

Cuddeback School
Board of Trustees Meeting
January 9, 2019
300 Wilder Road, Carlotta, CA 95528
Meeting held in Healthy Start Building
Regular Session @ 6:30 PM

AGENDA

1.0 Call to Order

2.0 Approval of Agenda Order

3.0 Consent Agenda

- 3.1 Approval of Minutes
- 3.2 Approval of Warrants
- 3.3 Water Test Results

4.0 Community Comment

The public may address the Board on any matter pertaining to the school district that is not on the agenda. Unless otherwise determined by the Board, each person is limited to five (5) minutes. If a large number wish to speak on a specific item, the Board may limit total input to twenty-five (25) minutes on any item. There will be no Board discussion except to ask questions or refer the matter to staff, and no action will be taken unless item is listed on the agenda.

5.0 Community Comment Related to LCAP

The public may provide input and discussion pertaining to the Local Control Accountability Plan in effort to address State Priority 8 (Increase opportunities for parents and families to be involved in school decisions-making processes).

6.0 Information/Discussion/Possible Action Items

- 6.1 Information Item: 4th Quarter Williams Uniform Complaint Report
- 6.2 Information/Discussion: Prop 39 Solar Project Update
- 6.3 Information/Discussion: CDE Safety Legislation Update

7.0 Superintendent's Report

8.0 Board Reports

9.0 Adjourn

Upcoming Meeting Dates:

- February 13
- March 13
- April 10

Cuddeback School
Board of Trustees Meeting
December 12, 2018
300 Wilder Road, Carlotta, CA 95528
Meeting held in Healthy Start Building
Regular Session @ 6:30 PM

AGENDA

1.0 Call to Order

Board Meeting called to order at 6:35 PM.

Present at the meeting were Harry Dibble, Leonard Ward, Todd Calvo, Erik Bess, Blaine Sigler, and Chelsie Orr. Jake Morss was absent.

2.0 Approval of Agenda Order

Mr. Calvo made a motion to approve the Agenda Order. Mr. Ward seconded the motion and it carried with one absent.

3.0 Board Reorganization

3.1 Oath of Office- Newly Appointed Board Members

Mr. Bess and Mr. Ward took the oath of office. Mr. Morss will be sworn in during the next Board Meeting in January.

3.2 Election of Officers

Mr. Calvo made a motion to elect Mr. Dibble as Board President. Mr. Bess seconded and the motion carried with one abstention and one absent.

Mr. Dibble nominated Mr. Calvo as Board Clerk. Mr. Ward seconded. Motion carried with one abstention and one absent.

3.3 Roster of Public Officials

No comment reported

3.4 Adoption of Meeting Calendar

Mr. Sigler suggested that closed sessions be held prior to regular meetings. It was agreed by The Board that all scheduled meetings be held on the second Wednesday of each month at 6:30PM.

Mr. Calvo made a motion to adopt the 2018-2019 meeting calendar. Mr. Dibble seconded. Motion carried with one absent.

3.5 Completion of Form 700

Board members will need to complete Form 700 when they take office, leave office, and all members must complete the form annually in the spring.

4.0 Consent Agenda

4.1 Approval of Minutes

After an exhaustive investigation, Mr. Sigler was able to give insight for the \$1500 discrepancy between last years janitorial supplies cost to date and our new supplier's to-date

cost. Although our new company's prices are better overall, our new foam soap and hand sanitizer had a large up-front cost.

4.2 Approval of Warrants

4.3 Water Test Results

Mr. Bess made a motion to approve the Consent Agenda. Mr. Ward seconded the motion and it carried, one absent.

5.0 Community Comment

No community comment noted.

6.0 Community Comment Related to LCAP

No comment reported

7.0 Information, Discussion, Possible Action Items

7.1 Possible Action Item: Consider Positive Certification of 1st Interim Financial Report
Mr. Calvo made a motion to give a positive certification. Mr. Ward seconded. Carried with one absent.

7.2 Possible Action Item: Accept 2017-2018 District Audit by D.L. Moonie & Co.
Findings and projected costs were discussed.

Mr. Bess made a motion to approve the audit. Mr. Calvo seconded. Motion carried, one absent.

7.3 Information Item: Prop 39 Solar Project Update

Mr. Woodworth has been to Cuddeback several times with his crew over Thanksgiving Break. They are now finished we are waiting for PG&E to come out to do their final approval, have our DSA inspection and have the energy company connect Cuddeback to solar.

7.4 Information Item: Low-Performing Students Block Grant

The money supplements students not on free and reduced, homeless/foster, etc. Qualifying students scored low on state testing. \$21,000 is the grant amount. More details to follow when information becomes available.

8.0 Superintendent's Report

We are currently in our interdistrict transfer acceptance period. It runs from 12/1/18-2/1/19.

The Board discussed the differences between TK and Kindergarten and the maximum class sizes and how it works logically.

We received our new computer lab laptops last week. Everyone is excited about the new computers and working with Chromebooks.

We just finished Santa's Workshop. It was a great success with many parents in attendance.

Christmas program is December 20th. It will be at the Riverlodge at 6:30.

Phase 2 of our roof project will continue this year with the office wing and bus garage being reroofed, if money allows. Mr. Sigler will have it rebid to present to The Board.

9.0 Board Reports

Mr. Calvo reminded everyone that Santa will be at Healthy Start at 11:30 on Sunday before hitching a ride with the Carlotta fire crew. Santa will take the fire truck around our community distributing gifts and goodwill.

The Board welcomed Mr. Bess.

Mr. Dibble would like to recognize how wonderful our staff is. They truly make Cuddeback the special place it is.

10.0 Adjourn

The meeting adjourned at 8:20 PM.

Upcoming Meeting Dates:

January 9

February 13

March 13

Board of Trustees Meeting 01/09/2019

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
PV-190355 U.S. BANK                COMPUTER MAT FOR CLASSROO    $25.72
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190356 U.S. BANK                PROPANE FOR BBQ             $23.94
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190357 U.S. BANK                VACUUM REPAIR              $146.95
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190358 U.S. BANK                OFFICE SUPPLIES            $28.99
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190359 U.S. BANK                OFFICE REFRESHMENTS        $24.99
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190360 U.S. BANK                OFFICE SUPPLIES            $13.94
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190362 U.S. BANK                KITCHEN SUPPLIES          $113.26
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190363 U.S. BANK                KITCHEN SUPPLIES          $25.72
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190364 U.S. BANK                KITCHEN SUPPLIES          $15.92
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190365 U.S. BANK                KITCHEN SUPPLIES          $90.75
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190366 U.S. BANK                KITCHEN SUPPLIES          $56.47
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190367 U.S. BANK                KITCHEN SUPPLIES          $96.62
        P.O.BOX 790408
        ST.LOUIS, MO 63179-0408

PV-190368 U.S. BANK                KITCHEN SUPPLIES          $61.98
  
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Board of Trustees Meeting 01/09/2019

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
P.O.BOX 790408
ST.LOUIS, MO 63179-0408

PV-190369 U.S. BANK                KITCHEN SUPPLIES                $18.11
P.O.BOX 790408
ST.LOUIS, MO 63179-0408

PV-190372 U.S. BANK                KITCHEN SUPPLIES                $36.77
P.O.BOX 790408
ST.LOUIS, MO 63179-0408

** TOTAL PAYMENT AMOUNT:                $780.13

**** BATCH TOTAL AMOUNT:                $780.13

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BOARD OF TRUSTEES PAYMENT REPORT

Board of Trustees Meeting 01/09/2019

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
PV-190374 HORIZON BUSINESS SERVICES    OFFICE SUPPLIES          $18.80
        1137 MAIN ST
        FORTUNA, CA 95540-2101

PV-190375 HORIZON BUSINESS SERVICES    OFFICE SUPPLIES          $209.51
        1137 MAIN ST
        FORTUNA, CA 95540-2101

PV-190376 HORIZON BUSINESS SERVICES    OFFICE SUPPLIES          $39.93
        1137 MAIN ST
        FORTUNA, CA 95540-2101
        ** TOTAL PAYMENT AMOUNT:          $268.24

PV-190382 MISSION LINEN & UNIFORM SERVI LINEN SERVICE    $111.59
        1401 SUMMER STREET
        EUREKA, CA 95501
        ** TOTAL PAYMENT AMOUNT:          $111.59

PV-190396 PITNEY BOWES                POSTAGE MACHINE LEASE    $110.19
        PO BOX 371887
        PITTSBURGH, PA 15250-7887
        ** TOTAL PAYMENT AMOUNT:          $110.19

PV-190378 RECOLOGY EEL RIVER            GARBAGE                  $509.27
        PO BOX 266
        FORTUNA, CA 95540
        ** TOTAL PAYMENT AMOUNT:          $509.27

