-7200-5600-200-3000	COPIER USAGE	32.08	
955116	10/26/2020	PACIFIC GAS & ELECTRIC	01-1100-0-1110-1000-5600-200-3000	COPIER USAGE	120.29	160.38
955117	10/26/2020	STAPLES CREDIT PLAN	01-0000-0-0000-8100-5511-200-2801	PUMP HOUSE	35.19	
				STREET LIGHT	8.59	43.78
			01-1100-0-0000-2700-4350-200-3000	MATERIALS AND SUPPLIES	153.31	
			01-1100-0-0000-7200-4350-200-3000	MATERIALS AND SUPPLIES	51.10	
			01-9009-0-1110-1000-4300-200-RM02	MATERIALS AND SUPPLIES	125.34	
			01-9009-0-1110-1000-4300-200-RM03	MATERIALS AND SUPPLIES	43.59	373.34
Total Number of Checks					38	43,706.59

Fund Recap

Fund	Description	Check Count	Expensed Amount
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Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMMM	Comment	Expensed Amount	Check Amount
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Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	38	43,746.01
Total Number of Checks		38	43,746.01
Less Unpaid Tax Liability			39.42
Net (Check Amount)			43,706.59

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