PV-190381 RENNER                    BUS DIESEL                $207.71
        P O BOX 4868
        EUREKA, CA 95502
        ** TOTAL PAYMENT AMOUNT:          $207.71

PV-190380 RWS SERVICES                    RADIO REPAIRS            $210.13
        165 S. FORTUNA BLVD.
        FORTUNA, CA 95540
        ** TOTAL PAYMENT AMOUNT:          $210.13

PV-190394 SIGLER, BLAINE                SHREDDING                $18.13
        1631 VANCIL ST.
        FORTUNA, CA 95540

PV-190395 SIGLER, BLAINE                SHREDDING                $54.98
        1631 VANCIL ST.
        FORTUNA, CA 95540
        ** TOTAL PAYMENT AMOUNT:          $73.11

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BOARD OF TRUSTEES PAYMENT REPORT

Board of Trustees Meeting 01/09/2019

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
PV-190379 SONOMA COUNTY OFFICE OF ED  NCSOE PROGRAM SERVICE FEE  $3,500.00
          5350 SKYLANE BLVD.
          SANTA ROSA, CA 95403-8246
          ** TOTAL PAYMENT AMOUNT:    $3,500.00

PV-190377 VOYAGER SOPRIS LEARNING     LEARNING SUPPLIES          $83.83
          PO BOX 844615
          BOSTON, MA 02284-4615
          ** TOTAL PAYMENT AMOUNT:    $83.83

PV-190390 WISHNEFF, BRANDON           WATER OPERATOR             $400.00
          PO BOX 301
          FERNDALE, CA 95536
          ** TOTAL PAYMENT AMOUNT:    $400.00

PV-190393 WOODWORTH, PAUL            PROP 39 SOLAR PROJECT      $60,219.90
          1407 PENINSULA DR
          ARCATA, CA 95521-9659
          ** TOTAL PAYMENT AMOUNT:    $60,219.90

          **** BATCH TOTAL AMOUNT:    $66,603.45
    
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Board of Trustees Meeting 01/09/2019

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
PV-190400 A T & T CALNET 3          PHONE                      $107.53
        P.O.BOX 9011
        CAROL STREAM, IL 60197-9011
        ** TOTAL PAYMENT AMOUNT:    $107.53

PV-190404 ACSA                     ACSA MEMBER                 $650.00
        1575 BAYSHORE HIGHWAY
        BURLINGAME, CA 94010
        ** TOTAL PAYMENT AMOUNT:    $650.00

PV-190407 CDW GOVERNMENT           CHROMEBOOKS                $6,533.02
        75 REMITTANCE DR. SUITE 1515
        CHICAGO, IL 60675-1515

PV-190408 CDW GOVERNMENT           CHROMEBOOKS                $806.40
        75 REMITTANCE DR. SUITE 1515
        CHICAGO, IL 60675-1515
        ** TOTAL PAYMENT AMOUNT:    $7,339.42

PV-190405 CRYSTAL SPRINGS BOTTLED WATER WATER $14.00
        PO BOX 3786
        EUREKA, CA 95502

PV-190406 CRYSTAL SPRINGS BOTTLED WATER WATER $16.00
        PO BOX 3786
        EUREKA, CA 95502
        ** TOTAL PAYMENT AMOUNT:    $30.00

PV-190403 DAVID L. MOONIE & CO. LLP  AUDITING SERVICES          $2,280.00
        325 2ND ST.,SUITE 301
        EUREKA, CA 95501
        ** TOTAL PAYMENT AMOUNT:    $2,280.00

PV-190402 DECKER EQUIPMENT          LOCKS                       $54.69
        P.O. BOX 176
        215 S SHERMAN ST
        VASSAR, MI 48768
        ** TOTAL PAYMENT AMOUNT:    $54.69

PV-190409 DIBBLE, LANI              COMMUNITY CENTER            $257.89
        P O BOX 326
        CARLOTTA, CA 95528

PV-190410 DIBBLE, LANI              COMMUNITY CENTER            $157.23
        P O BOX 326
        CARLOTTA, CA 95528

PV-190411 DIBBLE, LANI              COMMUNITY CENTER            $55.30
        P O BOX 326

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Board of Trustees Meeting 01/09/2019

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
CARLOTTA, CA 95528

PV-190412 DIBBLE, LANI                COMMUNITY CENTER          $149.91
          P O BOX 326
          CARLOTTA, CA 95528
          ** TOTAL PAYMENT AMOUNT:      $620.33

PV-190416 MCGRATH FIVE INC          CAFETERIA                  $7.96
          1085 SOUTH FORTUNA BLVD
          FORTUNA, CA 95540

PV-190417 MCGRATH FIVE INC          CAFETERIA                  $14.24
          1085 SOUTH FORTUNA BLVD
          FORTUNA, CA 95540

PV-190418 MCGRATH FIVE INC          CAFETERIA                  $13.97
          1085 SOUTH FORTUNA BLVD
          FORTUNA, CA 95540

PV-190419 MCGRATH FIVE INC          CAFETERIA                  $59.68
          1085 SOUTH FORTUNA BLVD
          FORTUNA, CA 95540

PV-190420 MCGRATH FIVE INC          CAFETERIA                  $38.87
          1085 SOUTH FORTUNA BLVD
          FORTUNA, CA 95540

PV-190421 MCGRATH FIVE INC          EXCEL SNACKS              $10.97
          1085 SOUTH FORTUNA BLVD
          FORTUNA, CA 95540
          ** TOTAL PAYMENT AMOUNT:      $145.69

PV-190398 P G & E                    POWER                      $1,668.82
          BOX 997300
          SACRAMENTO, CA 95899-7300

PV-190399 P G & E                    POWER                      $204.48
          BOX 997300
          SACRAMENTO, CA 95899-7300
          ** TOTAL PAYMENT AMOUNT:      $1,873.30

PV-190422 PITNEY BOWES              POSTAGE                    $6.34
          PO BOX 371887
          PITTSBURGH, PA 15250-7887
          ** TOTAL PAYMENT AMOUNT:      $6.34
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Board of Trustees Meeting 01/09/2019

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
PV-190397 PRESENCE LEARNING INC.      SLP SERVICES                $2,480.42
        DEPT LA 24306
        PASADENA, CA 91185-4306
        ** TOTAL PAYMENT AMOUNT:      $2,480.42

PV-190413 SYSCO FOOD SERVICES        CAFETERIA                    $116.88
        7062 PACIFIC AVENUE
        PLEASANT GROVE, CA 95668

PV-190414 SYSCO FOOD SERVICES        CAFETERIA SUPPLIES          $310.79
        7062 PACIFIC AVENUE
        PLEASANT GROVE, CA 95668

PV-190415 SYSCO FOOD SERVICES        CAFETERIA                    $573.23
        7062 PACIFIC AVENUE
        PLEASANT GROVE, CA 95668
        ** TOTAL PAYMENT AMOUNT:      $1,000.90

PV-190401 VERIZON WIRELESS           PHONE                        $470.81
        P.O.BOX 660108
        DALLAS, TX 75266-0108
        ** TOTAL PAYMENT AMOUNT:      $470.81
        **** BATCH TOTAL AMOUNT:      $17,059.43

TOTAL NUMBER OF PAYMENTS:    28          **** GRAND TOTAL AMOUNT:    $84,443.01
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The above Payable transactions have been issued in accordance with the District's policies and procedures. It is recommended that the Board of Trustees approve them.

Authorized Agent

Board Agenda Backup Information

Date: 1/9/19

Agenda Item #: 6.1

Agenda Topic: *Williams Quarterly Uniform Complaint Report*

Background Information and/or Statement of Need:

This is our quarterly compliance with Education Code 35186 that summarizes our information related to the requirements of the Williams Uniform Complaint Report.

Superintendent's Recommendation:

Information only

Financial Impact:

None at this time.



Cuddeback

“National Blue Ribbon Award Winner 1994”
 “California Distinguished School Award Winner 1993”

UNION SCHOOL DISTRICT

P.O. Box 7 • 300 Wilder Road • Carlotta, California 95528 • (707) 768-3372 • FAX 768-3211

Blaine Sigler, Superintendent / Principal

Board of Trustees

- Harry Dibble, *Board President*
- Todd Calvo, *Member*
- Erik Bess, *Member*
- Jacob Morss, *Member*
- Leonard Ward, Jr., *Member*

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

Quarterly Reporting Period (please check one)

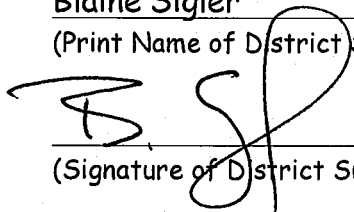
- First Quarter 2018 January 1 through March 31, 2018
- Second Quarter 2018 April 1 through June 30, 2018
- Third Quarter 2018 July 1 through September 30, 2018
- Fourth Quarter 2018 October 1 through December 31, 2018

PLEASE CHECK THE BOX THAT APPLIES:

- No complaints were filed with any school in the district during the quarter indicated above.
- Yes, complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

Blaine Sigler
 (Print Name of District Superintendent)


 (Signature of District Superintendent)

Please return hard copy to:
 Rosemarie Butler, School Support
 Humboldt County Office of Education
 or Fax: **707-445-7149**

by: Quarter 1 due: 04/10/2018
 Quarter 2 due: 07/10/2018
 Quarter 3 due: 10/10/2018
 Quarter 4 due: 01/10/2019

Board Agenda Backup

Date: *1/9/19*

Agenda Item #: *6.2*

Agenda Topic: *Prop 39 Solar Project Update*

Background Information and/or Statement of Need:

Solar implementation is very likely within the next month. I will provide more details at meeting.

Superintendent's Recommendation:

Information & discussion

Financial Impact:

This project will exhaust our Prop 39 funds as planned.

Board Agenda Backup

Date: 1/9/19

Agenda Item #: 6.3

Agenda Topic: *CDE Safety Legislation Update*

Background Information and/or Statement of Need:

AB 1747 takes effect at the start of the new year – along with many other laws and requirements. Although Cuddeback does qualify for a small school exception (under 2,500 ADA), we do have safety plan requirements and need to study our current plan. Plans are required to be approved at district level by March 1st each year.

I have included the Cuddeback Emergency Plan, a memo from CDE regarding safety updates in general, with additional guiding resources available.

Superintendent's Recommendation:

Discussion and input.

Financial Impact:

None



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

January 3, 2019

Dear County and District Superintendents and Charter School Administrators:

**Comprehensive School Safety Plan Reminder, Legislative
Update, and School Safety Resources**

First and foremost, I wish to acknowledge the courage, resilience, and dedication of educators, first responders, and community support providers who, in the midst of experiencing their own devastating losses, continue to support, nurture, and strive to revitalize students, staff, and school communities impacted by the recent California fires.

During these times of devastating wildfires and unprecedented gun violence in our state and nation, it is more critical than ever to ensure that comprehensive school safety plans (CSSPs) are updated and approved and that procedures are practiced regularly by staff and students.

The California Department of Education (CDE) is committed to continuing to assist you and your schools to become as prepared as possible for emergencies and to maintain safe and secure school environments throughout the year.

Schools, districts, and counties must comply with California *Education Code (EC)* sections 32280–32289. It is your responsibility to ensure ongoing compliance with these requirements, including the development, revision, and updating of CSSPs through a collaborative process, and that plans be approved annually by the school district or county office of education by March 1. CDE Safe Schools Planning resources are available on the CDE Safe Schools Planning web page at <https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>.

Legislative Update

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

January 3, 2019

Page 2

This bill requires the CSSP to also include procedures for conducting tactical responses to criminal incidents. AB 1747 may be accessed in its entirety by visiting the California Legislative Information web page at https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1747.

In compliance with this bill, the CDE provided general direction to school districts and county offices of education (COEs) on what to include in the school building disaster plan. The February 1, 2018, Annual School Safety Plan Update Guidance letter can be viewed at <https://www.cde.ca.gov/nr/el/le/yr18ltr0201.asp>. An updated School Safety Plan Compliance Checklist for developing a CSSP will be posted on the CDE website soon.

Also effective January 1, 2019, AB 2291 (Chiu), School Safety: Bullying, became law. This bill requires local educational agencies (LEAs) to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. AB 2291 can be accessed in its entirety by visiting the California Legislative Information web page at https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2291.

In compliance with this bill, the CDE has developed and posted an online training module related to bullying and bullying prevention, including cyberbullying. The Bullying Module—School Safety document can be accessed at <https://www.cde.ca.gov/ls/ss/se/documents/bullymodule1.docx>.

The bill requires schools operated by a school district or COE and charter schools to annually make available this online training module to certificated school site employees and all other school site employees who have regular interaction with pupils.

Mandated Reporter Online Training

The California Department of Social Services (DSS) has updated Mandated Reporter Online Training for School Personnel. To access the Mandated Reporter Online Training for School Personnel, please visit the Child Abuse Mandated Reporter website at <https://mandatedreporterca.com/>. DSS will be translating this training into Spanish and additional threshold languages in the future.

Senate Bill 1178 (Vidak) was passed by the California Legislature in August 2016 and authorized the State Superintendent of Public Instruction to design a poster that notifies children of the appropriate number to call to report child abuse or neglect. The poster is required to incorporate specified elements and be produced in five different languages. The legislature encourages school districts, charter schools, and private schools to post the appropriate version or versions of the poster in an area of the school where pupils frequently congregate.

A small group of California public school students, ranging from ages twelve through fourteen, collaborated to design several posters for this legislation. At the culmination of the project, the students presented the posters to the CDE administration for selection. The Child Abuse Prevention posters are in five languages in addition to English. To view these posters, please visit the CDE Child Abuse Prevention web page at <https://www.cde.ca.gov/ls/ss/ap/>.

Readiness and Emergency Management for Schools Training in 2019

The CDE will be sponsoring two statewide trainings provided by Readiness and Emergency Management for Schools (REMS) Technical Assistance Center (U.S. Department of Education, Office of Safe and Healthy Students). The train-the-trainer full day session, titled Developing Emergency Operations Plans K–12 101, will be hosted by Marin COE on March 11, 2019, with registration information available soon. The San Diego COE training date will be announced at a later date.

Protecting Youth from Sexual Misconduct

The CDE hosted a pre-conference session titled “Protecting Our Youth from Sexual Misconduct, Assault, and Commercial Sexual Exploitation” at the Ninth Annual School Safety Conference in Orange County. The session featured experts from the U.S. Department of Education, Office of Safe and Healthy Students, the Federal Bureau of Investigation, San Mateo COE, California Governor’s Office of Emergency Services, California Interscholastic Federation, and CDE. Topics included federal and local educator perspectives on preventing trafficking, assault, and exploitation in schools; commercial sexual exploitation of youth; and protecting young athletes. Materials from the session are available below:

- National Center on Safety Supportive Learning Environments:
<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/>
- US Department of Homeland Security Blue Campaign:
<https://www.dhs.gov/sites/default/files/publications/bc-inf-ed101-ht-101-for-school-administrators-staff.pdf>
- Readiness and Emergency Management for Schools Technical Assistance Center:
https://rems.ed.gov/docs/Sextortion_Fact_Sheet_Draft_for_Compliance_508C.pdf

I encourage your participation in the July 17–19, 2019, Safe Schools Conference in Orange County. More information regarding the Safe Schools Conference can be found on the Safe Schools Conference website at <http://safeschoolsconference.com/>.

January 3, 2019
Page 4

For additional emergency services resources for schools and educators, please visit the California Governor's Office of Emergency Services Resources for Schools and Educators web page at <http://www.caloes.ca.gov/for-schools-educators>.

Thank you for your dedication and service to the safety, security, and well-being of all California students, education teams, and school communities.

If you have any questions regarding this subject, please contact Nancy Zarenda, Education Policy Consultant, at 916-445-8441 or nzarenda@cde.ca.gov.

Sincerely,

A handwritten signature in black ink that reads "Tom Torlakson". The signature is written in a cursive, slightly slanted style.

Tom Torlakson

TT:nz
2018-07875

California Department of Education
Official Letter

February 1, 2018

Dear County and District Superintendents and Charter School Administrators:

Comprehensive School Safety Plans: Annual School Safety Plan Update Reminder and New Guidance

The California Department of Education (CDE) is committed to helping you and your schools become as prepared as possible for emergencies and to maintain safe and secure school environments year-round. This message includes reminders and new direction for enhancing comprehensive school safety plans and the planning process.

The safety of our children and education communities is our greatest responsibility. Thank you for all you do to make our schools safe, secure, and welcoming for all students, families, and educators. It is essential to reflect on accomplishments and lessons learned last year and to implement new and improved actions this year. It is also time to ensure that comprehensive school safety plans are revised, updated, and approved by March 1, 2018.

In light of the increase in serious school and public safety concerns and emergency events and to inform safety plan revisions and updates, school leaders should ask:

- Did our local educational agency (LEA) conduct drills and exercises effectively, and what did we learn from them?
- Has our LEA developed and maximized relationships with first responder agencies and community partners?
- Are all of our educators and school staff trained and prepared for emergencies?
- What areas need plan improvement and what resources do we need to build capacity?

Comprehensive School Safety Plan Revisions and Approval due March 1, 2018

Schools and districts must comply with California *Education Code (EC)* sections 32280–89. It is your responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of comprehensive school safety plans through a collaborative process and that plans be approved annually by the school district or county office of education by March 1. School site councils or designated safety committees must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current. The safety plans must comply with all requirements, and counties must notify the CDE by October 15, 2018, of any schools that have not complied.

EC Section 32281(a): States that each school and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

EC Section 32288(a): Requires that each school forward its comprehensive school safety plan to the school district or county office of education for approval.

EC Section 32288(c): Requires that each school district or county office of education annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

I encourage the inclusion of policies and practices that go beyond *EC* requirements, including, but not limited to, threat assessment protocols, mental health policies, bullying prevention policies, active aggressor/shooter protocols, lockdown and shelter-in-place procedures, and regular drills and exercises for all staff.

Discrimination and Harassment Policy

SMALL
SCHOOL
EXCEPTION

It is imperative that school safety plans present clear policies to address hate crimes, acts of violence, and their perpetrators. In accordance with *EC* Section 32282(a)(2)(E), the comprehensive school safety plan shall include a discrimination and harassment policy consistent with the prohibition against discrimination.

We know that a positive school climate is the most important factor in increasing safety, security, social-emotional growth, and academic achievement. According to the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, "Positive school climates enhance safety in the school and community by increasing communication between students, families, and school personnel." Focus on a positive school climate has the potential to reduce violence, bullying, and even suicides. For more information regarding positive school climate and resources to improve school climate, please visit the CDE Positive School Climate Web page at <https://www.cde.ca.gov/ls/ss/se/schoolclimate.asp> or visit the REMS School Climate and Emergencies Web page at <https://rems.ed.gov/K12SchoolClimateAndEmerg.aspx>.

School Safety Plan Approval Process Guidelines

A key recommendation in the California State Auditor (CSA) Report 2016-136, *School Violence Prevention*, is that school districts and county offices of education should monitor and approve their schools' comprehensive school safety plans. In the report, Rocklin Unified School District and Placer County Office of Education were identified as having implemented best practices to help ensure that safety plans are updated and approved annually.

For more information on CSA Report 2016-136, please visit the California State Auditor Web page at <https://www.auditor.ca.gov/reports/2016-136/introduction.html>.

Effective practices identified in the report include:

- LEA distribution of a safety plan template to school sites for schools to modify and include site-specific procedures.
- LEA use of a document-tracking system to ensure that its schools submit safety plans in a timely manner so that the district can review and approve them before the March 1 deadline.
- County office of education requirement that districts in its jurisdiction certify that they have reviewed and approved all of their schools' safety plans each year.

I encourage you to review and revise your monitoring and approval processes to ensure compliance with *EC* requirements.

For comprehensive school safety planning resources, please visit the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschplanning.asp>.

You may also visit the CDE Resource: Local Education Agencies' Responsibility to Students Web page at <https://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>.

Building Disaster Plans

CSA Report 2016-136 recommends that, in addition to earthquake evacuation and fire drill procedures that are required specifically, general direction be provided to schools on what to include in their school building disaster plans as required by *EC* Section 32282(a)(B)(l).

Emergency procedures and drills for the following situations should be considered when developing school building disaster plans; these may include but are not limited to:

- Fire
- Relocation/Evacuation
- Bomb Threat
- Bioterrorism/Hazardous Materials
- Earthquake
- Flood
- Power Failure/Blackout
- Intruders/Solicitors
- Weapons/Assault/Hostage
- Explosion
- Gas/Fumes

Emergency procedures should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners.

State Compliance Audit Guide

Beginning in the 2018–19 school year, comprehensive school safety plans will be audited through the annual audits required by EC Section 41020 to ensure that comprehensive school safety plans are updated and approved by March 1 of each year. Compliance with the following EC sections will be audited:

EC Section 32286(a): Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

EC Section 32288(a): In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

EC Section 32288(c): In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Training for School Behavioral Threat Assessments

To assist schools and districts in assessing behavioral threats, and in collaboration with the U.S. Department of Education REMS Technical Assistance Center, the CDE sponsored two statewide trainings recently, titled: *School Behavioral Threat Assessments: An Introduction*.

If you were unable to attend this training, I encourage you to review the REMS Use of Social Media in Behavioral Threat Assessments Webinar at <https://rems.ed.gov/SocialMediaThreatAssessment2016Webinar.aspx>.

For additional emergency services resources for schools and educators, please visit the California Governor's Office of Emergency Services Resources for Schools and Educators Web page at <http://www.caloes.ca.gov/for-schools-educators>.

If you have any questions regarding this subject, please contact Nancy Zarenda, Education Policy Consultant, Coordinated School Health and Safety Office, by phone at 916-445-8441 or by e-mail at nzarenda@cde.ca.gov.

Sincerely,

Tom Torlakson

TT:nz
2018-00679

Last Reviewed: Thursday, February 1, 2018

Chapter 1: What Is Bullying?

Bullying is an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals with the intent to cause harm. Students who are the targets of bullying behavior and those who exhibit bullying behavior toward others may suffer serious, lasting consequences. In order to be considered bullying, the behavior must include:

A Deliberate Act: To cause emotional or physical harm to another individual.

An Imbalance of Power: Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.

Repetition: Bullying behaviors that display more than one time or have the potential to happen more than once.

Verbal, Social/Psychological/Relational, and Physical are three types of bullying outlined by the federal government and the U.S. Department of Health and Human Services.

Verbal Bullying is saying or writing hurtful things. Examples include:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships. Examples include:

- Leaving someone out of an activity on purpose
- Influencing others not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical Bullying involves inflicting harm upon a person's body or damaging their possessions. Examples include:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's possessions
- Making cruel or rude hand gestures

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and website. This type of bullying is becoming more prevalent every day. Examples include:

- Demeaning or hateful text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different? Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior.

- Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Common Signs that a Student is a Target of Bullying Include:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Important Fact: The Centers for Disease Control and Prevention have found 20 percent of high school-aged students have experienced some form of bullying on school grounds in their lifetime. It is also alarming to note that more than 160,000 United States students stay home from school each day for fear of being bullied; 8 percent of students miss one day of class per month due to fear of being targeted by a bully; and more than 280,000 students are physically attacked in secondary schools each month.

Adults and bystanders (those who witness incidents) need to step up and help students and classmates who are being bullied. Students are often reluctant to report bullying incidents out of fear of being labeled as a “snitch” or fear that bullying will increase if it is reported. Students should be encouraged to report bullying incidents and be praised when they do so.

Resources

Please visit the federal government’s Stopbullying.gov website at <https://www.stopbullying.gov/>

Please visit the U.S. Department of Health and Human Services website at <https://www.hhs.gov/>

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the Eyes on Bullying website at <http://eyesonbullying.org/>

Please visit the Olweus Bullying Prevention Program website at <http://www.violencepreventionworks.org>

Please visit the PACER’s National Bullying Prevention Center website at <http://www.pacer.org/bullying/>

Please visit the Keenan School Safety Center and receive free training at <https://www.keenan.com/bullying-prevention-2/>

Please visit the National Alliance for Youth Sports and receive free training at <http://www.nays.org/resources/more/free-bullying-prevention-training/>

Emergency Plan Short Form

This emergency plan is a highly condensed version of the 140 page Emergency Management Response Plan, which can be downloaded at the ERV-REMS web site. This short form provides instructions for assembling the key documents you'll need to access during an emergency, including maps, emergency numbers, and an emergency responsibilities chart.

Cuddeback School

Principal's Signature

August 27, 2018

Date

*****Student & Staff Roster:** The one vital safety document which is not in this binder is a current list of all students (with emergency contact info.) and all school personnel.

These lists should be easily accessible and portable in the event of a school evacuation.***

<u>CONTENTS</u>	<u>SECTION</u>	<u>Completed?</u> Yes/No
Maps (Evacuation, Assembly Areas, Site Plan) Utility Turnoff Procedures Teacher Buddy System	Section A	
Emergency Phone Numbers	Section B	
Alarm Signals & Procedures	Section C	
ICS Organization Chart & Emergency Responsibilities	Section D	
Universal Emergency Procedures (Lockdown, Evacuation, etc.)	Section E	
Assembly Areas	Section F	
Student Accounting & Release Procedures	Section G	
Students Needing Special Assistance—Master List	Section H	
Communication Guidelines Emergency Hotline Instructions Telephone Tree Complete Staff Directory	Section I	
Training & Drill Logs	Section J	
School Crisis Intervention Team System of Support Flowchart	Section K	
To Do (at the beginning of each school year)	Section L	

(Section A)

MAPS

This map includes the following:

- **Evacuation Routes**
- **Assembly Area Map** : All classes are to assemble on the lower basketball court and line up by classes.
- **Site Plan Map** showing all of the following locations: every classroom, all exits, all utility shut-offs, fire extinguishers, fire alarm & security alarm panels
- **Turning off utilities**: Gas valves behind South corner of the cafeteria and South corner of Healthy Start. Main electric shutoff located in boiler room on electrical panel. Additional electric shut off is located inside the music room which is located inside the cafeteria. Healthy Start's electric shut off is located on the back deck(South East Side) Main Water shut off located at the well.

Teacher Buddy System

The following classrooms are required to check on each other and report problems to the Incident Commander:

Rooms	7, 8 and 9
Rooms	5 and 6
Rooms	3 and 4
Rooms	1 and 2
Office / Healthy Start / Kitchen	

(Section C)

Alarm Signals & Procedures

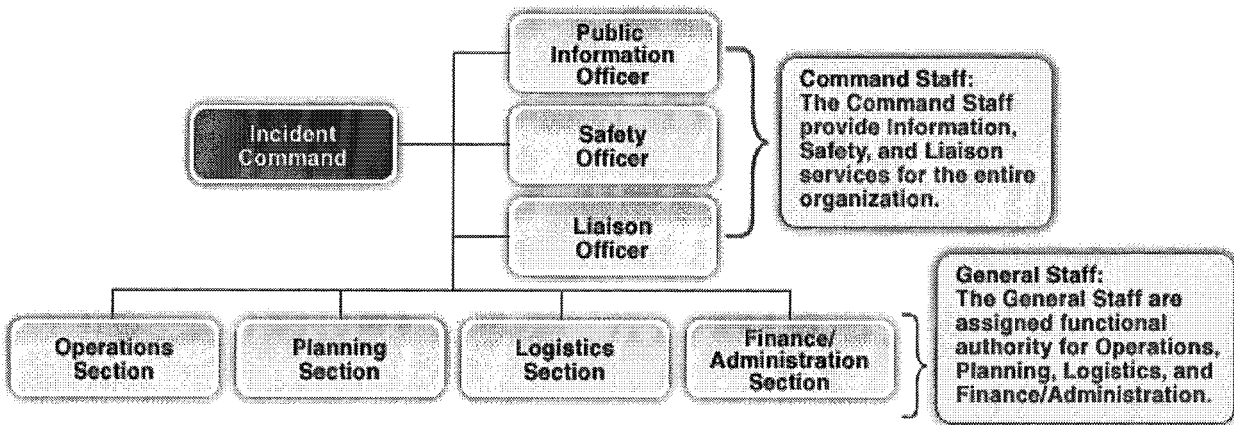
LOCK DOWN: A series of three long bells will sound. This will be the regular bell, not the fire alarm, and will be continued for up to 45 seconds. Directions will follow on Intercom.

FIRE: HIGH PITCHED SHREEK WITH FLASHING LIGHTS

ICS Organization Chart

(Section D)

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff. The Incident Commander will add positions only as needed.



Management Function Descriptions

Below is a brief description of the major ICS functions:

Incident Command	Sets the incident objectives, strategies, and priorities and has overall responsibility for the incident.
Operations	Conducts operations to reach the incident objectives. Establishes the tactics and directs all operational resources.
Planning	Supports the incident action planning process by tracking resources, collecting/analyzing information, and maintaining documentation.
Logistics	Provides resources and needed services to support the achievement of the incident objectives.
Finance & Administration	Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analyses.

Command Staff

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.

ICS / Emergency Management Response Team (Section D) Roles and Responsibilities

The principal, as Incident Commander (IC) is typically in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks.

Title	Role, Responsibility
<u>Incident Command:</u> Principal	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed
<u>Safety Official:</u> Security, Law Enforcement	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities
<u>Public Information Official:</u> Media Liaison	Develop relationship with local media reps.; prepare media releases; establish "media center" near Command Post; coordinate information with Incident Commander and District Support Team; document activities
<u>Liaison Official:</u> Liaison to Outside Agencies	Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when the need arises; document activities
<u>Planning/Intelligence:</u> Situation Analysis	Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities
<u>Operations:</u> Student Accounting & Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
<u>Operations:</u> Facility & Environmental	Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility); document activities
<u>Operations:</u> First Aid, CPR, Medical	Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; document activities
<u>Operations:</u> Search & Locate Team	Conduct damage assessments. Conduct rescues (always in teams of at least two). Transport injured to first aid station. Maintain communication with student release/staff accounting team. Determine missing persons. Report all findings to Operations Chief.
<u>Operations:</u> Crisis Intervention & Response	Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities
<u>Operations:</u> Food, water, sanitation	Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities
<u>Logistics:</u> Communications	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; document activities
<u>Logistics:</u> Supplies	Responsible to establish and maintain "Emergency Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities
<u>Finance:</u> Documentation	Responsible for overall documentation and record keeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records

Emergency Response Team Assignments (Section D)

In general, Incident Command System (ICS) or Emergency Response Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school Emergency Response Team assignments.

Title	Name(s) Location & Numbers	Alternate Name(s) Location & Numbers
<u>Incident Command:</u> Principal	Blaine Sigler 707-725-8801 707-599-3009	Lindsi Reback 707-768-9021 707-499-2952
<u>Public Information Official:</u> Media Contact	Blaine Sigler	Cori Borges
<u>Liaison Official:</u> Liaison to Outside Agencies	Darren Kanen (Maintenance Person)	707-599-5676
<u>Planning/Intelligence:</u> Situation Analysis	Carla Basquez 707-845-9130	
<u>Operations:</u> Student Accounting & Release	Chelsie Orr (School Secretary)	Ronda Jensen (After School Director) 707-499-4270
<u>Operations:</u> Facility & Environmental	Darren Kanen (Maintenance Person)	707-599-5676
<u>Operations:</u> First Aid, CPR, Medical	Rob Orr / Berna Church	Ronda Jensen 707-499-4270
<u>Operations:</u> Search & Locate Team	Laurie Bravo/Collen Sagaser/ Rob Orr	Ronda Jensen 707-499-4270
<u>Operations:</u> Crisis Intervention & Response	Moriah Miranda/Lani Dibble/Nadine Clark Geri Linari	FUHS Counseling Department
<u>Operations:</u> Food, water, sanitation	Maintenance/Carlotta Volunteer Fire Department	Terri Dillingham
<u>Logistics:</u> Communications	HAM Radio Operator/	
<u>Logistics:</u> Supplies	CERT TEAM	
<u>Administration & Finance:</u> Documentation	Blaine Sigler	Chelsie Orr

Emergency Responsibilities (Section D)

The following is an outline of roles and responsibilities for staff during an emergency. The Emergency Management Response Team has specifically assigned roles during an emergency and will access the District Support Team in accordance with your school's individualized plan.

Personnel Guide

PRINCIPAL/FACILITY DIRECTOR

The principal shall serve as Incident Commander (in the vast majority of cases) and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols.
2. Determine whether to implement Universal Emergency Procedures (evacuation; reverse evacuation; shelter in place; severe weather/safe area; drop, cover and hold; lockdown)
3. Activate the Emergency Response Team.
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
5. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)
6. Maintain a line of communication with the Superintendent's Office and/or District Support Team.

INCIDENT RECORDER

This staff person's role is to stay with the Incident Commander and keep a log of necessary information:

1. Record all decisions and when they were made.
2. List all calls with time and name of person called.
3. Include a written description of all responses implemented and the time.
4. List all personnel dispatched and their destination.
5. Record all responders and when they arrived on the scene.

DISTRICT SUPPORT TEAM

(Section D)

The District Support Team's role is to support the school when the need exceeds the resources of the school to handle a situation:

1. Provide guidance regarding questions which may arise.
2. Direct additional support personnel, including District Support Team members as needed.
3. Monitor the emergency situation and facilitate major decisions which need to be made.
4. Provide a district contact (Public Information Officer) for release of information to the media. This should include planning of a prepared statement that will be released.

TEACHERS

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Response Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary. Selected school staff should be trained and certified in first aid, Automated Electronic Device (AED) use and CPR.
4. Teachers must have their roll book with them.
5. Take roll when the class relocates in the designated assembly area.
6. Report missing students and staff to Student Accounting and Release (you may want to consider utilizing a colored card system to expedite this process).
7. Assist as directed by the principal/incident commander.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS

Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary.
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
5. Maintain a line of communication with the Emergency Management Response Team leader. This would be the principal in the school and the superintendent for the school system.
6. Assist as directed by the principal/incident commander.

SCHOOL NURSES

(Section D)

1. Provide first aid or emergency treatment as needed.
2. Communicate first aid and emergency treatment needs to emergency service personnel.
3. Assist as directed by the principal/incident commander.

CUSTODIANS

1. Survey and report damage to principal/incident commander
2. Assist with implementing the Universal Emergency Procedures and Emergency Management Response Protocols as directed.
3. Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use, and disbursement of supplies and equipment.
5. Assist as directed by the principal/incident commander.

SCHOOL SECRETARY

1. Answer phones and assist in receiving and providing consistent information to callers.
2. Provide for the safety of essential school records and documents.
3. Assist as directed by the principal/incident commander.

FOOD SERVICE/CAFETERIA WORKERS

1. Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
2. Assist as directed by the principal/incident commander.

BUS DRIVERS

1. Supervise the care of students if an emergency occurs while children are on the bus.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow procedures as directed by your transportation policy for emergency situations.
4. Assist as directed by the principal/incident commander.

Universal Emergency Procedures

(Section E)

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures which can be utilized in responding to various emergencies: **Lockdown; Drop, Cover, and Hold; Evacuation; Reverse Evacuation; Shelter in Place; Severe Weather; Safe Area**

Lockdown (For use to protect building occupants from potential dangers in the building)

When the announcement is made:

- Students are to be cleared from the halls immediately and to report to nearest available classroom
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave for any reason
- Cover all room and door windows (check with your local law enforcement regarding the covering of the doors and windows)
- Stay away from all doors and windows and move students to interior walls and drop
- Shut off lights
- BE QUIET!
- Wait for further instructions

Drop, Cover and Hold (For use in earthquake or other imminent danger to building or immediate surroundings)

When the command "Drop" is made:

- DROP – to the floor, take cover under a nearby desk or table and face away from the windows
- COVER - your eyes by leaning your face against your arms
- HOLD - on to the table or desk legs, and maintain present location/position
- Assist those needing special assistance
- Wait for further instructions

Evacuation (For use when conditions outside are safer than inside)

When announcement is made or alarm sounded:

- Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)
- Take roll book for student accounting
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures. Wait for further instructions.

(Section E)

Reverse Evacuation (For use when conditions inside are safer than outside)

When the announcement is made:

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- Wait for further instructions.

Shelter in Place (For use in external gas or chemical release scenarios)

When the announcement is made:

- Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location
- Assist those needing special assistance
- Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release)
- Take attendance; report according to Student Accounting and Release procedures
- Do not allow anyone to leave the classroom
- Stay away from all doors and windows
- Wait for further instructions

Severe Weather Safe Area (For use in severe weather emergencies)

When announcement is made or alarm sounded:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take roll book for student accounting
- Take attendance; report according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in safe area until the "all clear" is given
- Wait for further instructions

FIELD TRIP EMERGENCY PROCEDURES

If an earthquake hits and you are not on the bus, follow the general procedures outlined in Classroom Emergency Procedures. After having the students Duck and Cover until the shaking ceases, it is critical for you to take charge and make a quick assessment. **Keeping common sense and good judgment as a highest priority**, in the process of determining your next move.

If you are in a building it probably won't be as well constructed as a school site, and this should be kept in mind as to the immediacy of evacuation. Dangers from fire, building collapse and hazardous material release will be a serious concern.

Your main concern is to get the students to a safe area, where their security can be maintained and you have control over their movement. Preferably move them to the school bus, if that option is available.

You should have your Emergency Information Binder with you on all field trips which includes all emergency and consent to treat information, as well as a complete class list. Use this list for taking roll.

If injured students need to be left in the building, an adult other than the teacher **must** remain in close contact with these children until professional help arrives and he/she is released from this responsibility. They will assist the children in any manner they can, be it first aid or merely consoling them. Instructional aides, the bus driver or adult volunteers from school may be left with injured students. **Remember, the teacher must stay with the majority of the students.**

Contact with the School needs to be made as to the status of those on the field trip. If the School cannot be contacted by telephone or bus radio, it will be necessary to call the Humboldt County Office of Education at either 445-7000 or 1-916-895-7841 (Yes, the area code is correct).

The Sacramento number is used as it has been found out that in emergencies local phone numbers are out of order or jammed. By calling another area code number, which incidentally **IS** answered by the Humboldt Co. Office of Ed., it is expected that there will be a greater possibility and probability of making contact.

Once you have made contact, you will need to identify yourself, the school you are from and the status of your students. Also indicate where you are, and where you will be. If you will be attempting to return to school, indicate which route you will attempt to travel in the bus. Please be as brief as possible, as others will be trying to use this phone line also.

If the bus driver is injured and unable to drive the bus, do not attempt to drive the bus unless it is necessary to move the bus **a very short distance** to get to a safe spot where you can sit and wait for help to arrive. **Don't move the bus unless you are certain students are in a life-threatening situation.**

Remember, common sense and good judgment are the critical factors the school and parents are expecting from you.

Assembly Area (Outdoors, for Standard Evacuation) (Section F)

Command Post:

In Walkway in Front of the School Office

Student Assembly Area:

- 1. LOWER BASKETBALL COURT**
- 2. BASEBALL FIELD**

First aid area:

GYM /UPPER BASKETBALL COURT

Heliport landing area for air medical (if traffic
gridlock prevents vehicular access):

CENTER OF TRACK

Heliport GPS coordinates: _____

Student release:

**FRONT OF SCHOOL WITH COMMAND
CENTER**

Alternate Building Location: Walking Distance (Section F)

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within **walking distance** from the school. Coordinate your planning with the District Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Alternate Building Location.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
School Gym	
_____	_____
_____	_____
_____	_____
(Address)	

Secondary Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Student Accounting and Release (Section G)

STUDENT RELEASE AREA

SETUP AND RESPONSIBILITIES

All Student Release area personnel (typically Classroom aides) are to report to the School Command Center and check-in with the other team members. The Traffic Monitors are responsible for blocking access to the school grounds to everyone except Emergency Personnel and Emergency Vehicles. You are to do the following:

1. Obtain "Release Radio", Emergency Information Binder, Student Release Forms/pens, a table and chairs.

Set up the Student Release Table next to the Command Center in front of the School office.

* In case of inclement weather, the Commander will determine an alternate area such as Healthy Start Building or a classroom.

2. Review procedures for release of students with your team. Be sure all are aware that under no circumstances is a student to be released to anyone without a completed Student Release Form. Students will only be released to those persons listed on their Emergency Information Forms in the Emergency Binder.

STUDENT RELEASE PROCEDURES

1. Parent/guardian will check in with one of the STUDENT ACCOUNTING AND RELEASE Person (Joyce Kelly) who will verify they are allowed to take student. Upon verification, Chelsie Orr or District Secretary will have parent/guardian fill out the Student Release Form and Captain will initial the bottom of the form.
2. School Secretary will keep the original, and give the duplicate to a Runner. School Secretary will also call the Assmebly Area and have the student located and prepare for leaving. **No parent/guardian is to accompany the Runner.** They are to remain waiting at the Student Release Table.
3. Runners are to proceed to the Student Assembly Area and contact the person in charge of that student's class.(Typically the teacher) Give the student Release Form to the Person in charge, .in exchange for the requested student. The Captain is to keep the form with the class roster.
4. Runner is to immediately take the student to the Student Release Table and turn the student over to the care of the parent/guardian.
Runners may only release student to person filling out the Student Release Form!!

In the event of problems at the Student Release Table, immediately contact the School Command Center.

FOUR STEPS TO STUDENT RELEASE

PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST GATE.
3. Move to RELEASE GATE to wait for student.
4. Leave campus immediately after student is released to your custody.

SCHOOL STAFF

1. At REQUEST GATE, verify parent ID and authorization.
2. Direct parent to RELEASE GATE; radio or send runner for student.
3. At RELEASE GATE, verify Student Request Form is signed.
4. Release student to custody of authorized adult.

STUDENT RELEASE OVERVIEW

Release of students may be advised by public safety officials or authorized by the principal or superintendent whenever a condition exists warranting such action. Such conditions include earthquake, flood, severe winter storm, etc.

Parents should be advised of release criteria and procedures, in writing, at the beginning of each school year. Guidelines may be modified for the release of students as long as they are released in a safe and orderly manner.

When the decision has been made to release students, local Fire and Police Departments will be notified, along with the Humboldt County Office of Education. School closure and reopening will also be reported to radio stations by the school administrator.

- ◆ All students will remain under the supervision and care of the school until released to a parent or authorized designee.
- ◆ **Students will only be released to a parent, guardian or authorized adult listed on the Student Emergency/Evacuation Card.**
- ◆ Students must be signed out by a parent, guardian or authorized representative.
- ◆ Students who are not picked up or who are unable to proceed home will be kept at the school or at the designated alternative shelter.
- ◆ Parents should notify the persons designated as emergency contacts for their children so that they are aware that such authorization has been given and are aware of any medical needs of the child.

STUDENT RELEASE SET-UP, STEP-BY-STEP

(Section G)

1. **Incident Commander** (usually school principal, site administrator or designee): Set up Incident Command Post (ICP). Notify staff of school evacuation and communicate that this is not a drill. Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved. Determine medical and assistance needs after population assessment. Determine search and rescue needs. Reassess as situation changes. Keep staff informed as to status of missing students. Reassign emergency teams as needed.
2. **Teachers/Staff**: Evacuate students to designated area, with students grouped as determined by district or school site. Take roll by distributing pre-labeled nametags to each student. Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name: A=Absent; M=Medical for injured students taken to the First Aid station; U=Missing/Unaccounted. Send undistributed nametags to the Student Request Gate. Organize students. Monitor students' medical and emotional condition. Extra staff should partner for other assigned duties; report to Command Post.
3. **Student Release Team**: Take supplies to designated Request/Release Gate locations. Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Gate for speedier processing. Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students. Wear identifying vests or hats. Distribute clipboards with Student Request Forms to parents in line. Set out white board for special instructions and parent requests. Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.
4. **Traffic Controller(s)**: Set out parking area directional signs, traffic cones and enlarged site map. Keep parent vehicles from blocking access by first responders.

PARENT NOTIFICATION

It is important that parents understand procedures that they and school staff must follow in the event students are released prior to the end of the academic day. All adults should be prepared to provide photo identification in order to have a child released to them.

Attempts to notify parents as to the situation should be made as soon as possible. Multiple forms of communication should be used such as: telephone tree, website alert, radio announcement and school hotline. Notification messages by telephone should be kept direct and short. Two sample parent notification messages follow:

"This is [*caller's name*] from [*school name*], calling to inform you that due to [*type of emergency*], we are evacuating the school. The students will be dismissed at [*time*]. Regular bus transportation [*will/will not*] be provided. Call the school hotline for updates."

"This is [*caller's name*] from [*school name*], calling to inform you that due to [*type of emergency*], we must evacuate the school beginning at [*time*]. The children are being transported to [*location/address*]. You may pick up your child at [*school or evacuation site/address/cross street*]. Please park only in the areas designated by signs so that safety officials can get through. Please show your photo ID to pick up your child."

If a disaster renders the school unsafe and unable to be occupied, PARENTS SHOULD NOT CALL THE SCHOOL and tie up the school phones. Use the designated hotline for a recorded message.

(Section G)

ACTION MATRIX (SIMULTANEOUS ACTIONS))

ADMINISTRATION / STAFF	TEACHERS	STUDENTS	PARENTS
<ul style="list-style-type: none"> Set up ICP Set up communication 	<ul style="list-style-type: none"> Evacuate students 	<ul style="list-style-type: none"> Evacuate with teacher 	<ul style="list-style-type: none"> Report to Request Gate
<ul style="list-style-type: none"> Set-up Student Request and Release Gates Place traffic cones and signs to direct parking 	<ul style="list-style-type: none"> Apply nametags to students; take roll and assess population Hold up colored Assessment Card 	<ul style="list-style-type: none"> Remain at designated evacuation area until further instructions 	<ul style="list-style-type: none"> Complete Student Request Form for each student requested; hand form to Request Gate and show photo ID. Wait patiently while ID and authorization are checked
<ul style="list-style-type: none"> Check attendance roster. Pull, note cards of absent students and file in back. Remove nametags of absent students and send other nametags to EOC Note cards of missing, injured students and store separately 	<ul style="list-style-type: none"> Note absent, injured students on remaining nametags and send nametags to Request Gate Send injured students to First Aid station 	<ul style="list-style-type: none"> Injured students to First Aid station 	
<ul style="list-style-type: none"> Verify ID and authorization; and note on Request Form. File requested student cards at back of file box 	<ul style="list-style-type: none"> Extra staff partner for other assigned duties; report to ICP 	<ul style="list-style-type: none"> Remain at designated evacuation area until requested 	<ul style="list-style-type: none"> Move to Release Gate to reunite with requested student(s)
<ul style="list-style-type: none"> Give Request Form to runner; runner to Assembly Area to retrieve student 	<ul style="list-style-type: none"> Call requested student forward; release to runner 	<ul style="list-style-type: none"> Accompany runner to Release Gate to meet up with parent or authorized adult 	<ul style="list-style-type: none"> Wait patiently at Release Gate until called.
<ul style="list-style-type: none"> Runner escorts student to Release Gate then returns to Request Gate 	<ul style="list-style-type: none"> Note students released on roll sheet 		<ul style="list-style-type: none"> Show photo ID at Release Gate
<ul style="list-style-type: none"> Check parent ID again at Release Gate. Runner returns to Request Gate for next student 	<ul style="list-style-type: none"> Monitor students' medical/emotional condition at all times 	<ul style="list-style-type: none"> Reunite with adult. Leave campus together immediately 	<ul style="list-style-type: none"> Sign out at Release Gate; note time, phone and destination
<ul style="list-style-type: none"> Medical situation: Direct parents to Parent Information Station or crisis intervention counselor 	<ul style="list-style-type: none"> As students are released, extra staff report to ICP 	<ul style="list-style-type: none"> Taken by staff to First Aid Station, if necessary 	<ul style="list-style-type: none"> Medical: Escorted to First Aid Station by crisis management staff
<ul style="list-style-type: none"> Release Gate staff file signed Request Forms alphabetically 			<ul style="list-style-type: none"> Reunite with student. Leave immediately.
<ul style="list-style-type: none"> Communicate with ICP to reassign teams as needed 			

COMMUNICATION

(Section I)

Communication During an Emergency

Communication is a critical part of emergency management. School staff and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed and updated. Information must be transmitted to Central Office and to other affected schools. And finally, the media must be informed and kept updated.

After an Emergency

The principal will need to notify staff of an event or emergency and keep them informed as additional information becomes available and as plans for management of the situation evolve.

The Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Building Chain of Command (Principal or Incident Commander). Then link him/her to several on the Emergency Management Response Team; then link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people who in turn call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated.

The Morning Faculty Meeting

An early, brief faculty meeting provides the opportunity to give accurate, updated information about an emergency event/situation itself and to review with staff procedures for the day, including the availability of intervention resources.

The End-of-Day-One Faculty/Staff Meeting

A brief end-of-day-one meeting provides the opportunity to review day one of an emergency, to update information, and plan for day two. Misinformation or rumors can be addressed before staff members go home or into the community where they are likely to be asked about the situation.

Communicating with the Media (Section I)

Most news people are sensitive to reporting on emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

1. Identify a single information source (typically this will be your designated Public Information Officer).
2. Direct media representatives to one area (on or off campus) where briefings can take place (this should be done in advance so there is a known media staging area). This should not necessarily take place at the site of the event unless the school is showing how normalcy has been restored.
3. Instruct all employees to refer all information and questions to Media Liaison or Information Official.
4. If the emergency is a death, consult with the deceased student's/staff member's family before making a statement.
5. Insist that reporters respect the privacy rights of students and staff.
6. Advise students of the school's student media policy.
7. The school should decide what to say, issue a statement, and answer questions within the limits of confidentiality.
8. Remind employees that only designated personnel are authorized to talk with news media.
9. Take initiative with news media and let them know what is or is not known about the situation.
10. Emphasize school's/district's good record.
11. Speak to reporters in plain English - not in "educationese."
12. If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson and the local board attorney.
13. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't try to blame anyone for anything.
14. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
15. Contact District Support Team to regularly update.
16. Delay releasing information until facts are verified and the school's position is clear; prepare statements about the situation in advance to read (avoid ad-libbing).
17. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
18. Express appreciation to all persons who helped handle the emergency.

Drill Schedule and Log

(Section J)

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: CA Ed. Code (32001) requires that fire drills be conducted as follows:

Elementary schools: One fire drill each month

Middle schools: 4 fire drills per school year

High Schools: 2 fire drills per school year

*Alarm signals should be tested at least once a month.

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1 st :					
2 nd :					
3 rd :					
4 th :					
5 th :					
6 th :					
7 th :					
8 th :					
9 th :					
10 th :					
11 th :					
12 th :					

Earthquake Drills: CA Ed. Code (32281) requires the following:

Elementary schools: 1 Earthquake Drill per quarter (4 per school year)

Secondary schools: 1 Earthquake Drill per semester (2 per school year)

Date Scheduled	Date Conducted	Number of Occupants	Drill Time	Comments, Notes
1 st :				
2 nd :				

Other Drills or Practice: Such as Lockdown, Shelter in Place, Intruder, Bomb Threat, etc.

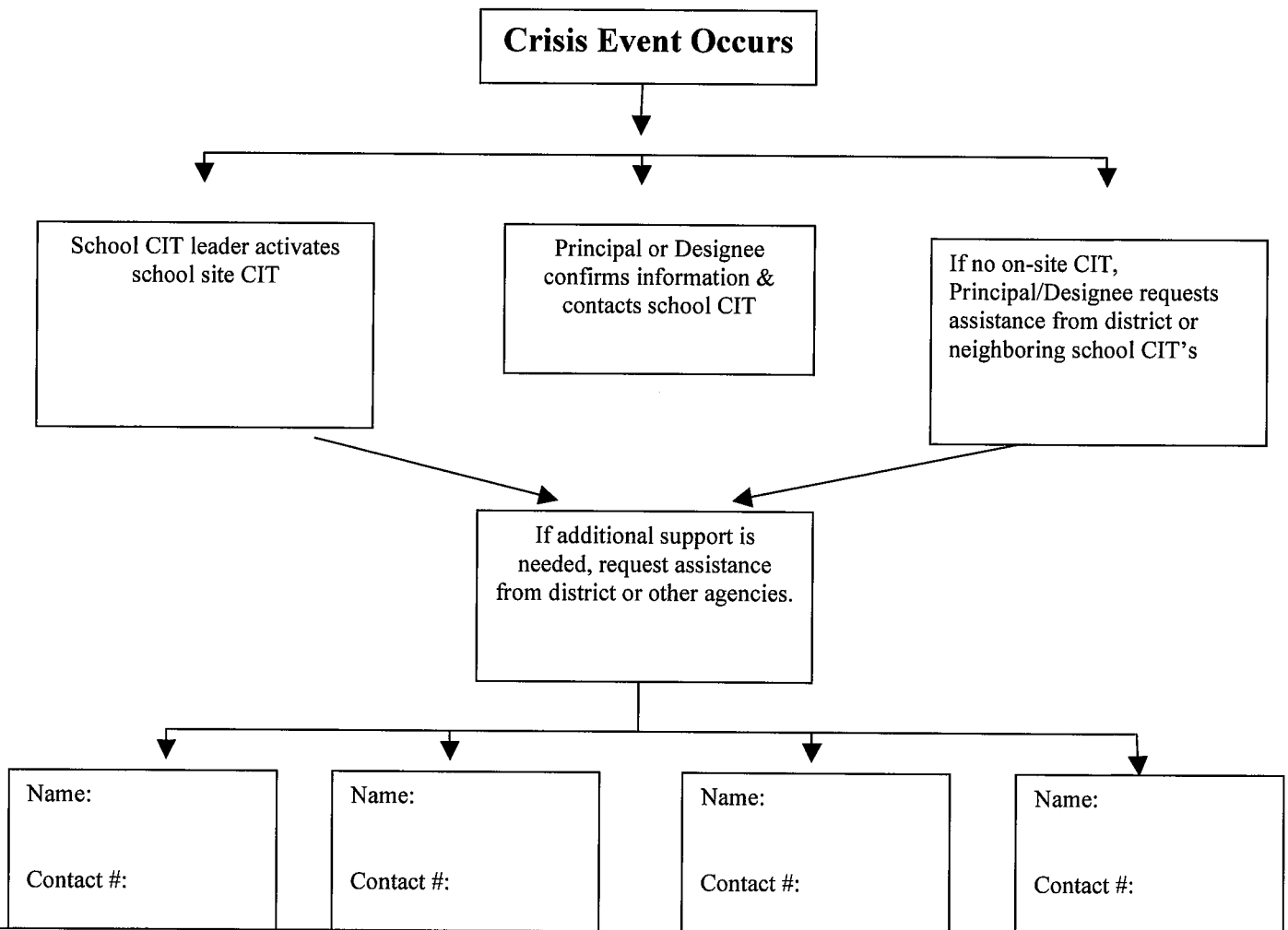
Date Scheduled	Date Conducted	Event Scheduled	Comments, Notes

School Crisis Intervention Team (CIT) (Section K)
 System of Support Flowchart

When a tragedy, such as a loss of life or devastating event, affects a school community, crisis intervention services should be available. Crisis response teams typically include school counselors, social workers, and psychologists, with additional support staff. They afford mental health support to students and staff members affected by the critical incident. Their interventions are integral to ensuring students' continued availability for learning, and to address possible long-term impacts of the event(s).

When the principal and local school crisis management team determines that the school is unable to address the crisis response needs, a regional crisis team may be requested. Regional teams, team leaders, or assistant team leaders are prepared to offer consultation; technical assistance; or direct service in response to a school administrator's request for assistance. The local school team maintains primary responsibility for crisis intervention, and the regional team provides additional technical or direct support.

Occasionally, crisis interventions require special expertise, such as the use of foreign language interpreters, consultation with other mental health experts, or other technical or direct assistance.



When calling for assistance, be prepared to provide the following information: identify yourself, describe the nature of the crisis, provide the name and location of the school, and provide name & contact info. for the school.

Section L

To Do (at the beginning of each school year)	Person Responsible	Completed Yes/No	Completion Date

<p><u>Message to Parents</u></p> <p>At the beginning of each school year the Principal will communicate the pertinent components of the school's emergency plan to parents, in writing. All parents will be asked to sign an emergency medical release form for the child and to designate other persons who are authorized to pick-up their child in the event of a disaster.</p>			
<p><u>Posting of Procedures</u></p> <p>Evacuation routes and emergency procedures are posted by the doorway in each classroom/room and in the Principal's/Site Manager's Office.</p>			
<p><u>Classroom Disaster Kit</u></p> <p>At the beginning of each school year, instructional staff will prepare a classroom disaster kit. Whenever the building is evacuated, the teacher will take this kit and the attendance sheet.</p>			
<p><u>Portable Disaster File</u></p> <p>A portable disaster file, containing student emergency contact and other disaster information, will be maintained in the School Office and will be removed by the Site Coordinator whenever the building is evacuated.</p>			
<p><u>To Do</u> (at the beginning of each school year)</p>	<p>Person Responsible</p>	<p>Completed Yes/No</p>	<p>Completion Date</p>

Bus Driver Procedures

The District has adopted emergency procedures for bus drivers which are posted in all District buses. All bus drivers maintain current certification in basic first and CPR and are trained annually in emergency procedures. First aid kits, bus route maps, and direction logs indicating the location of emergency shelters are maintained on each bus.

Students riding buses will receive annual instruction from the bus drivers on safe riding practices and bus evacuation procedures. A notice is sent to parents or guardians of all students informing them that if students are en route on school buses when a disaster occurs, all students will be taken to the designated school or to the nearest District school if the primary location is not accessible.

Shelter Agreements

The District and the American Red Cross (ARC) have entered into agreements for the use of pre-designated District sites for use as emergency shelters during disasters. All requests for use of District facilities as community shelters must be approved by the Superintendent. Only those sections of the school needed for shelter operations will be authorized for use.

Superintendent's Report

1-9-19

- Current enrollment: 151 students.
- Kindergarten Registration Day will be on January 16th this year. We hold the registration day earlier now to comply with the new IDT requirements. Ms. Tasha and Mrs. Sagaser will coordinate this event together.
- Brown Act workshop at HCOE on Jan. 24th 1PM-4PM. I registered for Harry, Jake, Erik, and Blaine to attend.
- Boys' basketball season gets underway the first week students are back in January. Kim Edge is coaching the Varsity (6th-8th) team. I am still looking for a JV coach for a fiery squad of 4th-5th graders. Please let me know if you have ideas for a JV coach.
- Thank You! to our fantastic community volunteers that continue to make Cuddeback and Carlotta an incredible place! The holidays were made brighter (even in the rainy downpour) for Cuddeback kids and families by the generosity and support of the CVFD, Carlotta Community Center, Cuddeback PTO, Local 4H, and many individual families.
- I would like to thank the Fortuna Rotary Clubs for their continued sponsorship to provide dictionaries to all area 3rd graders. The books are presented with the student's name embossed inside, and the kids love it! I appreciate Rotary fostering education in our schools.
- Awards assembly on Jan. 25th is midpoint of 2nd trimester.
- I have contacted roofing contractors regarding quotes to finish our roofing project, which includes the office, gym/cafeteria, and bus garage. Visits should take place in next 7-10 days.
- I will be attending the annual ACSA Superintendent's Symposium on Jan. 30-Feb. 1. This is a great place to collect information on the climate and future of CA education, and to view a different perspective of our schools. Many local Supt's will be in attendance.